

HASTINGS COLLEGE

# Course Catalog



2019-2021



# Hastings College Catalog 2019-2021



## HASTINGS COLLEGE

710 N. Turner Ave.

Hastings, NE 68901-7621

Toll-free

800.532.7642

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](https://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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## MINORS

### Arts and Humanities

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English	55
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Music	73
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# About Hastings College

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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.

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# 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.



# Hastings Habits

### *Radical Hospitality*

We don't just say hello but instead WELCOME you in an authentic spirit of service and support to others.

### *Active Citizenship*

We commit to making this place—our Hastings, our state, our world—better through our individual and collective actions, and that to do this well we must listen as much as we must do.

### *Care of All Things*

Our abundance of time, talents, treasure and people is a gift to shepherd so that we may change lives.

### *Civil Candor*

Honesty with humility, candor without intentional hurt—we communicate directly knowing that in seeking truth, we seek a shared good

### *A Creative Spirit*

We value the worth of ideas and only from scrutiny and debate can we create what comes next.



### 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](http://ncahigherlearningcommission.org), 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 Council of Independent Nebraska Colleges, and numerous other educational organizations.

The Teacher Education program at Hastings College is accredited by the Council for the Accreditation of Educator Preparation (CAEP) 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.

## Section 4

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### 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/consumer](http://www.hastings.edu/consumer) or by contacting Dr. Lisa Smith, Dean of Student Engagement ([lsmith@hastings.edu](mailto:lsmith@hastings.edu)).

# Section 5

## Academic Calendar

Starting in Fall 2019, Hastings College will transition to a modified block schedule.

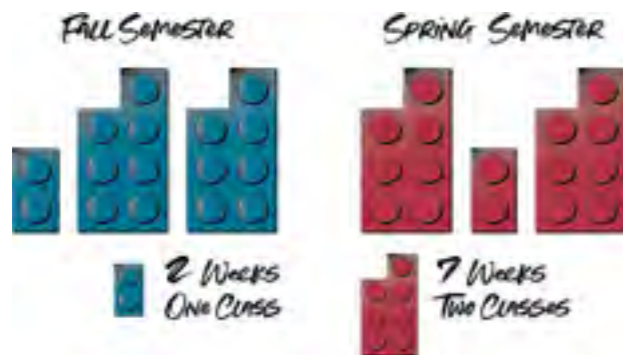
### Fall Semester

- Block 1 - 2 weeks
- Block 2 - 7 weeks
- Block 3 - 7 weeks

### Spring Semester

- Block 4 - 7 weeks
- Block 5 - 2 weeks
- Block 6 - 7 weeks

In a 2-week block, students will take one course (usually 2 credits). In a 7-week block, students will take one or two courses (4-8 credits total). In a semester, full-time students will take 12-18 credits.



- 6-9 Faculty Development
- 11 First Year Move In
- 12 First Year Experience
- 13 Move In Day
- 14 Block 1 Begins
- 27 Block 1 Ends
- 28 Block Break (No Class)
- 29 Block 2 Begins

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 6 Winter Break Ends
- 7 Block 4 Begins
- 20 M.L. King Day

- 2 Labor Day (No Class)
- 3 Classes Resume
- 23 Faculty Development

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 3 Winter Break (No Class)
- 4 Faculty Development
- 5 Classes Resume
- 26 Block 4 Ends
- 27-28 Block Break (No Class)

- 18 Block 2 Ends
- 21-22 Fall Break (No Class)
- 23 Block 3 Begins

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 Block 5 Begins
- 13 Block 5 Ends
- 13-23 Spring Break (No Class)
- 24 Block 6 Begins

- 21-27 Thanksgiving Break (No Class)
- 28 Thanksgiving Day

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 10-15 Easter Break (No Class)
- 12 Easter Sunday
- 14 Classes Resume

- 2 Classes Resume
- 13 Block 3 Ends
- 19 Winter Break Begins (No Class)
- 25 Christmas

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 14 Block 6 Ends
- 15 Baccalaureate
- 16 Graduation
- 18-24 Block Break (No Class)
- 25 Memorial Day
- 27 Block 7 Begins

# Academic Program Options

Hastings College students have three options for completing their course of study: the Hastings College Academic Program, the Personalized Program, and the Honors Program.

### ACADEMIC PROGRAM OF STUDY

Most Hastings College students complete the Hastings College Academic Program, which includes at least one recognized major field, minor field, interdisciplinary minor, and a core of general education requirements. The primary goal of the Hastings College Academic Program 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 that 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.

### 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.

### 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.

## Section 7

# Academic Divisions and Departments

Division	Department	Faculty
Arts and Humanities (Associate Dean: Annette Vargas)	History, Philosophy, and Religion	Glenn Avent (chair), Robert Babcock, Alicen Beheler, Catherine Biba, Jean Heriot
	Languages and Literatures	Margaret Callahan, Patricia Oman, Bruno Pentead, Eleanor Reeds, Eric Tucker, Pedro Vizoso, Benjamin Waller (chair)
	Music and Theatre	Louie Eckhardt (chair), Byron Jensen, Jonathan Sokasits, Annette Vargas, Hillary Watter
	Visual Arts	Aaron Badham (chair), Autum Conley, Brett Erickson, Sara Gevurtz, Chad Holliday, Turner McGehee, Kevin Mercer, Sarah Swist, Annette Vargas
Education and Social Sciences (Associate Dean: Kittie Grace)	Communication Studies and Political Science	Robert Amyot, Kittie Grace, Jessica Henry (chair), Sabina Hilaiel, Austin McDonald
	Library	Susan Franklin (director)
	Psychology and Sociology	Stephanie Furrer (chair), Robert Kettlitz, Laura Logan, Rachael Robinson-Keilig, Jeri Thompson, Jesse Weiss, Mark Zajack
	Teacher Education, Physical Education and Human Performance	Jessica Allen-Pickett, Ann Auten, Grant Bachman, Jill Beckenhauer, Nicholas Dinan, Rebecca Hamik, Darci Karr (chair), Casey Molifua, Kathryn Rempp
Math, Science, and Business (Associate Dean: John Schneider)	Biology	William Beachly, Jason Carbaugh, John Kuehn (chair), Amanda Solem
	Chemistry and Physics	Steven Bever, Brad Dinardo, Moses Dogbevia, Neil Heckman (chair), Bradley Peterson, Kevin Robb
	Business and Economics	Bruce Batterson, Amy Black (chair), David Carpenter, Brody Emery, Carmen Van O'Linda, Ben Wuthisatian
	Math and Computer Science	Bobbi Buchholz, David Cooke, Mark Hall (chair), John Schneider
Postdoctoral Fellows		Eric Kennedy, Nathan Mertens, Christopher Strickland





## Chapter 2

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# Academic Programs

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### HASTINGS COLLEGE ACADEMIC PROGRAM

Most Hastings College students complete the Hastings College Academic Program, which includes

1. A **CORE** of general education requirements
2. At least one recognized **Major** field
3. A **Minor** (or second Major) field in an academic division other than their major
4. An Interdisciplinary Minor (i.e., **IDEA**)

The primary goal of the Hastings College Academic Program is to stimulate intellectual curiosity and excitement essential to lifelong learning.

### REQUIREMENTS FOR GRADUATION

Requirements for graduation with the Bachelor of Arts degree or the Bachelor of Music degree include:

1. The completion of 120 hours of college credits
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 36 hours of upper-division work (courses numbered 300 or above)
4. Completion of the Hastings College Academic Program

\* The Teacher Education program has higher GPA requirements.

## OTHER ACADEMIC PROGRAMS

### *Interdisciplinary Programs*

Students who would like even more choice than is offered by the Hastings College Academic Program may apply to one of the following Interdisciplinary Programs, which take the place of the Academic Program:

1. **Personalized Program.** The Personalized Program provides a unique opportunity for creative and resourceful students who wish to tailor-make a course of study to pursue their own personal, academic, and professional needs outside the framework of departmental majors. This is a good option for self-motivated students who have a clear interdisciplinary vision.
2. **Honors Program.** The Honors Program is an experiential learning community for high-achieving students committed to interdisciplinary scholarly inquiry and campus, civic, and global engagement. Places are limited, and students typically apply upon entry as a first-year student.

### *Optional Certificates*

Students may add the following optional Certificates to any academic program offered by the college:

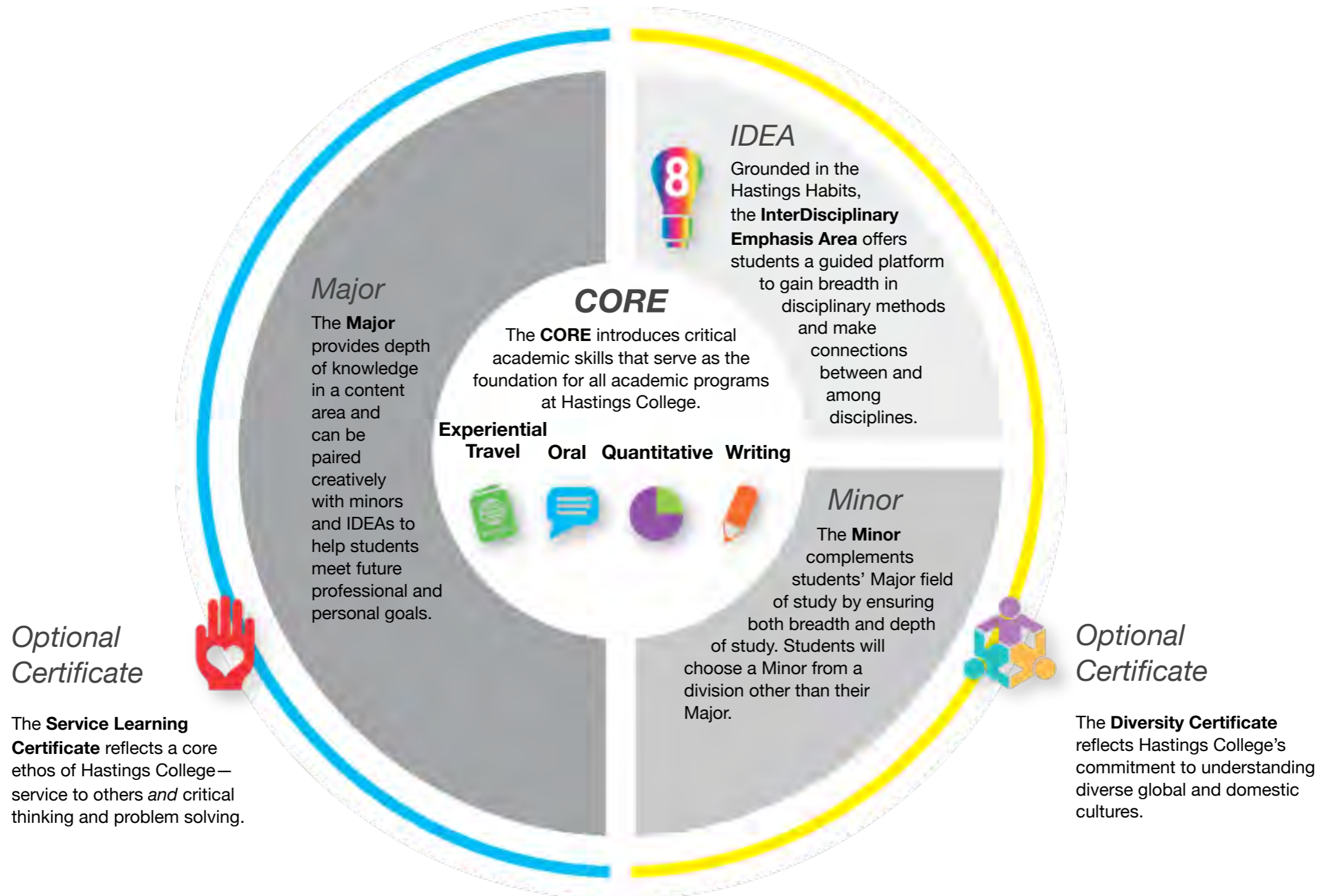
1. **Service Learning Certificate.** The Service Learning certificate requires 18-20 credits of courses that have been designated as service learning. It reflects a core ethos of Hastings College—service to others and critical thinking and problem solving.
2. **Diversity Certificate.** The Diversity certificate requires 18-20 credits of courses that have been designated as Diversity. It reflects Hastings College's commitment to understanding diverse global and domestic communities.

### *Partnerships*

To enhance the offerings of our current Academic Program, Hastings College has established partnerships with several institutions:

1. **Nursing.** Students interested in studying nursing may complete their undergraduate degree at Hastings College with a Health Systems major (4 years) and then apply to Creighton University's Accelerated B.S.N. program at Creighton's Mary Lanning Campus.
2. **Radiology.** Through a partnership with Mary Lanning Healthcare, students may become accredited radiologists by completing Hastings College's Health Technology major, which combines courses at Hastings College and the Mary Lanning Healthcare School of Radiologic Technology (in Hastings) (4 years).
3. **Pharmacy.** Students interested in pharmacy as a career may benefit from Hastings College's partnership with Creighton University's Doctor of Pharmacy program. Students complete 3 years of coursework at Hastings College and 4 years of coursework at Creighton (on ground or online) to receive a Bachelor of Arts from Hastings College and a Doctor of Pharmacy from Creighton.
4. **AgriBusiness, Construction Management, Culinary Arts Management, and Hospitality Management.** Through a partnership with Central Community College (CCC) in Hastings, Business Administration majors at Hastings College may choose a specialized minor composed of discipline-specific courses offered by CCC. These options satisfy the requirement for a Major and Minor in Hastings College's Academic Program.
5. **The Chicago Center for Urban Life and Culture (CCULC).** Programs through CCULC offer students an opportunity to live and learn in America's third-largest city while earning credit toward graduation through an internship and experience-based seminars.

# HASTINGS COLLEGE ACADEMIC PROGRAM





# CORE



The CORE introduces students to critical academic skills and serves as the foundation for all academic programs at Hastings College. These are also the skills that employers prioritize and that will promote lifelong learning. The CORE includes the following:

### *Core Seminars*

CORE 100 Introduction to Hastings College (2)

CORE 101 Interdisciplinary Inquiry (4)

CORE 400 Answers (4)

### *Skills Courses*

Experiential Travel (2)

Oral Communication (4)

Quantitative (4)

Writing (4)





## CORE Seminars



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### DESCRIPTION

The CORE seminars provide a bookend experience at Hastings College. In the first year, a common experience introduces students to college life and lays the groundwork for core academic skills. In the junior or senior year, students take a college capstone seminar that ties together the components of their HC education—the CORE, IDEAs, major, and minor.

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### OUTCOMES

1. Critical thinking
2. Information literacy
3. Inquiry and analysis
4. Lifelong learning

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### COURSES

CORE 100 Introduction to Hastings College (2)  
CORE 101 Interdisciplinary Inquiry (4)  
CORE 400 Answers (4)



#### DESCRIPTION

Participation in Hastings College 2.0 short-term, faculty-led education abroad programs offers Hastings College students the opportunity to develop and further enhance their global knowledge through international or domestic travel. These courses provide students with experiences and portable skills to enhance their learning at HC and beyond. Additionally, EXPL courses foster interaction between members of the HC community and students, governmental and nongovernmental organizations, and public entities within communities.

#### OUTCOMES

1. Critically engage with cultural perspectives different from student's own. (Engagement here encompasses topical, language-based, cultural learning, or interdisciplinary approaches as deemed appropriate by faculty.)
2. Strengthen intrapersonal, cognitive, and interpersonal skills:
  - a. Intrapersonal: dealing with ambiguity, adaptability, intercultural skills
  - b. Cognitive: Problem solving, curiosity, confidence, course or major knowledge
  - c. Interpersonal: Leadership, interpersonal skills, teamwork, communication

#### COURSES

EXPL 325 Experiential Travel Course (2)



#### DESCRIPTION

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A discipline-specific course that emphasizes theory and practice of oral messages, with special attention to analysis of audience, content, and form.

#### OUTCOMES

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1. Employ communication theories, perspectives, principles, and concepts to create messages appropriate to the audience, purpose, and context.
2. Critically analyze the form and function of oral messages.
3. Apply ethical communication principles and practices.
4. Demonstrate understanding of the complexity of elements important to members of another culture in relation to its communication styles and practices.
5. Recognize cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences.
6. Engage team members in ways that facilitate their contributions to meetings and advance the work of the group.
7. Identify and acknowledge conflict and remain engaged with it through the application of specific strategies.
8. Significantly reduce communication apprehension.

#### COURSES

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Choose one course from:

COMM 200 Human Communication (4)

COMM 360 Advanced Public Speaking (4)

THRE 121 Fundamentals of Acting (4)

THRE 424 Advanced Acting for Stage and Screen (4)



#### DESCRIPTION

A discipline-specific course that emphasizes quantitative literacy and practice, with special attention to problem solving and interpreting mathematical models.

#### OUTCOMES

1. Interpret mathematical models including formulas, graphs, tables, and schematics, and draw inferences from them.
2. Communicate mathematical information symbolically, visually, numerically, and verbally. Translate information from one mathematical form into another.
3. Use arithmetical, algebraic, geometric and statistical methods to solve problems.
4. Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
5. Recognize that mathematical and statistical methods have limits.

#### COURSES

Choose one course from:

CHEM 111 Introduction to General Chemistry (4)

CHEM 151 College Chemistry I (4)

MATH 150 Calculus I (4)

MATH 160 Calculus II (4)

MATH 210 Introduction to Statistics (4)

MATH 251 Calculus III (4)

PHYS 201 General Physics I (4)

PHYS 211A&B College Physics (4)

SCIE 223 Astronomy (4)



**DESCRIPTION**

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A discipline-specific course that emphasizes students' continued growth in writing, with special attention to writing process, analysis, and self-assessment.

**OUTCOMES**

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1. Synthesize and respond to frequent feedback on written work.
2. Recognize writing as a social act.
3. Understand the rhetorical nature of writing and the relationships between writing and technologies.
4. Recognize writing processes as iterative and complex.
5. Analyze and practice writing with a variety of genres.

## WRITING DESIGNATION

*Choose one course from:*

- ENGL 200 Introduction to English Studies (4)
- ENGL 300 Literary Theory and Critical Methods (4)
- ENGL 400 Senior Seminar (4)
- HIST 222 History of the Family in America (4)
- HIST 224 Natural Disasters in the United States (4)
- HIST 226 Survey of Environmental History (4)
- HIST 234 Worlds of the Aztec and Maya (4)
- HIST 238 Buccaneers: Trade and Conflict in the Atlantic World (4)
- HIST 252 Sophomore Research Seminar (4)
- PHIL 210/310 Seekers and Sages: Ancient Greek and Roman Thought (4)
- PHIL 224/324 Constructing Bodies: Sex, Gender, Race, and Embodiment (4)
- POLS 250 US Public Policy and Its Analysis (4)
- POLS 300 US Congressional Politics and Policy Making (4)
- POLS 331 US Foreign Policy (4)
- POLS 342 Civil Society in National and Global Politics (4)
- SOCY 100 Introduction to Sociology (4)
- SOCY 324 Sociological Theory (4)
- THRE 310 Script Analysis and Criticism (4)
- THRE 450 Survey of Theatre History (4)
- WRIT 200 Academic Writing (4)
- WRIT 300 Rhetoric, Writing, and Culture (4)

### IDEAs



The InterDisciplinary Emphasis Areas offer students a guided platform to gain breadth in disciplinary methods and make connections between and among disciplines. The IDEAs are themed around the [Hastings College Mission](#) and the [Hastings Habits](#). Students choose 4 credits from within their Major division and 8 credits from each outside division.

**Being & Knowing**

**Built & Natural Environments**

**Citizenship & Community**

**Creativity & Innovation**

**Culture, Structure, & Power**

**Health & Well-Being**

**Sports & Society**

**Technology & Curiosity**





Being & Knowing 



TOTAL CREDITS

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20

DESCRIPTION

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**Spirituality** is one's relationship to self, others, the environment, and power(s) beyond self. Our Presbyterian heritage and our Liberal Arts history suggest that it is important to explore the deepest values and meanings that guide our personal and world views. Being & Knowing allows students an opportunity to explore diverse dimensions of spirituality and **ways of knowing**.

## BEING & KNOWING

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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- ARTS 331 Special Topics in Studio Art (2) *and/or*  
ARTH 424 Special Topics in Art History (2 or  
4)
- ENGL 115 Coming of Age (4) *or* ENGL 212  
Medieval/Renaissance Literature (4)
- HIST 368 The Christian Religion in the Middle  
Ages (4) *or* HIST 372 Renaissance,  
Reformation, and Baroque Movements (4)
- MUSC 232 Learn to Play Piano in 2 Weeks (2)  
*and/or* MUSC 121, etc. Applied Lessons  
(2-4)
- PHIL 101 Morals, Happiness, and the Good Life:  
Introduction to Ethics (4) *or* PHIL 230/330  
World Philosophy (4)
- RELG 191 Religions of the World (4) *or* RELG  
220 Spirituality and Health (4)
- THRE 121 Fundamentals of Acting (4) *or* THRE  
236 Theatre of Diversity (4)

### *Education and Social Sciences*

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- COMM 320 Lying and Deception (2) *or* COMM  
333 Intercultural Communication (4)
- EDUC 382 Teaching Diverse Learners (4)
- PEHP 316 Healthy Lifestyles (4)
- POLS 340 International Development (4) *or*  
POLS 341 Gender and Politics (4) *or* POLS  
342 Civil Society in National and Global  
Politics (4)
- PSYC 100 Introduction to Psychological Science  
(4) *or* PSYC 204 Introduction to Behavioral  
Neuroscience (4)
- PSYC 221/421 Psychological Health and Well-  
Being (4) *or* PSYC 305 Disconnect to  
Reconnect: Technology, Nature, and Human  
Connection (2) *or* PSYC 441 Motivation and  
Performance (4)
- SOCY 203 Non-Violent Alternatives (4)
- SOCY 303 Social Welfare and Human Services  
(4) *or* SOCY 361 Social Problems and Social  
Movements (4)

### *Math, Science, and Business*

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- BIOL 102 Introduction to Ecology and Evolution  
(4)
- BIOL 324 Conservation Biology (2)
- BIOL 342 Bioethics (4)
- BSAD 233 Lying, Cheating and Stealing: An  
Introduction to Fraud (2)
- BSAD 462 Business Ethics (4)
- MATH 210 Introduction to Statistics (4)
- MATH 308 Logic, Sets, and Methods of Proof (4)
- SCIE 223 Astronomy (4)

## Built & Natural Environments



### TOTAL CREDITS

---

20

### DESCRIPTION

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Hastings College is dedicated to the **care of all things**. By investigating the natural world, the wonders that humans have built, and how the two are interconnected, students will learn to make ethical choices with integrity. They will also be able to consider the larger impacts of the decisions they make.

## BUILT & NATURAL ENVIRONMENTS

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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ARTS 130 Metal Sculpture (4) *or* ARTS 131  
Wood Sculpture (4)  
ARTH 424 Special Topics in Art History (4) *or*  
THRE 304 Scenic Design (4)  
ENGL 112 Constructing the Environment (4) *or*  
ENGL 330 Reading Science (4)  
HIST 224 Natural Disasters in the United States  
(4)  
HIST 226 Survey of Environmental History (4)  
PHIL 242/342 Ethics of the Environment and  
Technology (4) *or* RELG 295/395 Native  
American Religions (4)  
SPAN 284 Culture and Civilization of Spain (2) *or*  
SPAN 285 Culture and Civilization of Peru (2)

### *Education and Social Sciences*

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COMM 360 Advanced Public Speaking (4)  
POLS 250 US Public Policy and Its Analysis (4)  
POLS 252 Environmental Politics and Policy  
Making (4)  
POLS 340 International Development (4)  
PSYC 245 Adolescent Development and  
Emerging Adulthood (4)  
PSYC 305 Disconnect to Reconnect:  
Technology, Nature, and Human Connection  
(2)  
PSYC 314 Cognitive Processes and  
Applications (4)  
SOCY 350 Sociology of Communities (2)

### *Math, Science, and Business*

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BIOL 324 Conservation Biology (2)  
BIOL 342 Bioethics (4)  
BSAD 462 Business Ethics (4)  
ECON 211 Principles of Microeconomics (4) *or*  
ECON 213 Principles of Macroeconomics (4)  
MATH 150 Calculus I (4) *or* MATH 210  
Introduction to Statistics (4)  
PHYS 201 General Physics I (4) *or* PHYS  
211A&B College Physics I (4) *or* SCIE 223  
Astronomy (4)  
SCIE 311 Natural History of Sandhills and Pine  
Ridge Areas of Nebraska (2)  
SCIE 353 Environmental Science (4)

Citizenship & Community 



TOTAL CREDITS

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20

DESCRIPTION

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Part of our mission at Hastings College is to help students “thrive as citizens of their local and global communities.” Citizenship is two-pronged: students first become **informed** and aware of the world around them, and then use that knowledge to become **engaged** with the world and create positive change within their local communities.

## CITIZENSHIP & COMMUNITY

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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- ARTD 230 Introduction to Online Design and Development (4) *or* ARTH 310 Art History I (4) *or* ARTH 320 Art History II (4)
- ENGL 112 Constructing the Environment (4) *or* ENGL 354 Literature of North American Diversity (4)
- HIST 240 Slavery in the Atlantic World (4) *or* HIST 380 The History of Greater Mexico (4)
- MUSC 121, etc. Applied Lessons (2) *and* MUSC 230 World Music (2) *or* THRE 236 Theatre of Diversity (4)
- PHIL 222/322 Individuals, Masses, and Power: 20th Century Theory (4) *or* PHIL 230/330 World Philosophy (4)
- RELG 250/350 Ethics, Morality, and Society (4) *or* RELG 386 Jesus and Justice (4)
- SPAN 101 Beginning Spanish I (4) *or* FREN 101 Beginning French I (4) *or* RUSS 101 Russian I (4)

### *Education and Social Sciences*

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- COMM 304 Persuasion (4) *or* COMM 333 Intercultural Communication (4)
- EDUC 210 It Takes a Village (2) *or* EDUC 382 Teaching Diverse Learners (4)
- POLS 200 Introduction to US Politics and Policy Making (4) *or* POLS 230 Introduction to Global and Comparative Politics (4)
- POLS 330 International Institutions and IR Theory (4) *or* POLS 331 US Foreign Policy (4) *or* POLS 342 Civil Society in National and Global Politics (4)
- PSYC 100 Introduction to Psychological Science (4) *or* PSYC 305 Disconnect to Reconnect: Technology, Nature, and Human Connection (2)
- SOCY 203 Non-Violent Alternatives (4) *or* SOCY 211 Service Learning, Work, and Social Change (4)
- SOCY 361 Social Problems and Social Movements (4) *or* SOCY 394 Social Stratification (4)

### *Math, Science, and Business*

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- BSAD 303 Nonprofit Organizations and Fundraising (4)
- BSAD 462 Business Ethics (4)
- ECON 211 Principles of Microeconomics (4)
- ECON 213 Principles of Macroeconomics (4)
- MATH 150 Calculus I (4) *or* MATH 210 Introduction to Statistics (4)
- PHYS 201 General Physics I (4) *or* PHYS 211A&B College Physics I (4)
- SCIE 353 Environmental Science (4)

# Creativity & Innovation



## TOTAL CREDITS

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20

## DESCRIPTION

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Failure is inherent within all **great successes**. At Hastings College, we honor the creative spirit through the risk-taking, scrutiny, and debate necessary for modern-day problem solving. Through fostering the creation of new ideas, actions, and products, we reshape our understanding of the world and add value to our society and culture. Students establish the ability to approach challenges and questions—large and small—with **resilience**.

## CREATIVITY & INNOVATION

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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- ARTS 110 Introduction to Glass (4) *or* ARTS 331 Special Topics in Studio Art (2) *and/or* ARTH 424 Special Topics in Art History (2 or 4)
- ENGL 140 Introduction to Film (2) *and* HIST 104 Ideology, Identity, and Art in the Khrushchev Years (2) *or* HIST 216 History of the United States Since 1877 (4)
- MUSC 121 Applied Lessons (2) *and* MUSC 232 Learn to Play Piano in 2 Weeks (2)
- PHIL 100 Basic Questions of Truth and Meaning: Introduction to Philosophy (4) *or* RELG 375 Religion, Art, and Sacred Space (4)
- PUBL 217 Typesetting (4) *or* WRIT 381 Creative Writing: Fiction (4) *or* WRIT 382 Creative Writing: Poetry (4) *or* WRIT 383 Creative Writing: Nonfiction (4)
- SPAN 101 Beginning Spanish I (4) *or* FREN 101 Beginning French I (4) *or* RUSS 101 Russian I (4)
- THRE 225 Puppetry (4) *or* THRE 304 Scenic Design (4)

### *Education and Social Sciences*

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- COMM 314 Argumentation and Debate (4) *or* COMM 454 Rhetoric and Culture (4)
- POLS 209 Research Methods in Political Science (4)
- POLS 341 Gender and Politics (4) *or* POLS 342 Civil Society in National and Global Politics (4)
- PSYC 204 Introduction to Behavioral Neuroscience (4) *or* PSYC 314 Cognitive Processes and Applications (4)
- PSYC 221/421 Psychological Health and Well-Being (4)
- PSYC 441 Motivation and Performance (4)
- SOCY 361 Social Problems and Social Movements (4)

### *Math, Science, and Business*

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- BSAD 303 Nonprofit Organizations and Fundraising (4)
- CSCE 210 Introduction to Computer Science (4)
- ECON 211 Principles of Microeconomics (4)
- ECON 213 Principles of Macroeconomics (4)
- MATH 150 Calculus I (4)
- MATH 210 Introduction to Statistics (4)
- PHYS 201 General Physics I (4) *or* PHYS 211A&B College Physics I (4)



Culture, Structure, & Power 



TOTAL CREDITS

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20

DESCRIPTION

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Hastings College is committed to **civil candor**—we communicate directly knowing that in seeking truth we seek a shared good. Within this commitment is an acknowledgment of the myriad ways in which we are different and the ways in which power dynamics can exacerbate this difference. Only through cultural competence, open and honest dialogue, and connection to others can we understand and share in the **radical hospitality** that is integral to Hastings College.

## CULTURE, STRUCTURE, & POWER

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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- ARTH 310 Art History I (4) *or* ARTH 320 Art History II (4)
- ENGL 114 Diversity in Short Fiction (4) *or* ENGL 354 Literature of North American Diversity (4) *or* ENGL 355 LGBTQIA Literature (4)
- HIST 100 The Civil Rights Movement (2) *and* HIST 110 Genocide, Memory, and Truth (2) *or* HIST 374 The Enlightenment and the French Revolution (4)
- MUSC 230 World Music (2) *and* MUSC 232 Learn to Play Piano in 2 Weeks (2) *or* THRE 236 Theatre of Diversity (4)
- PHIL 222/322 Individuals, Masses, and Power: 20th Century Theory (4) *or* PHIL 224/324 Constructing Bodies: Sex, Gender, Race, and Embodiment (4)
- RELG 250/350 Ethics, Morality, and Society (4) *or* RELG 386 Jesus and Justice (4)
- SPAN 101 Beginning Spanish I (4) *or* FREN 101 Beginning French I (4) *or* RUSS 101 Russian I (4)

### *Education and Social Sciences*

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- COMM 323 Gender Communication (2) *or* COMM 333 Intercultural Communication (4)
- EDUC 310 Contemporary Special Education with Service Learning (4) *or* EDUC 382 Teaching Diverse Learners (4)
- PEHP 454 Leadership in PE and Sport (4)
- POLS 341 Gender and Politics (4) *or* POLS 342 Civil Society in National and Global Politics (4)
- PSYC 100 Introduction to Psychological Science (4) *or* PSYC 225 Lifespan Development (4) *or* PSYC 245 Adolescent Development and Emerging Adulthood (4)
- SOCY 255 Diversity, Culture, and Power (4)
- SOCY 350 Sociology of Communities (2)

### *Math, Science, and Business*

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- BSAD 330 Management and Leadership Principles (4)
- BSAD 351 Human Resources Management (4)
- BSAD 462 Business Ethics (4)
- ECON 211 Principles of Microeconomics (4)
- ECON 213 Principles of Macroeconomics (4)
- MATH 210 Introduction to Statistics (4)
- SCIE 353 Environmental Science (4)

Health & Well-Being 



TOTAL CREDITS

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20

DESCRIPTION

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In order to practice the **care of all things**, students must first learn to care for themselves. Students will cultivate wellness by becoming aware of and making choices towards a healthy and fulfilling life.

## HEALTH & WELL-BEING

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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ARTS 150 Introduction to Painting (4) *or* ARTS 331 Special Topics in Studio Art (2) *and* ARTH 424 Special Topics in Art History (2)  
ENGL 321 The Lyric: Voices, Texts, and Bodies (4) *or* ENGL 358 Rhetoric of the Body (4)  
HIST 362 History of College Sports in America (4) *or* HIST 378 Sexuality, Gender, and the Body (4)  
MUSC 232 Learn to Play Piano in 2 Weeks (2) *and* MUSC 121, etc. Applied Lessons (2)  
PHIL 101 Morals, Happiness, and the Good Life: Introduction to Ethics (4) *or* PHIL 240/340 Bioethics (4)  
RELG 220 Spirituality and Health (4) *or* RELG 298/398 Buddhist Religions (4)  
THRE 121 Fundamentals of Acting (4) *or* THRE 335 Movement for the Stage (4)

### *Education and Social Sciences*

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COMM 241 Interpersonal Communication (4)  
PEHP 315 Performance Nutrition (4)  
PEHP 316 Healthy Lifestyles (4)  
PEHP 343 Principles of First Aid and Care of Injury (2)  
PSYC 100 Introduction to Psychological Science (4) *or* PSYC 204 Introduction to Behavioral Neuroscience (4)  
PSYC 221/421 Psychological Health and Well-Being (4)  
PSYC 305 Disconnect to Reconnect: Technology, Nature, and Human Connection (2)  
SOCY 100 Introduction to Sociology (4)

### *Math, Science, and Business*

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ACCT 100 Financial Accounting (4)  
BIOL 111 Human Anatomy and Physiology I (4)  
BIOL 234 Medical Terminology (2)  
BSAD 351 Human Resources Management (4)  
CHEM 111 Introduction to General Chemistry (4)  
ECON 211 Principles of Microeconomics (4) *or* ECON 213 Principles of Macroeconomics (4)  
MATH 210 Introduction to Statistics (4)  
SCIE 313 Human Nutrition (2)



TOTAL CREDITS

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20

DESCRIPTION

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Sports shape not only how individuals think of themselves, but how they interact within societies. By using our sports-saturated culture as an ethical lens, students **interrogate** the impact of sports culture and **practice** a more sophisticated stance on issues of sports in society.

## SPORTS & SOCIETY

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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ARTS 111 Drawing 1 (4) *or* ARTS 331 Special Topics in Studio Art (2) *and* ARTH 424 Special Topics in Art History (2)  
ENGL 117 Sports Literature (4)  
ENGL 305 Theories and Critical Methods of Visual Culture (4) *or* ENGL 358 Rhetoric of the Body (4)  
HIST 362 History of College Sports in America (4)  
MUSC 121, etc. Applied Lessons (4)  
PHIL 101 Morals, Happiness, and the Good Life: Introduction to Ethics (4) *or* PHIL 240/340 Bioethics (4)  
THRE 121 Fundamentals of Acting (4) *or* THRE 335 Movement for the Stage (4)

### *Education and Social Sciences*

---

COMM 234 Sports Communication (4)  
COMM 464 Organizational Communication (4)  
PEHP 210 History and Principles of PEHP (2)  
PEHP 454 Leadership in PE and Sport (4)  
PSYC 221/421 Psychological Health and Well-Being (4)  
PSYC 351 Quantitative Analytics in Sports (2)  
PSYC 441 Motivation and Performance (4)  
SOCY 302/502 Sociology of Sport (4)

### *Math, Science, and Business*

---

BIOL 111 Human Anatomy and Physiology I (4) *or* BIOL 414 Medical Anatomy and Physiology I (4)  
BIOL 234 Medical Terminology (2)  
BSAD 230 Business Communication (2)  
CHEM 111 Introduction to General Chemistry (4)  
MATH 210 Introduction to Statistics (4)  
MRKT 340 Marketing Principles (4)  
PHYS 201 General Physics I (4) *or* PHYS 211A&B College Physics I (4)



TOTAL CREDITS

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20

DESCRIPTION

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Scientific discoveries and technological innovations spark human **curiosity** and creativity when they enter the public consciousness. Limitations disappear when we incorporate a **creative spirit** into the way we work, create, think, and live our lives.

## TECHNOLOGY & CURIOSITY

Choose 4 credits from the Major division and  
8 credits from each division outside the Major.

### *Arts and Humanities*

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- ARTD 140 3D Computer Animation I (4) *or* ARTD 171 Tech Studio: Integrated Digital Fabrication (4)
- ARTD 347 Digital and Contemporary Media (4) *or* ARTS 140 Introduction to Digital Photography (4)
- ENGL 111 Science Fiction (4) *or* ENGL 140 Introduction to Film (2) *and* ENGL 141 Documentary Films (2)
- ENGL 120 Digital Approaches to Literature (2) *and* HIST 108 Dams and Nationalism (2) *or* HIST 384 Origins of the Modern World (4)
- MUSC 232 Learn to Play Piano in 2 Weeks (2) *and* MUSC 121, etc. Applied Lessons (2)
- PHIL 101 Morals, Happiness, and the Good Life: Introduction to Ethics (4) *or* PHIL 242/342 Ethics of the Environment and Technology (4)
- THRE 306 Lighting Design (4) *or* THRE 307 Sound Design (4)

### *Education and Social Sciences*

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- COMM 320 Lying and Deception (2) *or* PSYC 305 Disconnect to Reconnect: Technology, Nature, and Human Connection (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- POLS 201 Research Process in Political Science (2) *or* PSYC 150 Scientific and Information Literacy (2) *or* SOCY 150 Scientific and Information Literacy (2)
- POLS 250 US Public Policy and Its Analysis (4)
- PSYC 100 Introduction to Psychological Science (4) *or* PSYC 204 Introduction to Behavioral Neuroscience (4)
- PSYC 314 Cognitive Processes and Applications (4)
- SOCY 113 Cultural Anthropology: Understanding Cultures of the World (4)
- SOCY 361 Social Problems and Social Movements (4)

### *Math, Science, and Business*

---

- BIOL 101 Introduction to Genetics and Cell Biology (4)
- CHEM 151 College Chemistry I (4)
- CSCE 210 Introduction to Computer Science (4)
- MATH 150 Calculus I (4)
- MATH 308 Logic, Sets, and Methods of Proof (4)
- PHYS 201 General Physics I (4) *or* PHYS 211A&B College Physics I (4)
- SCIE 223 Astronomy (4)



## Majors and Minors



**Arts and Humanities**

**Education and Social Sciences**

**Math, Science, and Business**



MAJORS AND MINORS

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# Arts and Humanities Division

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Art - Studio/Digital (major or minor)



DEPARTMENT(S)

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Visual Arts

TOTAL CREDITS

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44 (major) / 20 (minor)

DESCRIPTION

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The Studio/Digital Art major 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/digital art, art history, or art education.

## STUDIO/DIGITAL ART (MAJOR)

ARTS 111 Drawing I (4)

ARTS 203 Drawing II (4)

8 credits of studio (ARTS) electives (8)\*

### *Art History and Theory Courses (ARTH)*

ARTH 101 Art Anchors (4)

ARTH 102 Art Approaches (4)

ARTH 310 Art History I (4)

ARTH 324 Professional Practices (4)

ARTH 400 Thesis/Exhibition I (1)

ARTH 405 Thesis/Exhibition II (2)

ARTH 410 Thesis/Exhibition III (1)

8 credits of art history (ARTH) electives (8)

\* One of ARTS elective courses must be an advanced course in the student's chosen field of specialization.

## STUDIO/DIGITAL ART (MINOR)

ARTS 111 Drawing I (4)

One Art History course (4)

One 2D studio course (e.g., drawing, printmaking, painting, 2D Design, photography or graphics) (4)

One 3D studio course (e.g., sculpture, ceramics or glass) (4)

One ARTS, ARTH, or ARTD elective (4)

## Art History (major or minor)



DEPARTMENT(S)

---

Visual Arts

TOTAL CREDITS

---

44 (major) / 20 (minor)

DESCRIPTION

---

The Art History major and minor teach skills and methods 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/digital art, art history, or art education.

## ART HISTORY (MAJOR)

ARTH 101 Art Anchors (4)  
ARTH 102 Art Approaches (4)  
ARTH 310 Art History I (4)  
ARTH 320 Art History II (4)  
ARTH 450 Art History Thesis Seminar I (1)  
ARTH 455 Art History Thesis Seminar II (2)  
ARTH 460 Art History Thesis Seminar III (1)  
Five art history (ARTH) courses (20)  
ARTS 111 Drawing I (4)

## ART HISTORY (MINOR)

ARTH 310 Art History I (4)  
ARTH 320 Art History II (4)  
12 credits of Art History electives (12)



## Art Education PK-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

Visual Arts

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

Art Education PK-12 major (52) + Secondary Education major (40) = 92

### DESCRIPTION

*Education Endorsement: PK-12 Art Field*

To receive the PK-12 Art Field Endorsement, students must complete the Art Education PK-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive an Art Education PK-12 major without also completing the Secondary Education major.*

*For students who are pursuing a double major in Art Education and Studio/Digital Art, ARTH 400, ARTH 405, and ARTH 410 may be used as the four credits of elective credit. Art Education PK-12 majors who complete the thesis sequence in Studio/Digital Art (ARTH 400/405/410) will achieve double majors in Art Education PK-12 and Studio/Digital Art.*

## ART EDUCATION PK-12 (MAJOR)

### *Studio/Digital Art Courses*

- ARTS 111 Drawing I (4)
- ARTS 203 Drawing II (4)
- ARTS 120 Introduction to Ceramics (4)
- ARTS 150 Introduction to Painting (4)
- ARTS 234 Introduction to Printmaking (4)
- ARTS 140 Introduction to Digital Photography (4)  
or ARTD 225 Introduction to Graphic Design (4)

### *Art History and Theory Courses*

- ARTH 101 Art Anchors (4)
- ARTH 102 Art Approaches (4)
- ARTH 310 Art History I (4)
- ARTH 320 Art History II (4)
- ARTH 390 Art Education Methods (4)
- 4 credits of ARTH electives (4)

### *Electives*

- 4 credits of ARTS, ARTD or ARTH electives (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

## Digital Design and Development (major)



### DEPARTMENT(S)

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Visual Arts

### TOTAL CREDITS

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40

### DESCRIPTION

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The Digital Design and Development major is designed for students interested in graphic design, 3D design and fabrication, motion media and videography, motion graphics, Web and app design, user experience/user interfaces (UX/UI), digital project management, and social media strategy and content. In the ever-evolving digital landscape, an understanding of human-machine interaction, design, visual storytelling, computer science, and targeted marketing are key foundations for success in these fields.

The objectives of the major are

1. To empower students to be flexible professionals capable of adapting in a world where digital and traditional interfaces are in constant transition.
2. To help students understand that fundamental research, analysis, and iterative skills are of primary importance to development and design processes.
3. To help students understand digital development, structure, interfaces, design, and marketing, as well as their associated theoretical, practical, and ethical elements.
4. To prepare students for success in the highly diverse professional realm of digital design and development, or other organizational settings.

## DIGITAL DESIGN AND DEVELOPMENT (MAJOR)

ARTD 110 Audio/Video Fundamentals (4)  
ARTD 225 Introduction to Graphic Design (4)  
ARTD 230 Introduction to Online Development and Design (4)  
DDDV 480 Capstone Seminar (4)  
DDDV 490 Internship (4)  
MRKT 340 Marketing Principles (4)

*Choose one emphasis (16 credits)*

Digital Media Art and Design  
User Experience and User Interfaces  
Digital Marketing  
Motion Media

*Digital Media Art and Design (16 credits). Choose from:*

ARTD 130 Principles of Animation (4)  
ARTD 140 3D Computer Animation I (4)  
ARTD 171 Tech Studio: Integrated Digital Fabrication (4)  
ARTS 218 Typography (4)  
ARTD 323 Designer as Visual Communicator (4)  
ARTD 341 Information Design (4)  
ARTD 350 3D Computer Animation II (4)  
ARTS 140 Introduction to Digital Photography (4)  
ARTS 319 Making and Breaking the Grid (4)  
ARTS 358 Light and Photographic Lighting (4)  
CSCE 210 Introduction to Computer Science (4)  
PUBL 234 Book Production (2)

*User Experience and User Interfaces (16 credits). Choose from:*

ARTD 332 Strategic Interactive Design (4)  
ARTD 333 Interfaces and Applications (4)  
ARTS 218 Typography (4)  
CSCE 210 Introduction to Computer Science (4)  
CSCE 354 Database Concepts (4)  
CSCE 366 Web Development and Programming (4)  
MRKT 364 Digital Marketing (4)  
PSYC 314 Cognitive Processes and Applications (4)

*Digital Marketing (16 credits). Choose from:*

BSAD 303 Nonprofit Organizations and Fundraising (4)  
BSAD 330 Management and Leadership Principles (4)  
MRKT 341 Consumer Behavior (4)  
MRKT 364 Digital Marketing (4)  
MRKT 385 Strategic Marketing Communication (4)  
MRKT 450 Market Research (4)

*Motion Media (16 credits). Choose from:*

ARTD 120 Intermediate Audio/Video Fundamentals (4)  
ARTD 130 Principles of Animation (4)  
ARTD 140 3D Computer Animation I (4)  
ARTD 301 Live Motion Media (4)  
ARTD 303 Motion Media Productions (4)  
ARTD 330 Intermediate Animation (4)  
ARTD 350 3D Computer Animation II (4)  
CSCE 210 Introduction to Computer Science (4)  
ENGL 242 History of Motion Pictures (4)  
THRE 306 Lighting Design (4)

## English (major or minor)



### DEPARTMENT(S)

Languages and Literatures

### TOTAL CREDITS

44 (major) / 20 (minor)

### DESCRIPTION

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 considered in relation 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 majors 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.

In addition, English majors will gain a deeper understanding of the English language itself through the study of its history, structures, and variety, which will enable them to read and analyze historically and geographically diverse English-language texts and to enhance their writing abilities.

## ENGLISH (MAJOR)

### *Method and Theory*

- ENGL 200 Introduction to English Studies (4)
- ENGL 300 Literary Theory and Critical Methods (4)
- ENGL 400 Senior Seminar (4)

### *Historical Periods*

- ENGL 211 Ancient Literature (4)
- ENGL 212 Medieval / Renaissance Literature (4)
- ENGL 213 18th / 19th Century Literature (4)
- ENGL 214 20th / 21st Century Literature (4)

### *Language Skills*

- ENGL 361 English Grammar (4)
- WRIT 350 Advanced Rhetoric and Composition (4)

### *Electives*

- 8 credits of additional ENGL courses, 4 of which must be at the 300-level (8)

## ENGLISH (MINOR)

### *Method and Theory*

- ENGL 200 Introduction to English Studies (4)

### *Electives*

- 16 credits of ENGL courses, 4 of which must be at the 300-level (16)

*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.*

## Secondary English Education 7-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

Languages and Literatures

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

Secondary English Education 7-12 major (44) + Secondary Education major (40) = 84

### DESCRIPTION

*Education Endorsement: 7-12 Secondary English Subject*

To receive the 7-12 Secondary English Subject Endorsement, students must complete the Secondary English Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Secondary English Education 7-12 major without also completing the Secondary Education major.*

Students interested in the Secondary English Education 7-12 major (7-12 Secondary English Subject Endorsement) may also be interested in the English Language Arts 7-12 major (7-12 English Language Arts Field Endorsement). The Subject endorsement qualifies students to teach English courses at the middle and high school level in Nebraska. The Field endorsement includes all the requirements of the Secondary endorsement plus a few additional courses that qualify the student to teach journalism, speech, and theatre courses, as well.

## SECONDARY ENGLISH EDUCATION 7-12 (MAJOR)

### *Method and Theory*

- ENGL 200 Introduction to English Studies (4)
- ENGL 300 Literary Theory and Critical Methods (4)
- ENGL 400 Senior Seminar (4)

### *Historical Periods*

- ENGL 211 Ancient Literature (4)
- ENGL 212 Medieval / Renaissance Literature (4)
- ENGL 213 18th / 19th Century Literature (4)
- ENGL 214 20th / 21st Century Literature (4)

### *Language Skills*

- ENGL 361 English Grammar (4)
- WRIT 350 Advanced Rhetoric and Composition (4)

### *Other*

- ENGL 354 Literature of North American Diversity (4)
- ENGL 357 Young Adult Literature (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

Note: See the [Teacher Education program](#) for more information.



## English Language Arts Education 7-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

Languages and Literatures

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

English Language Arts Education 7-12 major (56) + Secondary Education major (40) = 96

### DESCRIPTION

*Education Endorsement: 7-12 English Language Arts Field*

To receive the 7-12 English Language Arts Endorsement, students must complete the English Language Arts Education major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive an English Language Arts Education major without also completing the Secondary Education major.*

Students interested in the English Language Arts 7-12 major (7-12 English Language Arts Field Endorsement) may also be interested in the Secondary English Education 7-12 major (7-12 Secondary English Subject Endorsement). The Subject endorsement qualifies students to teach English courses at the middle and high school level in Nebraska. The Field endorsement includes all the requirements of the Secondary Subject endorsement plus a few additional courses that qualify the student to teach journalism, speech, and theatre courses, as well.

## ENGLISH LANGUAGE ARTS EDUCATION 7-12 (MAJOR)

### *Method and Theory*

- ENGL 200 Introduction to English Studies (4)
- ENGL 300 Literary Theory and Critical Methods (4)
- ENGL 400 Senior Seminar (4)

### *Historical Periods*

- ENGL 211 Ancient Literature (4)
- ENGL 212 Medieval / Renaissance Literature (4)
- ENGL 213 18th / 19th Century Literature (4)
- ENGL 214 20th / 21st Century Literature (4)

### *Language Skills*

- ENGL 361 English Grammar (4)
- WRIT 350 Advanced Rhetoric and Composition (4)

### *Other*

- ENGL 354 Literature of North American Diversity (4)
- ENGL 357 Young Adult Literature (4)

### *Additional Language Arts Courses*

- COMM 200 Human Communication (4)
- THRE 121 Fundamentals of Acting (4)
- WRIT 201 Newswriting Fundamentals (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

Note: See the [Teacher Education program](#) for more information.

## French (minor)



### DEPARTMENT(S)

Languages and Literatures

### TOTAL CREDITS

20

### DESCRIPTION

The French minor provides students a foundation of French language, literature, and culture. The fifth-most spoken language in the world, French is used throughout Europe, North America, the Caribbean, and much of Africa. Studying French can help students who are interested in careers in teaching, international business, diplomacy and foreign relations, law, and journalism. Students pursuing a French minor at Hastings College will gain proficiency in the language, spoken and written, as well as direct access to a deep cultural history in literature, philosophy, science, fashion, food, film, and the arts. The cultural competence that comes from learning French will enrich travel experience while enrolled in Hastings College and beyond.

## FRENCH (MINOR)

### *Foundations\**

FREN 201 Intermediate French I (4)

FREN 203 Intermediate French II (4)

### *Electives*

12 credits of French (FREN) courses at the 200- or 300-level. HIST 374 The Enlightenment and the French Revolution may count for 4 of these elective credits.

\* If students can prove proficiency in FREN 201 or FREN 203, they may substitute additional 200- or 300-level FREN electives.

## History Program



“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 of history try to imagine what life was like in another time and place, and in that process of imagining, may come to redefine their present and perhaps even their future. Historical study, therefore, requires imagination and creativity. But first it requires work; to imagine what life was like in another time and place, students at Hastings College must find and listen to the people they’re trying to imagine. History majors will work with archives and other collections of primary sources to hear, as closely as possible, the voices of the time and place they study. Equally important to finding and understanding those voices, though, is interpreting them. Such interpretation requires careful disciplined thinking and careful persuasive writing. All History majors will finish their four years at Hastings College having conducted research in an archive and having written two original works of scholarship that conform to the expectations of the discipline.

## HISTORY COURSES

### *US History*

HIST 100 The Civil Rights Movement  
HIST 102 Single in America  
HIST 214 History of the US to 1877  
HIST 216 History of the US since 1877  
HIST 218 History of American Women to 1890  
HIST 220 History of American Women Since 1890  
HIST 222 History of the Family in America  
HIST 224 Natural Disasters in the US  
HIST 354 The American Revolution  
HIST 356 History of the American West  
HIST 358 US Civil War and Reconstruction  
HIST 360 WW II and the Cold War  
HIST 362 History of College Sports in America  
HIST 364 The American Presidency

### *Western/European History*

HIST 104 Ideology, Identity, and Art in the Khrushchev Years  
HIST 106 Brian Boru in Irish History  
HIST 108 Dams and Nationalism  
HIST 226 Survey of Environmental History  
HIST 228 British History: A Survey of Four Nations' History  
HIST 328 British History: A Survey of Four Nations' History  
HIST 366 Egypt, Greece, and Rome  
HIST 368 The Christian Religion in the Middle Ages  
HIST 370 Barbarians and Crusaders: Europe 300-1300  
HIST 372 The Renaissance, Reformation, and Baroque Movements  
HIST 374 The Enlightenment and the French Revolution  
HIST 376 Irelands, 1798 to the Present  
HIST 378 Sexuality, Gender, and the Body  
POLS 332 Modern Europe

### *World History*

HIST 230 Russian and East Slavic World  
HIST 232 The Arabic and Islamic World  
HIST 234 Worlds of the Aztec and Maya  
HIST 236 Survey of Latin American History  
HIST 238 Buccaneers: Trade and Conflict in the Atlantic World  
HIST 240 Slavery in the Atlantic World  
HIST 330 Russian and East Slavic World  
HIST 332 The Arabic and Islamic World  
HIST 380 The History of Greater Mexico  
HIST 382 Race Class and Gender in Latin America  
HIST 384 The Origins of the Modern World

## History (major or minor)



DEPARTMENT(S)

History, Philosophy, and Religion

TOTAL CREDITS

44 (major) / 20 (minor)

DESCRIPTION

*Note: All majors must take HIST 250 Sophomore Research Methods, HIST 252 Sophomore Research Seminar, HIST 450 Senior Research Methods, and HIST 452 Senior Research Seminar at Hastings College.*

## HISTORY (MAJOR)

- Two courses (8 credits) in **U.S. History\*** (8)
- Two courses (8 credits) in **Western/European History\*** (8)
- Two courses (8 credits) in **World History\*** (8)
- HIST 250 Sophomore Research Methods (2)
- HIST 252 Sophomore Research Seminar (4)
- HIST 450 Senior Research Methods (2)
- HIST 452 Senior Research Seminar (4)
- Two courses (8 credits) in the same foreign language at the college level (8)

\* See [p. 64](#) for list of courses.

## HISTORY (MINOR)

- Two courses (8 credits) in **U.S. History\*** (8)
- One or two courses (4-8 credits) in **Western/European History\*** (4-8)
- One or two courses (4-8 credits) in **World History\*** (4-8)



## History and Philosophy (major)



### DEPARTMENT(S)

History, Philosophy, and Religion

### TOTAL CREDITS

38-46

### DESCRIPTION

The History and Philosophy major encourages students to make use of the strengths of the two disciplines. Such a major thus gives students the ability to appreciate the interconnections between **place, time, and thought**, whether it is through tracking the relation between historical events and the traditions of thought animating and contextualizing them, investigating the relation between ideas and the milieu in which they emerged, or tracing the development that contemporary concepts have followed over time and within and across traditions and locales. History and Philosophy majors are encouraged to develop their own questions regarding these interconnections, and to take the lead in exploring possible answers to them by mining the rich resources of these complementary disciplines in their own creative and nuanced ways.

## HISTORY AND PHILOSOPHY (MAJOR)

*32-36 Credits in HIST and PHIL courses. At least three courses must be 4-credit courses at the 300-level or above.*

Two-six HIST courses (8-24)

Two-six PHIL courses (8-24)

*4 Credits in RELG courses (4)*

*Senior Capstone (2-6 credits). Choose one option below in consultation with advisor. Taken Year 3 or 4.*

HIST 450 Senior Research Methods (2) and HIST 452 Senior Research Seminar (4)

PHIL 400 Seminar in Philosophy (2)

RELG 400 Research Seminar (2)

*Note: Students are strongly encouraged to take at least two courses (8 credits) in the same foreign language at the college level.*

Students in the History and Philosophy program are encouraged to pair PHIL and HIST courses that overtly parallel one another. For instance, students might pair the following:

PHIL 210/310 Seekers and Sages: Ancient Greek and Roman Thought *and* HIST 366 Egypt, Greece, and Rome

PHIL 212/312 The Evil Genius to the Eternal Return: Enlightenment to Postmodern Thought *and* HIST 374 The Enlightenment and French Revolution *or* HIST 384 Origins of the Modern World

PHIL 224/324 Constructing Bodies: Sex, Gender, Race and Embodiment *and* HIST 378 Sexuality, Gender, and the Body

PHIL 242/342 Ethics of the Environment and Technology *and* HIST 226 Survey of Environmental History

## History Education 7-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

History, Philosophy, and Religion

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

History Education 7-12 major (52) + Secondary Education major (40)  
= 92

### DESCRIPTION

*Education Endorsement: 7-12 History Subject*

To receive the 7-12 History Subject Endorsement, students must complete the History Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a History Education 7-12 major without also completing the Secondary Education major.*

Students who want to become Social Studies teachers have three options, each of which satisfies the major and minor requirements for the Hastings College Bachelor of Arts:

1. Students who want to teach primarily History courses at the junior and high school level may complete the History Education 7-12 major (52) and the Secondary Education major (40), which meets all the requirements for the 7-12 History Subject Endorsement.
2. Most Social Studies teachers in Nebraska will teach both History and Civics courses; adding a Political Science minor (18) to the History Education 7-12 major (52) and Secondary Education major (40) would qualify them to do that in many districts.
3. The Social Science Education 7-12 major (88 credits) and the Secondary Education major (40) meets all the requirements for the 7-12 Social Science Field Endorsement and qualifies student to teach History, Civics, Political Science, Psychology, Sociology, and Economics courses at the junior and senior high level. This option requires 5 years of coursework.

## HISTORY EDUCATION 7-12 (MAJOR)

HIST 356 History of the American West (4)

Two courses (8 credits) in **U.S. History\*** (8)

One course (4 credits) in **Western/European History\*** (4)

Two courses (8 credits) in **World History\*** (8)

HIST 250 Sophomore Research Methods (2)

HIST 252 Sophomore Research Seminar (4)

HIST 450 Senior Research Methods (2)

HIST 452 Senior Research Seminar (4)

Two courses (8 credits) in the same foreign language at the college level (8)

Two courses (8 credits) in Economics, Geography, Political Science, Psychology, Anthropology, or Sociology (8)

\* See [p. 64 for list of courses](#).

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)

EDUC 310 Contemporary Special Education with Service Learning (4)

EDUC 344 Assessing Learning (2)

EDUC 352 Integrating Technology into the Classroom (4)

EDUC 382 Teaching Diverse Learners (4)

EDUC 400 Education Seminar (2)\*

EDUC 450 *or* EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)

EDUC 410 Instructional Design and Management (4)

EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, *or* EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

## Journalism (minor)



DEPARTMENT(S)

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Languages and Literatures

TOTAL CREDITS

---

18

DESCRIPTION

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The objectives of the interdisciplinary Journalism minor are as follows:

1. Empower student to be liberal artists capable of adapting in a world where media forms are in transition.
2. Emphasize the importance of fundamental research, analysis, and expression skills.
3. Develop written, spoken, and visual literacies.
4. Emphasize content competencies through affiliation with a students' major and IDEA.

## JOURNALISM (MINOR)

WRIT 201 Newswriting Fundamentals (4)

PUBL 235 Copy Editing (4)

DDDV 343 Media Law and Ethics (2)

WRIT 383 Creative Writing: Nonfiction (4)

*Elective (4 credits). Choose from:*

ARTD 110 Audio/Video Fundamentals (4)

ARTS 367 Photojournalism and Documentary Photography (4)

COMM 454 Rhetoric and Culture (4)

DDDV 303 Motion Media Productions (4)

DDDV 490 Internship (4)

PUBL 217 Typesetting (4)

## Music (major or minor)



### DEPARTMENT(S)

Music and Theatre

### TOTAL CREDITS

42 (major) / 16 (minor)

### DESCRIPTION

The Music program instills a respect and love for music by introducing students to new and diverse musics. Hastings College's music program addresses our inherent diversity through the study of music theory, music history, applied music in students' area of performance, and music ensembles that encourage student leadership and convey an accepting community. Assessment of students' progress is frequent and is based on academic and performance acuity, sophomore assessments, recitals, student teaching, collaborative works, and entrepreneurship. Experiential opportunities in the Music program prepare students to be educators and performers, and to further their careers in the classroom or graduate school.

Each major will have a first-year assessment through an audition, a mid-major assessment (sophomore jury) which must be passed for the student to remain in the music major program, and a final assessment with the capstone project (MUSC 495 Degree Recital and MUSC 490 Research and Literature), which must be completed before the student graduates with a degree in Music. Music majors and minors are expected to actively participate in ensembles and to attend all performances.

### **MUSIC (MAJOR)**

- MUSC 101K/ET Basic Keyboard/Ear Training I (4)
- MUSC 102K/ET Basic Keyboard/Ear Training II (4)
- MUSC 201K/ET Basic Keyboard/Ear Training III (4)
- MUSC 202K/ET Basic Keyboard/Ear Training IV (4)
- MUSC 111 Foundations of Music I (4)
- MUSC 112 Foundations of Music II (4)
- MUSC 211 Foundations of Music III (4)
- MUSC 212 Foundations of Music IV (4)
- MUSC 351 Introduction to Conducting (2)
- MUSC 121-124/221-224/321-324/421-424 Applied Lessons + MUSC 495 Degree Recital (4)
- Selected ensembles, sixteen 7-week blocks (0)
- MUSC 490 Repertoire and Literature (4)

### **MUSIC (MINOR)**

- MUSC 101K/ET Basic Keyboard/Ear Training I (4)
- MUSC 102K/ET Basic Keyboard/Ear Training II (4)
- MUSC 111 Foundations of Music I (4)
- MUSC 351 Introduction to Conducting (2)
- MUSC 121-124/221-224 (2)
- Selected ensembles, eight 7-week terms (0)



## Music Performance (minor)



### DEPARTMENT(S)

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Music and Theatre

### TOTAL CREDITS

---

18

### DESCRIPTION

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The Music Performance minor is for Music majors who want to emphasize Music Performance in instrumental, piano, or vocal music. It is an “umbrella” curriculum that pairs specific music courses with each student’s performance focus. A second minor in another division must also be completed. Music Performance minors must perform a junior recital (half recital) and a senior recital (full recital).

Each major will have a first-year assessment through an audition, a mid-major assessment (sophomore jury) which must be passed for the student to remain in the music major program, and a final assessment with the capstone project (MUSC 495 Degree Recital and MUSC 490 Research and Literature), which must be completed before the student graduates with a degree in Music. Music majors and minors are expected to actively participate in ensembles and to attend all performances.

## **MUSIC PERFORMANCE (MINOR)**

MUSC 121-124/221-224/321-324/421-424\* Applied Lessons (4)

MUSC 485 Research in Music (4)

MUSC 495 Degree Recital

BSAD 465 Entrepreneurship and Small Business Management (4)

### *Electives (4-8 credits)*

MUSC 310 Vocal Pedagogy (4)

MUSC 315 Stage Diction and Vocal Performance (4)

MUSC 391 Piano Pedagogy (4)

MUSC 490 Repertoire and Literature (4)

\* Music majors who choose to add a Music Performance minor take 4 additional credits of applied lessons beyond the Music major. Music Education majors take 3.5 additional credits of applied lessons.

## Music Education PK-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

Music and Theatre

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

Music Education PK-12 major (54) + Secondary Education major (40)  
= 94

### DESCRIPTION

*Education Endorsement: PK-12 Music Field*

To receive the PK-12 Music Education Field Endorsement, students must complete the Music Education PK-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Music Education PK-12 major without also completing the Secondary Education major.*

## MUSIC EDUCATION PK-12 (MAJOR)

MUSC 101K/ET Basic Keyboard/Ear Training I (4)  
MUSC 102K/ET Basic Keyboard/Ear Training II (4)  
MUSC 111 Foundations of Music I (4)  
MUSC 112 Foundations of Music II (4)  
MUSC 201K/ET Basic Keyboard/Ear Training III (4)  
MUSC 211 Foundations of Music III (4)  
MUSC 230 World Music (2)  
MUSC 310 Vocal Pedagogy (4)  
MUSC 315 Stage Diction and Vocal Performance (4)  
MUSC 341 Woodwind/String Methods (4)  
MUSC 342 Brass/Percussion Methods (4)  
MUSC 351 Introduction to Conducting (2)  
MUSI 121-124, 221-224, 321-324, 421-423 as primary instrument (3.75)  
MUSC 121/122/123/124 as a secondary instrument (1)  
MUSC 121/122/123/124 applied guitar (1)  
MUSC 420 Elementary/Secondary Music Methods (4)  
Selected ensembles, sixteen 7-week blocks (0)  
MUSC 495 Degree Recital (.25)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
EDUC 310 Contemporary Special Education with Service Learning (4)  
EDUC 344 Assessing Learning (2)  
EDUC 352 Integrating Technology into the Classroom (4)  
EDUC 382 Teaching Diverse Learners (4)  
EDUC 400 Education Seminar (2)\*  
EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
EDUC 410 Instructional Design and Management (4)  
EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

## Philosophy and Religion (major)



DEPARTMENT(S)

---

History, Philosophy, and Religion

TOTAL CREDITS

---

42

DESCRIPTION

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The Philosophy and Religion major allows students to explore these two historically linked disciplines in a way that matches their interest: each student chooses the relative emphasis to place on philosophy and religion. Whether concentrating in philosophy or religion, students acquire the following fundamental skills and knowledge:

1. Ability to think critically and rigorously with increased capabilities for problem solving and analysis of arguments.
2. Thorough familiarity with the literature, major figures, issues, and phenomena of the discipline.
3. Ability to express themselves clearly, soundly, and persuasively in oral and written form.

Interested in attending seminary? See [“The Path to Seminary.”](#)

## PHILOSOPHY AND RELIGION (MAJOR)

*36 Credits in PHIL and RELG Courses. At least three courses must be 4-credit courses at the 300-level or above.*

Two-seven PHIL courses (8-28)

Two-seven RELG courses (8-28)

*1 HIST Course (4)*

*Senior Capstone (2-4 credits). Choose one option below in consultation with advisor. Taken Year 3 or 4.*

PHIL 400 Seminar in Philosophy (2)

RELG 400 Research Seminar (2)

## Philosophy (minor)



### DEPARTMENT(S)

History, Philosophy, and Religion

### TOTAL CREDITS

18-20

### DESCRIPTION

Philosophy is an important life activity motivated by a deep desire to understand existence and its meaning. The practice of engaged questioning, dialogue, and reflection, philosophy aims to clarify and deepen our understanding of, and sense of wonder about, self, world, and other. Courses in philosophy

1. Explore questions about significant features of human experience.
2. Investigate traditions of thought and theory that have taken up those questions.
3. Equip students with the skills to think clearly, creatively, and more intentionally in their everyday lives.

The Philosophy curriculum is both historically grounded and multi-perspectival, and includes courses on the traditional areas and historical periods of philosophy—such as Ancient Greek philosophy, modern European philosophy, contemporary Continental philosophy, ethics, and logic—as well as courses covering world thought traditions, critical theories generated by those in marginalized and oppressed social locations (queer, disability, and critical race theory), and ethical approaches to environmental and technological concerns.

## PHILOSOPHY (MINOR)

18-20 credits in PHIL courses. At least one course must be at the 300-level or above.



## Publishing (major or minor)



### DEPARTMENT(S)

Languages and Literatures

### TOTAL CREDITS

42 (major) / 18 (minor)

### DESCRIPTION

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. In particular, Publishing majors will

1. Understand the basic process of publishing a book, including the duties of various job specialties (such as acquisitions editor, copy editor, and typesetter), and be able to plan out the workflow of a project.
2. Understand and use standard copy editing and proofreading marks and distinguish between different editing styles.
3. Understand the basic conventions of page layout and text, including hierarchy, consistency, and fonts.
4. Have basic competency with the industry-standard software for copy editing and production (currently Microsoft Word and Adobe InDesign).
5. Demonstrate effective written communication and an advanced understanding of English grammar and syntax.

## PUBLISHING (MAJOR)

ARTS 218 Typography (4)  
ENGL 361 English Grammar (4)  
PUBL 217 Typesetting (4)  
PUBL 234 Book Production (2)  
PUBL 235 Copy Editing (4)  
PUBL 490 Senior Internship (4)  
WRIT 350 Advanced Rhetoric and Composition Senior Internship (4)

### *English/Writing Electives*

8 credits in any English (ENGL) or Writing (WRIT) courses (WRIT 200 does not count) (8)

### *Art and Digital Media electives (8 credits). Choose from:*

ARTD 225 Introduction to Graphic Design (4)  
ARTD 230 Introduction to Online Design and Development (4)  
ARTD 323 Designer as Visual Communicator (4)  
ARTD 341 Information Design (4)  
ARTH 340 History of Graphic Design (2)  
ARTS 319 Making and Breaking the Grid (4)

## PUBLISHING (MINOR)

PUBL 217 Typesetting (4)  
PUBL 234 Book Production (2)  
PUBL 235 Copy Editing (4)  
PUBL 290/490 Internship (4)

### *Elective (4 credits). Choose from:*

ARTS 218 Typography (4)  
ARTS 319 Making and Breaking the Grid (4)  
ENGL 361 English Grammar (4)  
WRIT 350 Advanced Rhetoric and Composition (4)

*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.*

## Religion (minor)



DEPARTMENT(S)

---

History, Philosophy, and Religion

TOTAL CREDITS

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18-20

DESCRIPTION

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The Religion minor affirms the historical connection Hastings College has enjoyed with the Presbyterian Church (USA) for over a century and endeavors 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 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.

### *The Path to Seminary*

There is no single path to seminary, no major that prepares a prospective priest, pastor, or minister better than others. The best academic preparation for seminary is a well-rounded liberal arts education such as offered by Hastings College—regardless of the major a student decides upon. That said, there are certain courses and certain majors that can prepare a student for the academic experience of seminary:

- Seminarians interpret texts. A lot. Religion courses on the Old Testament and the New Testament teach students to interpret religious texts, but nearly every course in **English** literature teaches a student to interpret texts.
- Seminarians study texts in the context of the historical era that produced them; **History** courses, especially those that focus on the ancient and medieval worlds and on the Reformation period, give students preparation for the historical-critical study of Scripture.
- Seminarians learn to ask hard questions and not settle for easy answers; **Philosophy** courses expect exactly that rigor from students who enroll in them. Further, many of the most-studied philosophers wrestled with the same big questions that theologians wrestle with—and those philosophers’ struggles often inform the theologians’.
- Most seminaries require the study of **foreign languages**, Greek and Hebrew especially. Doctorates of Divinity require German and French. Studying any language as an undergraduate prepares a student for the intense learning of a foreign language, but Latin—the sister ancient language of Scripture to Greek—and French should be especially helpful.
- Students are often called to seminary as they pursue a mission of social justice. A student can begin to grapple with what the complicated terms “social” and “justice” mean by taking any number of courses in the social sciences—especially **Sociology**.
- Graduates of seminary often deal with the faiths of other cultures or with the reception of Christianity by cultures foreign to it. Experiencing a culture other than one’s own as an undergraduate is especially good preparation for this aspect of the vocation. Whatever the major, a student should find time to travel

abroad—volunteer for a mission trip or take advantage of Hastings College’s numerous **study away** opportunities.

### **RELIGION (MINOR)**

16-18 credits in RELG courses. At least one course must be at the 300-level or above. Only one of these courses can be a two-credit course.

## Social Science Education 7-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

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History, Philosophy, and Religion

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

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Social Science Education major (88) + Secondary Education major (40) = 126

### DESCRIPTION

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*Education Endorsement: 7-12 Social Science Field*

Students seeking a formal field endorsement in Social Sciences must complete the Social Science Education major and the Secondary Education major. This combination takes 5 years to complete and satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Social Science Education 7-12 major without also completing the Secondary Education major.*

Students who want to become Social Studies teachers have three options, each of which satisfies the major and minor requirements for the Hastings College Bachelor of Arts:

1. Students who want to teach primarily History courses at the junior and high school level may complete the History Education 7-12 major (52) and the Secondary Education major (40), which meets all the requirements for the 7-12 History Subject Endorsement.
2. Most Social Studies teachers in Nebraska will teach both History and Civics courses; adding a Political Science minor (18) to the History Education 7-12 major (52) and Secondary Education major (40) would qualify them to do that in many districts.
3. The Social Science Education 7-12 major (88 credits) and the Secondary Education major (40) meets all the requirements for the 7-12 Social Science Field Endorsement and qualifies student to teach History, Civics, Political Science, Psychology, Sociology, and Economics courses at the junior and senior high level. This option requires 5 years of coursework.

## **SOCIAL SCIENCE EDUCATION 7-12 (MAJOR)**

HIST 356 History of the American West (4)  
 Two courses (8 credits) in **U.S. History** (8)  
 One course (4 credits) in **Western/European History** (4)  
 Two courses (8 credits) in **World History** (8)  
 HIST 250 Sophomore Research Methods (2)  
 HIST 252 Sophomore Research Seminar (4)  
 HIST 450 Senior Research Methods (2)

HIST 452 Senior Research Seminar (4)  
 Two courses (8 credits) in the same foreign language at the college level (8)

*Two courses (8 credits) in Economics*

ECON 211 Principles of Microeconomics (4)  
 ECON 213 Principles of Macroeconomics (4)

*Three courses (12 credits) in Geography*

HIST 242 World Regional Geography (4)  
 HIST 244 Cultural Geography (4)  
 HIST 246 Physical Geography (4)

*Two courses (8 credits) in Psychology. Choose from:*

PSYC 100 Introduction to Psychological Science (4)  
 PSYC 204 Introduction to Behavioral Neuroscience (4)  
 PSYC 221 Psychological Health and Well-Being (4)  
 PSYC 223 Abnormal Psychology (4)  
 PSYC 225 Lifespan Development (4)  
 PSYC 235 Developmental Disorders and Interventions (4)

*Two courses (8 credits) in Sociology. Choose from:*

SOCY 100 Introduction to Sociology (4)  
 SOCY 203 Non-Violent Alternatives (4)  
 SOCY 255 Diversity, Culture, and Power (4)  
 SOCY 260 Victimology (4)

*Two courses (8 credits) in Political Science. Choose from:*

POLS 200 Introduction to US Politics and Policy Making (4)

POLS 250 US Public Policy and Its Analysis (4)  
 POLS 230 Introduction to Global and Comparative Politics (4)

## **SECONDARY EDUCATION (MAJOR)**

*Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
 EDUC 310 Contemporary Special Education with Service Learning (4)  
 EDUC 344 Assessing Learning (2)  
 EDUC 352 Integrating Technology into the Classroom (4)  
 EDUC 382 Teaching Diverse Learners (4)  
 EDUC 400 Education Seminar (2)\*  
 EDUC 450 or EDUC 460 Candidate Teaching (12)\*

*Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
 EDUC 410 Instructional Design and Management (4)  
 EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

 [Advising Documents](#)

## Spanish (major or minor)



DEPARTMENT(S)

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Languages and Literatures

TOTAL CREDITS

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36 (major) / 20 (minor)

DESCRIPTION

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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 US through courses that combine language instruction with the analysis of literature, film, and cultural history of the Spanish-speaking world.

## SPANISH (MAJOR)

### *Foundations\**

SPAN 201 Intermediate Spanish I (4)

SPAN 203 Intermediate Spanish II (4)

### *Spanish Electives*

20 credits of Spanish (SPAN) courses at the 200-, 300-, or 400-level (20)

### *History Elective(s) (4 credits). Choose from:*

HIST 110 Genocide, Memory, and Truth (2)

HIST 112 Surviving the Conquest (2)

HIST 236 Survey of Latin American History (4)

HIST 372 Renaissance, Reformation, and Baroque Movements (4)

HIST 380 The History of Greater Mexico (4)

HIST 382 Race, Class, and Gender in Latin America (4)

### *Capstone (4 credits). Choose one from:*

SPAN 431 Contemporary Hispanic Literature (4)

SPAN 432 Contemporary Hispanic Film (4)

SPAN 433 Hispanic Cultural Studies (4)

SPAN 434 Spanish Grammar and Language Studies (4)

\* If students can prove proficiency in SPAN 201 or SPAN 203, they may substitute additional 200-, 300-, or 400-level SPAN electives.

Spanish majors will

1. Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL Advanced level.
2. Speak standard Spanish in the range of Advanced-Mid to Advanced-High sublevels as defined by ACTFL.
3. Read non-technical texts at the Advanced level as defined by ACTFL.
4. Write about non-technical topics at the Advanced-Mid ACTFL sublevel.
5. Recognize and identify main aspects of Hispanic culture in its diversity and the variety of its productions including that of Spain and Latin American countries, and Hispanic culture in the United States.
  - a. Recognize and identify literary language and select Hispanic literary and filmic works and place them in their literary and cultural context.
  - b. Recognize and formulate responses to the social values of the cultures being studied and be able to draw reasoned comparisons to their own culture on topics important to the cultures being studied.
  - c. Research literary and cultural topics and report findings.
  - d. Obtain skills to help them qualify for professional work in various areas or be prepared to attend graduate school.

## SPANISH (MINOR)

### *Foundations\**

SPAN 201 Intermediate Spanish I (4)

SPAN 203 Intermediate Spanish II (4)

### *Electives*

12 additional credits of Spanish (SPAN) courses at the 200- or 300-level.



## World Language: Spanish Education 7-12 (major) + Secondary Education (major)



### DEPARTMENT(S)

Languages and Literatures

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

World Language: Spanish Education major (36) + Secondary Education major (40) = 76

### DESCRIPTION

*Education Endorsement: 7-12 World Language: Spanish Subject*

To receive the 7-12 World Language: Spanish Subject Endorsement, students must complete the World Language: Spanish Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a World Language: Spanish Education 7-12 major without also completing the Secondary Education major.*

## WORLD LANGUAGE: SPANISH EDUCATION 7-12 (MAJOR)

### *Foundations\**

- SPAN 201 Intermediate Spanish I (4)
- SPAN 203 Intermediate Spanish II (4)
- SPAN 333 Advanced Spanish Grammar (4)

### *Spanish Electives*

16 credits of Spanish (SPAN) courses at the 200-, 300-, or 400-level (16)

### *History Elective(s) (4 credits). Choose from:*

- HIST 110 Genocide, Memory, and Truth (2)
- HIST 112 Surviving the Conquest (2)
- HIST 236 Survey of Latin American History (4)
- HIST 372 Renaissance, Reformation, and Baroque Movements (4)
- HIST 380 The History of Greater Mexico (4)
- HIST 382 Race, Class, and Gender in Latin America (4)

### *Capstone (4 credits). Choose one from:*

- SPAN 431 Contemporary Hispanic Literature (4)
- SPAN 432 Contemporary Hispanic Film (4)
- SPAN 433 Hispanic Cultural Studies (4)
- SPAN 434 Spanish Grammar and Language Studies (4)

\* If students can prove proficiency in SPAN 201 or SPAN 203, they may substitute additional 200-, 300-, or 400-level SPAN electives.

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

Note: See the [Teacher Education program](#) for more information.

## Theatre (major or minor)



### DEPARTMENT(S)

Music and Theatre

### TOTAL CREDITS

42 (major) / 18 (minor)

### DESCRIPTION

Theatre program mentors and prepares artist-scholars to appreciate and understand the relationship between theatre and society. Theatre majors and minors are expected to actively participate in all major productions and to attend strikes for all productions. Failure to participate will result in the student's being dropped as a departmental major or minor.

Each major will have a first-year assessment through an audition, a mid-major assessment in the Theatre History or Theory course that must be passed for the student to remain a major, and a final assessment with a Capstone Project, which must be satisfactorily completed for the student to graduate with a Theatre major. In particular, Theatre majors will

1. Demonstrate proficiencies in one or more area-specific skills: acting, directing, design, technical theatre, management, playwriting, or dramaturgy.
2. Analyze and interpret dramatic literature and the methods by which the literature are realized for production.
3. Engage in the collaborative communication and processes necessary to the creation of theatre.

## THEATRE (MAJOR)

### *Basic Skills*

- THRE 121 Fundamentals of Acting (4)
- THRE 124 Stagecraft (2)
- THRE 130 Stage Management (2)
- THRE 134 Costume Construction (2)
- THRE 334 Directing (4)

### *Design (8 credits). Choose from:*

- THRE 304 Scenic Design (4)
- THRE 305 Costume Design (4)
- THRE 306 Lighting Design (4)
- THRE 307 Sound Design (4)

### *Theatre History and Theory (8 credits). Choose from:*

- THRE 236 Theatre of Diversity (4)
- THRE 310 Script Analysis and Criticism (4)
- THRE 330 History of Musical Theatre (4)
- THRE 450 Survey of Theatre History (4)

### *Electives (8 credits). Choose from any listed below, not already taken for another requirement:*

- ARTD 110 Audio/Video Fundamentals (4)
- ARTS 130 Metal Sculpture (4)
- ARTS 131 Wood Sculpture (4)
- COMM 464 Organizational Communication (4)
- MUSC 245/445 Music Theatre Ensemble (.25)
- THRE 102/302 Musical (2)
- THRE 120/320 Explore Theatre Travel I and II (2-4)
- THRE 225 Puppetry (4)
- THRE 232 Stage Make-Up

- THRE 240 Improv (2)
- THRE 335 Movement for the Stage (4)
- THRE 424 Advanced Acting for Stage and Screen (4)
- THRE 490 Internship (1-4)

*Production Involvement in Theatre Production (0 credits). Theatre majors must complete all Production Involvement courses.*

- THRE 101 Production Involvement I (0)
- THRE 201 Production Involvement II (0)
- THRE 301 Production Involvement III (0)
- THRE 401 Production Involvement IV (0)

### *Capstone (4 credits)*

- THRE 484 Capstone (4)

*Note: The Theatre program presents four major productions every year and a musical (in conjunction with the Music program) every other year during the Block 5 (the Spring 2-week block). Additionally, students are encouraged to develop original scripts or other projects during the noon-hour as part of the Brown Bag Series and to create short films for viewings throughout the school year. All productions are open to the entire campus community. Apprenticeships and Internships at regional theatres in the summer are highly recommended and we will assist in arranging auditions and applications. The Chicago Center Internship Program is also encouraged for apprenticeships and internships opportunities.*

## THEATRE (MINOR)

### *Basic Skills*

- THRE 121 Fundamentals of Acting (4)
- THRE 124 Stagecraft (2)
- THRE 130 Stage Management (2)
- THRE 134 Costume Construction (2)
- THRE 334 Directing (4)

### *Electives (4-8 credits). Choose from:*

- THRE 102/302 Musical (2)
- THRE 120/320 Explore Theatre Travel I and II (2-4)
- THRE 225 Puppetry (4)
- THRE 232 Stage Make-up (2)
- THRE 236 Theatre of Diversity (4)
- THRE 240 Improv (2)
- THRE 304 Scenic Design (4)
- THRE 305 Costume Design (4)
- THRE 306 Lighting Design (4)
- THRE 307 Sound Design (4)
- THRE 310 Script Analysis and Criticism (4)
- THRE 330 History of Musical Theatre (4)
- THRE 450 Survey of Theatre History (4)
- THRE 490 Internship (1-4)

*Production Involvement in Theatre Production (0 credits). Theatre minors must complete two Production Involvement courses. Choose from:*

- THRE 101 Production Involvement I (0)
- THRE 201 Production Involvement II (0)
- THRE 301 Production Involvement III (0)
- THRE 401 Production Involvement IV (0)

## Theatre - Musical (minor)



### DEPARTMENT(S)

Music and Theatre

### TOTAL CREDITS

24

### DESCRIPTION

Theatre program mentors and prepares artist-scholars to appreciate and understand the relationship between theatre and society. Theatre majors and minors are expected to actively participate in all major productions and to attend strikes for all productions. Failure to participate will result in the student's being dropped as a departmental major or minor.

Each major will have a first-year assessment through an audition, a mid-major assessment in the Theatre History or Theory course that must be passed for the student to remain a major, and a final assessment with a Capstone Project, which must be satisfactorily completed for the student to graduate with a Theatre major. In particular, Theatre majors will

1. Demonstrate proficiencies in one or more area-specific skills: acting, directing, design, technical theatre, management, playwriting, or dramaturgy.
2. Analyze and interpret dramatic literature and the methods by which the literature are realized for production.
3. Engage in the collaborative communication and processes necessary to the creation of theatre.

## MUSICAL THEATRE (MINOR)

### *Basic Theatre Skills*

- THRE 121 Fundamentals of Acting (4)
- THRE 134 Costume Construction (2)
- THRE 330 History of Musical Theatre (4)

### *Basic Music Skills*

- MUSC 101K/ET Basic Keyboard/Ear Training I (4)
- MUSC 111 Foundations of Music I (4)
- MUSC 121V Applied Lessons (2)

### *Production Involvement in Theatre Production (2 credits). Choose from:*

- THRE 102/302 Musical (2)
- MUSC 245/445 Music Theatre Ensemble (.25)

*Note: The Theatre program presents four major productions every year and a musical (in conjunction with the Music program) every other year during Block 5 (the Spring 2-week block). Additionally, students are encouraged to develop original scripts or other projects during the noon-hour as part of the Brown Bag Series and to create short films for viewings throughout the school year. All productions are open to the entire campus community. Apprenticeships and Internships at regional theatres in the summer are highly recommended and we will assist in arranging auditions and applications. The Chicago Center Internship Program is also encouraged for apprenticeships and internships opportunities.*

## Theatre Education 7-12 (minor)



DEPARTMENT(S)

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Music and Theatre

Teacher Education, Physical Education, and Human Performance

TOTAL CREDITS

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22

DESCRIPTION

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*Education Endorsement: 7-12 Theatre Supplemental*

The 7-12 Theatre Supplemental Endorsement can be added as a supplement to a secondary subject or field endorsement.

## THEATRE EDUCATION 7-12 (MINOR)

- THRE 121 Fundamentals of Acting (4)
- THRE 124 Stagecraft (2)
- THRE 130 Stage Management (2)
- THRE 134 Costume Construction (2)
- THRE 306 Lighting Design (4)
- THRE 334 Directing (4)
- THRE 450 Survey of Theatre History (4)

*Note: The Theatre program presents four major productions every year and a musical (in conjunction with the Music program) every other year during Block 5 (the Spring 2-week block). Additionally, students are encouraged to develop original scripts or other projects during the noon-hour as part of the Brown Bag Series and to create short films for viewings throughout the school year. All productions are open to the entire campus community. Apprenticeships and Internships at regional theatres in the summer are highly recommended and we will assist in arranging auditions and applications. The Chicago Center Internship Program is also encouraged for apprenticeships and internships opportunities.*

*Note: See the [Teacher Education program](#) for more information.*



## Writing (minor)



DEPARTMENT(S)

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Languages and Literatures

TOTAL CREDITS

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20

DESCRIPTION

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The Writing minor introduces students to the foundations of both critical and creative writing, inviting them to develop their craft through extended practice in a range of genres. The Writing minor is designed to prepare students for all careers requiring advanced communication and research skills, as well as for further study and professionalization in the fields of rhetoric/composition and creative writing.

As well as introductory and advanced courses in rhetoric and creative writing, students may take courses in publishing and grammar as they hone their understanding of context-specific writing across different media. Courses in the Writing minor place special emphasis on collaborating with peers and revising in response to feedback. Students are enabled to apply best practices from research into and theories of writing, developing flexible strategies for evaluating and composing argumentative, analytical, and creative forms of communication.

## WRITING (MINOR)

WRIT 280 Introduction to Creative Writing (4)

WRIT 300 Rhetoric, Writing, and Culture (4)

WRIT 350 Advanced Rhetoric and Composition (4)

*Electives (8 credits). At least one course must be a Creative Writing course.*

*Choose from:*

ENGL 361 English Grammar (4)

PUBL 217 Typesetting (4)

PUBL 234 Book Production (2)

PUBL 235 Copy Editing (4)

WRIT 381 Creative Writing: Fiction (4)

WRIT 382 Creative Writing: Poetry (4)

WRIT 383 Creative Writing: Nonfiction (4)

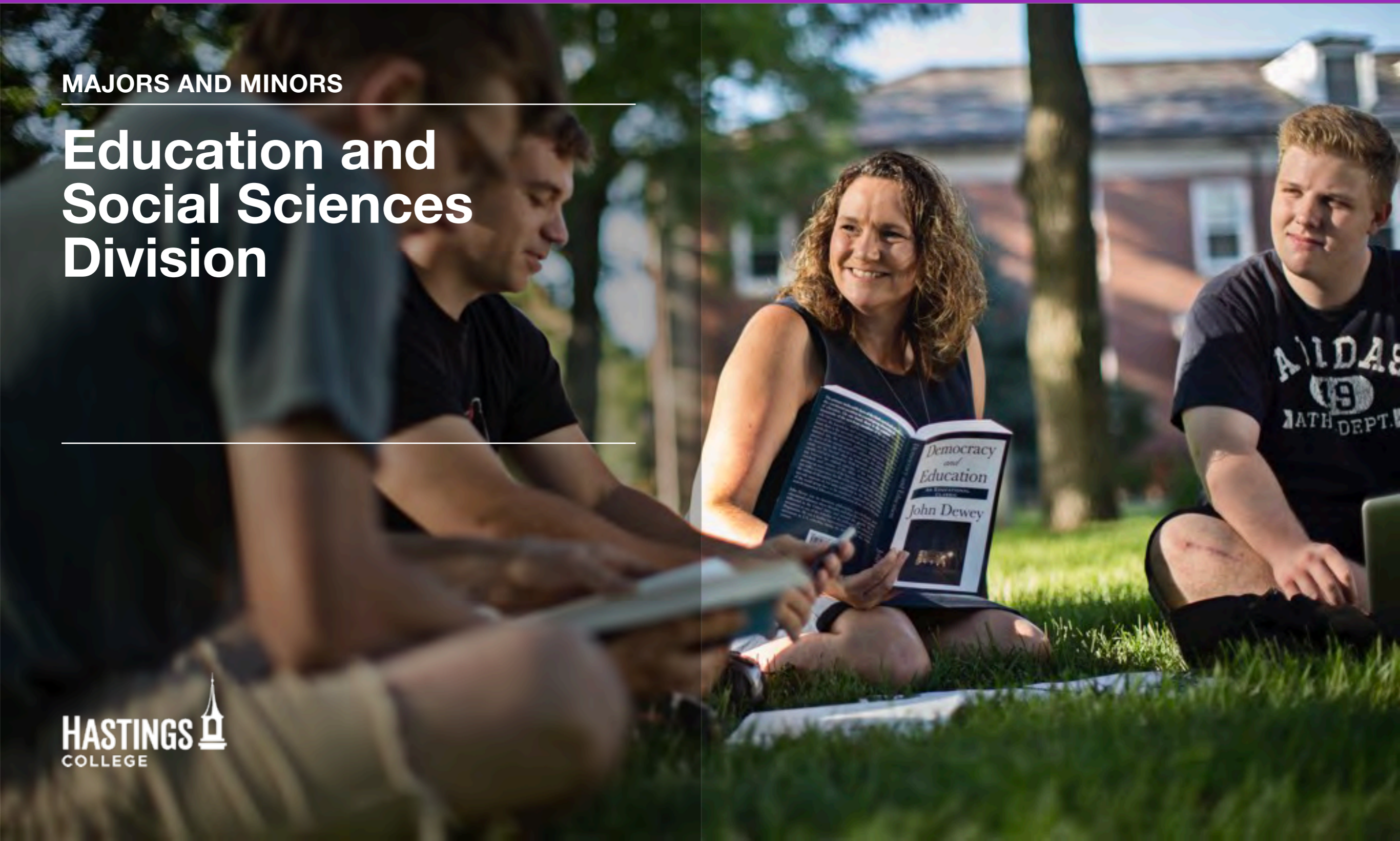
WRIT 385 Creative Writing: The Profession (2)

MAJORS AND MINORS

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# Education and Social Sciences Division

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### Communication Studies (major or minor)



#### DEPARTMENT(S)

Communication Studies and Political Science

#### TOTAL CREDITS

40-44

#### DESCRIPTION

Communication is the most vital skill employers seek in new hires. COMM classes bridge boundaries among interpersonal, group, and public communication through the exploration and analysis of diverse skills and concepts. Students and parents wonder what you will do with a communication studies degree: the answer is anything! This major provides the most diverse and applicable content for relationships, professional aspirations, and life. 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:

1. Employ communication theories, perspectives, principles, and concepts to critically analyze messages;
2. Conduct ethical communication inquiry;
3. Influence discourse by creating messages appropriate to the audience, purpose, context, and modality;
4. Significantly reduce communication apprehension;
5. Utilize communication to embrace difference.

*Note: Students considering law school are encouraged to take COMM 304 Persuasion (4), COMM 314 Argumentation and Debate (4), and COMM 344 Research Methods (4), and other courses recommended by the Pre-Law Committee.*

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

## COMMUNICATION STUDIES (MAJOR)

- COMM 200 Human Communication (4)
- COMM 201 Small Group and Leadership (4)
- COMM 241 Interpersonal Communication (4)
- COMM 304 Persuasion (4)
- COMM 333 Intercultural Communication (4)
- COMM 344 Research Methods (4)
- COMM 360 Advanced Public Speaking (4)
- COMM 470 Theories of Human Communication (4)

*Emphasis (8-12 credits). Choose one:*

- Global Communication
- Health Communication
- Legal Communication
- Organizational/Strategist Communication
- Sports Communication
- Generalist

### *Global Communication Emphasis (8-10)*

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 when interacting with a variety of cultures, 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.

COMM 454 Rhetoric and Culture (4)

COMM 490 Internship: Clinical Application or  
COMM 324-332 Communication and Travel  
(2-4)

*Elective (2-4 credits). Choose from:*

COMM 323 Gender Communication (2)

POLS 230 Introduction to Global and  
Comparative Politics (4)

POLS 341 Gender and Politics (4)

SOCY 390 Race, Class, Gender and Crime (4)

### *Health Communication Emphasis (10)*

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. This is also an excellent preparatory area for nursing candidates.

COMM 464 Organizational Communication (4)

COMM 490 Internship: Critical Application in a Health-related Field (2)

*Elective (4 credits). Choose from:*

PSYC 221/421 Psychological Health and Well-Being (4)

PSYC 235 Developmental Disorders and Interventions (4)

PSYC 245 Adolescent Development and Emerging Adulthood (4)

### *Legal Communication Emphasis (12)*

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 diverse and engaged students like those who graduate with this emphasis.

COMM 314 Argumentation and Debate (4)

COMM 454 Rhetoric and Culture (4)

POLS 421 US Judicial Politics and Constitutional Law (4)

### *Organizational/Strategic Communication Emphasis (10)*

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.

COMM 464 Organizational Communication (4)

COMM 490 Internship: Critical Application (2)

*Elective (4). Choose from:*

BSAD 330 Management and Leadership Principles (4)

COMM 320 Lying and Deception (2) and COMM 323 Gender Communication (2)

BSAD 351 Human Resource Management (4)

MRKT 340 Marketing Principles (4)

### *Sports Communication Emphasis (8-10)*

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 professions including coaching, personal training, motivation, and SID (Sports Information Director). 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.

COMM 234 Sports Communication (4)

COMM 490 Internship: Critical Application in Sports Communication (2)

SOCY 302 Sociology of Sport (4) or PSYC 351 Quantitative Analytics in Sports (2)

### *Generalist Emphasis (8-12)*

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 COMM major that works for him/her/they.

Choose at least three courses from:

COMM 234 Sports Communication (4)

COMM 280 Communication Research Lab (2)

COMM 314 Argumentation and Debate (4)

COMM 320 Lying and Deception (2)

COMM 323 Gender Communication (2)

COMM 324-332 Communication and Travel (2-4)

COMM 344 Research Methods (4)

COMM 350 Intercollegiate Speaking (2)

COMM 450 Adv. Intercollegiate Speaking (2)

COMM 454 Rhetoric and Culture (4)

COMM 464 Organizational Communication (4)

COMM 470 Theories of Human Communication (4)

COMM 490 Internship: Clinical Application (2)

## **COMMUNICATION STUDIES (MINOR)**

A minor in Communication Studies allows students to gain public speaking skills, small group communication, interpersonal, leadership, and intercultural skills needed to succeed in a diverse workplace. This minor complements any major field of study.

COMM 201 Small Group and Leadership (4)

COMM 241 Interpersonal Communication (4)

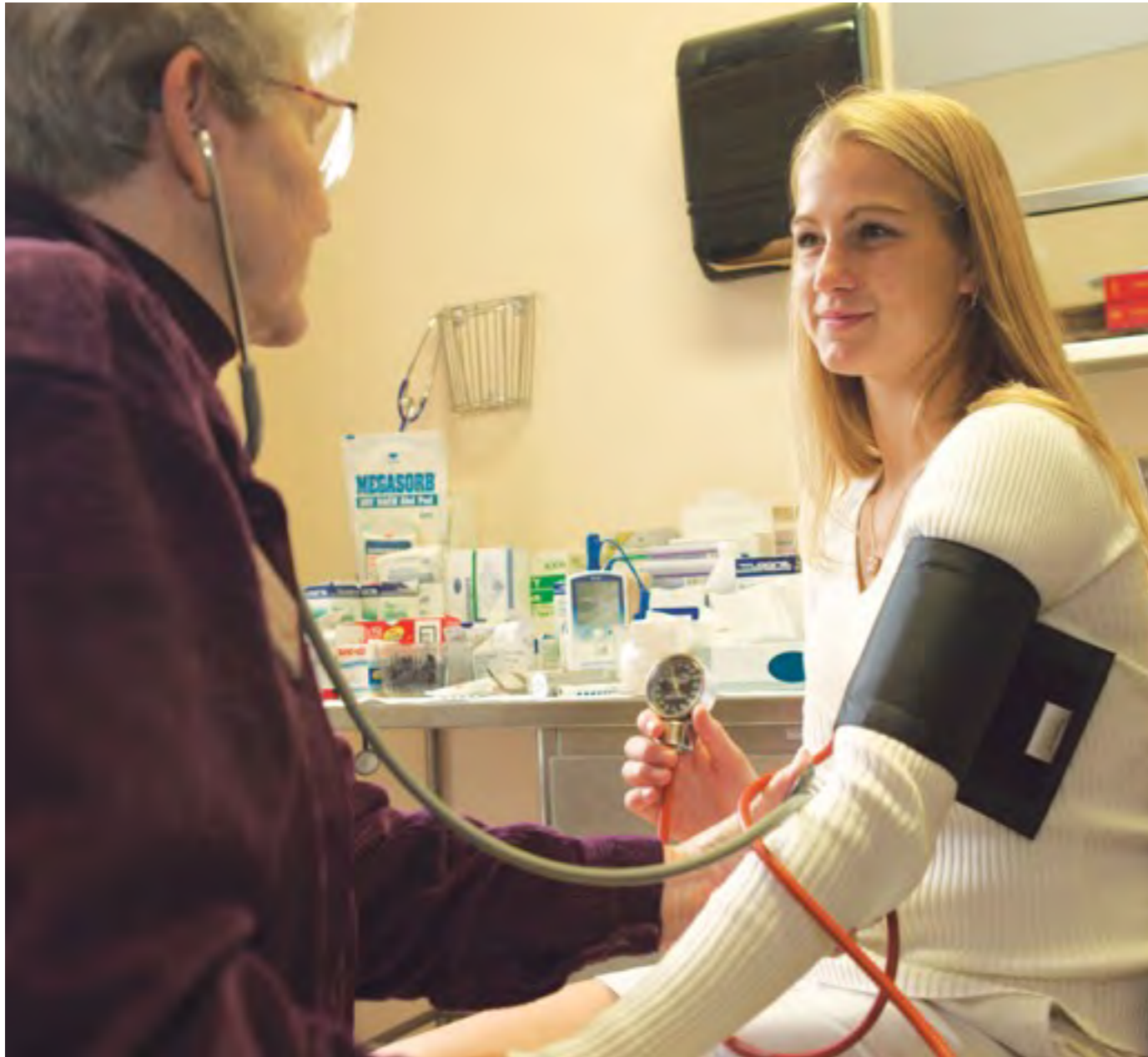
COMM 304 Persuasion (4)

COMM 333 Intercultural Communication (4)

COMM 360 Advanced Public Speaking (4)



Community Health and Wellness (major)



DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

TOTAL CREDITS

44

DESCRIPTION

Community Health and Wellness majors will

1. Develop health and wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being.
2. Explore programs and services that promote individual and community health and wellness. Identify resources and how to access them.
3. Create healthy relationships that contribute to an increase in mutual respect and shared responsibility.
4. Analyze the influence of family, peers, culture, technology and other factors of health behaviors.

## COMMUNITY HEALTH AND WELLNESS (MAJOR)

- BSAD 303 Nonprofit Organizations and Fundraising (4)
- COMM 241 Interpersonal Communication (4)
- PEHP 210 History and Principles of PEHP (2)
- PEHP 308 Structure and Function (4)
- PEHP 315 Performance Nutrition (4)
- PEHP 316 Healthy Lifestyles (4)
- PEHP 339 Measurement and Evaluation (4)
- PEHP 430 Strategies for Teaching Health (4)
- PEHP 454 Leadership in PE and Sport (4)
- PEHP 490 Community Internship (2)
- PSYC 221 Psychological Health and Well-Being (4)
- SOCY 302 Sociology of Sport (4)

### Criminology (major or minor)



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#### DEPARTMENT(S)

Psychology and Sociology

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#### TOTAL CREDITS

40 (major) / 18 (minor)

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#### DESCRIPTION

The Sociology program, which features majors and minors in Sociology and Criminology, provides students with knowledge and expertise about how society works and about human social behavior. Students gain an understanding of contemporary sociological thinking, participate in the research process, develop important application skills, and learn vitally important skills in the areas of cultural competence and critical thinking. The program prepares students for graduate or law school and careers in the public, private, and government sectors, including law enforcement, corrections, non-profit leadership, victim services, social services, marketing, business, and more.

## CRIMINOLOGY (MAJOR)

- SOCY 150 Scientific and Information Literacy (2)
- SOCY 201 Introduction to Criminology (4)
- SOCY 260 Victimology (4)
- SOCY 314 Corrections *or* SOCY 364 Policing (4)
- SOCY 334 Theories of Deviance and Crime (4)
- SOCY 390 Gender, Race, and Crime *or* PSYC 245 Adolescent Development and Emerging Adulthood (4)
- SOCY 480 Experiential Professional Development (4, variable credit for fieldwork)
- SOCY 481 Sociology Capstone (2)

### *Electives*

12 credits of additional SOCY courses, 4 credits of which must be at the 300- or 400-level\*

\* With advisor authorization, up to 8-10 credits can be from Psychology or other disciplines.

## CRIMINOLOGY (MINOR)

- SOCY 150 Scientific and Information Literacy (2)
- SOCY 201 Introduction to Criminology (4)
- SOCY 260 Victimology (4)
- SOCY 314 Corrections (4) *or* SOCY 364 Policing and Society (4)
- SOCY 334 Theories of Deviance and Crime (4) *or* SOCY 390 Race, Class, Gender, and Crime (4)

Diplomacy and Negotiations (minor)



DEPARTMENT(S)

Communication Studies and Political Science

TOTAL CREDITS

20

DESCRIPTION

In an increasingly globalizing world, an understanding of diplomacy, diplomatic processes, and negotiations is critical for successful careers in business, international organizations, and government. The minor in Diplomacy and Negotiations encompasses an exploration of the international relations between the states of Europe, the US, and the Arab world. Students who complete this minor will gain practical negotiation skills and will emerge from it familiar with diplomatic history, methods, protocol, and practice. To achieve its goals, the minor consists of courses that are based on experiential learning and offer participation in at least one regional or national simulation. Students are encouraged to take part in Model United Nations, Model European Union, or Model Arab League. The minor is tailored for students with interest in global affairs, US foreign policy, international business, and intercultural communications, and will prepare them for further study and careers in these areas.

## DIPLOMACY AND NEGOTIATIONS (MINOR)

COMM 333 Intercultural Communication (4)

POLS 230 Introduction to Global and Comparative Politics (4)

*Electives (12 credits). Choose from:*

POLS 330 International Institutions and IR Theory (4)

POLS 331 US Foreign Policy (4)

POLS 332 Modern Europe (4)

POLS 340 International Development (4)

 [Advising Documents](#)

### Education Program



#### 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, 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 compose the program outcomes for Hastings College:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.

7. **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.
8. **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.
9. **InTASC Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their 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.
10. **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 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](http://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:

1. Submit a written application to the Chair of the Education Department.
2. Submit a formal essay with the application.
3. Complete 60 credits 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 ENGL 200, with a grade of C- or better.
8. Demonstrate proficiency in speech communication by successfully completing COMM 200, 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 their 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 that 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 that 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 ensure 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 that 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 PEHP 316 Healthy Lifestyles, 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.

	Endorsement	Major 1	Major 2 / Minor	Notes
Field	Art PK-12	Art Education PK-12 (52)	Secondary Education (40)	
	Business, Marketing, and Information Technology (BMIT) 6-12	Business, Marketing, and Information Technology Education 6-12 (60)	Secondary Education (40)	
	Elementary K-8	Elementary Education K-8 (72)		Satisfies the major and minor requirement. May add a second major in Special Education K-12.
	English Language Arts 7-12	English Language Arts Education 7-12 (56)	Secondary Education (40)	
	Health and Physical Education PK-12	Health and Physical Education PK-12 (54-56)	Secondary Education (40)	Satisfies the major and minor requirement.
	Mathematics 6-12	Mathematics Education 6-12 (42)	Secondary Education (40)	
	Music PK-12	Music Education PK-12 (54)	Secondary Education (40)	
	Science 7-12	Science Education 7-12 (48)	Secondary Education (40)	
	Social Science 7-12	Social Science Education 7-12 (86)	Secondary Education (40)	Requires 5 years of coursework.
	Special Education K-12	Special Education K-12 (80)		Satisfies the major and minor requirement. May add a second major in Elementary Education K-8.
Subject	Biology 7-12*	Biology Education 7-12 (48)	Secondary Education (40)	
	Chemistry 7-12*	Chemistry Education 7-12 (48)	Secondary Education (40)	
	History 7-12*	History Education 7-12 (52)	Secondary Education (40)	
	Physics 7-12*	Physics Education 7-12 (48)	Secondary Education (40)	
	Secondary English 7-12*	Secondary English Education 7-12	Secondary Education (40)	
	World Language: Spanish 7-12*	World Language: Spanish Education 7-12 (36)	Secondary Education (40)	
Supplemental	Early Childhood PK-3		Early Childhood PK-3 (20)	Can be added to an Elementary K-8 endorsement.
	English as a Second Language PK-12		English as a Second Language PK-12 (24)	Can be added to a field or subject endorsement.
	Theatre 7-12		Theatre Education 7-12 (22)	Can be added to a secondary field or subject endorsement.
	Work-Based Learning 9-12			Can be added to a secondary or PK-12 endorsement.

\*Although only one subject endorsement is required, the Teacher Education department strongly recommends two endorsements.

## **The Sequence of Professional Course Work**

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

Individuals seeking endorsement in secondary education or PK-12 (Art, Music, Physical Education) must complete the education major in the respective academic department and the secondary education major.

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, in EDUC 200, in an authentic PK-12 classroom setting. Membership in the Student Education Association (SEA) is required.

## **Professional Education Requirements**

All candidates in all programs leading toward teacher certification complete the professional education core:

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)

EDUC 310 Contemporary Special Education with Service Learning (4)

EDUC 344 Assessing Learning (2)

EDUC 352 Integrating Technology into the Classroom (4)

EDUC 382 Teaching Diverse Learners (4)

EDUC 400 Education Seminar (2)\*

EDUC 440, 450 or 460 Candidate Teaching (12)\*

## Education - Elementary K-8 (major)



### DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

### TOTAL CREDITS

72

### DESCRIPTION

*Education Endorsement: K-8 Elementary Field*

The Elementary Education K-8 major satisfies the major and minor requirement for Hastings College's Bachelor of Arts degree. Elementary Education K-8 majors may add a second major in Special Education K-12.

## ELEMENTARY EDUCATION K-8 (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 440 *or* EDUC 450 Candidate Teaching (12)\*

### *Elementary Education*

- EDUC 311 Elementary Math Methods (4)
- EDUC 320 Teaching Language Arts and Social Studies through Children's Literature (4)
- EDUC 321 Social Studies Standards and Content (2)
- EDUC 331 Developmental Reading Process with Clinical I Placement (4)
- EDUC 333 Diagnosis and Interventions in Reading (4)
- EDUC 342 Engaged Classroom Design and Management (4)
- EDUC 390 Movement, Music, Drama, and Art in the Elementary Classroom (2)
- EDUC 391 Science Standards and Content (2)
- EDUC 421 Collaborative Partnerships (2)
- MATH 110 Math Foundations: Numbers, Patterns and Statistics (4)
- MATH 120 Math Foundations: Geometry and Algebra (4)
- SCIE 390 Elementary Science Methods (4)

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, *or* EDUC 460). No other courses may be taken during this semester.

*Note: See the [Teacher Education program](#) for more information.*

Education - Special Education K-12 (major)



DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

TOTAL CREDITS

80

DESCRIPTION

*Education Endorsement: K-12 Special Education Field*

The Special Education K-12 major satisfies the major and minor requirement for Hastings College's Bachelor of Arts degree. Special Education K-12 majors may add a second major in Elementary Education K-8.

## SPECIAL EDUCATION K-12 (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 440 or EDUC 450 Candidate Teaching (12)\*

### *Special Education*

- EDUC 311 Elementary Math Methods (4)
- EDUC 323 Special Education Methods and Management (4)
- EDUC 331 Developmental Reading Process with Clinical I Placement (4)
- EDUC 333 Diagnosis and Interventions in Reading (4)
- EDUC 341 Program Development (4)
- EDUC 342 Engaged Classroom Design and Management (4)
- EDUC 351 Characteristics of Special Learners (4)
- EDUC 353 Special Education Assessment (4)
- EDUC 390 Movement, Music, Drama and Art in the Elementary Classroom (2)
- EDUC 421 Collaborative Partnerships (2)
- MATH 110 Math Foundations: Numbers, Patterns and Statistics (4)
- MATH 120 Math Foundations: Geometry and Algebra (4)
- PSYC 235 Developmental Disorders and Interventions (4)

Note: See the [Teacher Education program](#) for more information.



### Education - Secondary (major)



#### DEPARTMENT(S)

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Teacher Education, Physical Education, and Human Performance

#### TOTAL CREDITS

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40

#### DESCRIPTION

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The Secondary Education major is a component of all programs that correspond with teaching subject endorsements. Each academic department offering a program in teacher education follows the same basic sequence of professional and supporting coursework. This sequence is to be carefully followed by all candidates. Exceptions to the prescribed program are made by the TEPC.

Individuals seeking endorsement in secondary education or PK-12 (Art, Music, Physical Education) must complete the education major in the respective academic department and the Secondary Education major.

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

Education - Early Childhood PK-3 (minor)



DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

TOTAL CREDITS

20

DESCRIPTION

*Education Endorsement: PK-3 Early Childhood Supplemental*

To receive a PK-3 Early Childhood Supplemental Endorsement, students complete the requirements for the Early Childhood PK-3 minor. It can be added as a supplement only to the Elementary Education K-8 major.

EDUC 325 Characteristics of Young Children (4)

EDUC 335 Early Childhood Methods (4)

EDUC 341 Program Development (4)

PSYC 355 Early Childhood Development or PSYC 225 Lifespan Development (4)

*4 credits from:*

EDUC 331 Developmental Reading Process (4)

EDUC 333 Diagnosis and Interventions in Reading (4)

*Note: See the Teacher Education program for more information.*

 [Advising Documents](#)

### Education - English as a Second Language PK-12 (minor)



#### DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

#### TOTAL CREDITS

24

#### DESCRIPTION

*Education Endorsement: PK-12 English as a Second Language Supplemental*

To receive a PK-12 English as a Second Language Supplemental Endorsement, students complete the requirements for the English as a Second Language PK-12 minor. It can be added as a supplement to a teaching field or subject endorsement.

COMM 333 Intercultural Communication (4)

EDUC 382 Teaching Diverse Learners (4)

EDUC 480 Assessment and Evaluation of English Language Learners (4)

EDUC 475 Teaching English as a Second Language (4)

ENGL 361 English Grammar (4)

SOCY 255 Diversity, Culture and Power (4)

*Note: See the [Teacher Education program](#) for more information.*

 [Advising Documents](#)

### Education - 9-12 Work-Based Learning (supplementary endorsement)



#### DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

#### TOTAL CREDITS

4 (+ volunteer, internship, or paid work experience)

#### DESCRIPTION

As a supplemental endorsement, the 9-12 Work-Based Learning 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. Candidates completing the Business, Marketing, and Information Technology Education 6-12 major will also meet the requirements for this supplemental endorsement.

#### COURSES AND OTHER REQUIREMENTS

EDUC 425 Work-Based Learning (4)

1000 verified hours of volunteer, internship, or paid work experience *or* at least 300 hours Hastings College supervised work experience

*Note: See the [Teacher Education program](#) for more information.*



### Exercise Science (major)



#### DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

#### TOTAL CREDITS

44

#### DESCRIPTION

Exercise Science majors will

1. Describe and apply physiological, psychological, biomechanical, and motor learning principles and theories related to skillful movement, physical activity and fitness.
2. Evaluate, design, and implement individual and group exercise and fitness programs for apparently healthy, increased risk, athletic, and clinical populations.
3. Be proficient in addressing and modifying health behaviors and risk factors, conducting fitness assessments, and writing appropriate exercise prescriptions to maintain positive lifestyle behaviors.
4. Be able to read, comprehend, and critique published research in health-related fields.
5. Demonstrate competence as a leader of health and fitness programs in a university, corporate, commercial, and/or community setting.

## EXERCISE SCIENCE (MAJOR)

CHEM 111 Introduction to General Chemistry (4)

PEHP 210 History and Principles of PEHP (2)

PEHP 301 Kinesiology (4)

PEHP 308 Structure and Function (4)

PEHP 315 Performance Nutrition (4)

PEHP 330 Clinical Populations in Health Care (4)

PEHP 339 Measurement and Evaluation (4)

PEHP 343 Principles of First Aid and Care of Injury (2)

PEHP 352 Motor Development (4)

PEHP 362 Human and Sport Physiology (4)

PEHP 440 Research and Statistical Methods in Human Performance (4)

PEHP 483 Exercise Science Capstone (4)



Health and Physical Education PK-12 (major) + Secondary Education (major)



DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

TOTAL CREDITS

Health and Physical Education (54-56) + Secondary Education major (40) = 94-96

DESCRIPTION

*Education Endorsement: PK-12 Health and Physical Education Field*

To receive the PK-12 Health and Physical Education Field Endorsement, students must complete the Health and Physical Education PK-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Health and Physical Education PK-12 major without also completing the Secondary Education major.*

Health and Physical Education PK-12 majors will

1. Demonstrate personal competence in teaching movement concepts and motor skills for a variety of physical activities using effective teaching strategies.
2. Create and use appropriate assessments and provide feedback to evaluate student learning and achievement of instructional goals and objectives.
3. Plan sequential instructional plans to align with lesson and unit objectives that are standards based and address the needs of all students.
4. Use a variety of strategies to modify and deliver lessons to meet the needs of diverse and special needs students.
5. Demonstrate competence in designing and implementing lessons to teach healthy behaviors for lifelong habits.

## HEALTH AND PHYSICAL EDUCATION (MAJOR)

- PEHP 210 History and Principles of PEHP (2)
- PEHP 301 Kinesiology (4)
- PEHP 308 Structure and Function (4)
- PEHP 315 Performance Nutrition (4) *or* SCIE 313 Human Nutrition (2)
- PEHP 316 Healthy Lifestyles (4)
- PEHP 331 Inclusive Physical Education (4)
- PEHP 343 Principles of First Aid and Care of Injury (2)
- PEHP 352 Motor Development (4)
- PEHP 362 Human and Sport Physiology (4)
- PEHP 390 Strategies for Teaching Elementary PE (4)
- PEHP 400 Curriculum and Assessment in PE (4)
- PEHP 420 Strategies for Teaching Secondary PE (4)
- PEHP 430 Strategies for Teaching Health (4)
- PEHP 454 Leadership in PE and Sport (4)
- PSYC 221 Psychological Health and Well-Being (4)

*Note: See the [Teacher Education program](#) for more information.*

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 *or* EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, *or* EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

### International Relations (major or minor)



#### DEPARTMENT(S)

Communication Studies and Political Science

#### TOTAL CREDITS

42 (major) / 22 (minor)

#### DESCRIPTION

The mission of the International Relations program is to provide a theoretical and empirical understanding of the origin, structure, and purpose of government and the importance of political participation, whether in local, national, or international politics. 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 International Relations program recognizes the need to prepare students to be culturally competent in an increasingly global society. The program advances students' understanding and appreciation of global connections and cooperation by ensuring that each student participates in at least one or two conferences.

The study of international relations establishes a strong foundation for graduate study in the social sciences. It also prepares students for professional careers in law, government, and public service, both domestically and abroad.

## INTERNATIONAL RELATIONS (MAJOR)

COMM 333 Intercultural Communication (4)  
POLS 201 Research Process in Political Science  
(2)  
POLS 209 Research Methods in Political  
Science (4)  
POLS 230 Introduction to Global and  
Comparative Politics (4)  
POLS 331 US Foreign Policy (4)  
POLS 480 Research Capstone in Political  
Science (2)  
POLS 481 Analysis Capstone in Political  
Science (2)

### *4 credits from:*

POLS 330 International Institutions and IR  
Theory (4)  
POLS 332 Modern Europe (4)  
POLS 340 International Development (4)

### *8 credits from:*

POLS 341 Gender and Politics (4)  
POLS 342 Civil Society in National and Global  
Politics (4)  
POLS 354 Immigration and Homeland Security  
Policy (4)  
POLS 440 Democratization and Post-  
Communist Transition (4)

### *8 credits from:*

HIST 236 Survey of Latin American History (4)  
HIST 328 British History: A History of Four  
Nations' History (4)  
HIST 330 Russian and East Slavic World (4)  
HIST 332 The Arabic and Islamic World (4)  
HIST 376 Irelands, 1798 to the Present (4)  
HIST 380 The History of Greater Mexico (4)  
HIST 384 Origins of the Modern World (4)

## INTERNATIONAL RELATIONS (MINOR)

COMM 333 Intercultural Communication (4)  
POLS 201 Research Process in Political Science  
(2)  
POLS 230 Introduction to Global and  
Comparative Politics (4)  
POLS 331 US Foreign Policy (4)

### *4 credits from:*

POLS 330 International Institutions and IR  
Theory (4)  
POLS 332 Modern Europe (4)  
POLS 340 International Development (4)

### *4 credits from:*

POLS 341 Gender and Politics (4)  
POLS 342 Civil Society in National and Global  
Politics (4)  
POLS 354 Immigration and Homeland Security  
Policy (4)  
POLS 440 Democratization and Post-  
Communist Transition (4)

### Political Science (major or minor)



#### DEPARTMENT(S)

Communication Studies and Political Science

#### TOTAL CREDITS

42 (major) / 18 (minor)

#### DESCRIPTION

The mission of the Political Science program is to provide a theoretical and empirical understanding of the origin, structure, and purpose of government and the importance of political participation, whether in local, national, or international politics. 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. It also prepares students for professional careers in law, government, and public service, both domestically and abroad.

## POLITICAL SCIENCE (MAJOR)

POLS 200 Introduction to US Politics and Policy Making (4)

POLS 201 Research Process in Political Science (2)

POLS 209 Research Methods in Political Science (4)

POLS 230 Introduction to Global and Comparative Politics (4)

POLS 250 US Public Policy and Its Analysis (4)

POLS 480 Research Capstone in Political Science (2)

POLS 481 Analysis Capstone in Political Science (2)

*4 credits from:*

POLS 300 US Congressional Politics and Policy Making (4)

POLS 301 US Executive Politics and Policy Making (4)

4 credits from:

POLS 311 US Parties, Campaigns, Elections, and Public Opinion (4)

POLS 342 Civil Society in National and Global Politics (4)

POLS 421 US Judicial Politics and Constitutional Law (4)

*4 credits from:*

POLS 341 Gender and Politics (4)

POLS 342 Civil Society in National and Global Politics (4)

POLS 440 Democratization and Post-Communist Transition (4)

*4 credits from:*

POLS 330 International Institutions and IR Theory (4)

POLS 331 US Foreign Policy (4)

POLS 332 Modern Europe (4)

POLS 340 International Development (4)

*4 credits from:*

PHIL 326 Individuals, States, and Freedom: History of Social and Political Thought (4)

PHIL 328 Political Thought in America (4)

## POLITICAL SCIENCE (MINOR)

POLS 200 Introduction to US Politics and Policy Making (4)

POLS 201 Research Process in Political Science (2)

POLS 230 Introduction to Global and Comparative Politics (4)

*4 credits from:*

POLS 300 US Congressional Politics and Policy Making (4)

POLS 301 US Executive Politics and Policy Making (4)

POLS 311 US Parties, Campaigns, Elections, and Public Opinion (4)

POLS 342 Civil Society in National and Global Politics (4)

POLS 421 US Judicial Politics and Constitutional Law (4)

*4 credits from:*

POLS 330 International Institutions and IR Theory (4)

POLS 331 US Foreign Policy (4)

POLS 332 Modern Europe (4)

POLS 340 International Development (4)

POLS 341 Gender and Politics (4)

POLS 342 Civil Society in National and Global Politics (4)

POLS 440 Democratization and Post-Communist Transition (4)

### Psychology (major or minor)



#### DEPARTMENT(S)

Psychology and Sociology

#### TOTAL CREDITS

40 (major) / 18 (minor)

#### DESCRIPTION

Psychology is the scientific study of human behavior and mental processes. Students in our program will gain an understanding of psychological theory and research, participate in the research process, and discover applications of the various sub-disciplines of our field. Through broad knowledge and transferable skills, students will be prepared for continued training in pursuit of a career in psychology (e.g., counseling, school psychology, industrial/organizational psychology, research) or in any number of professional applications (e.g., medicine, occupational therapy, law, education, business, human resources, social work, early childcare education). A major or minor in our program is also useful to those who seek to examine human behavior and mental processes within our broader society and culture through a biopsychosocial lens.

## PSYCHOLOGY (MAJOR)

- MATH 210 Introduction to Statistics (4)
- PSYC 100 Introduction to Psychological Science (4)
- PSYC 150 Scientific and Information Literacy (2)
- PSYC 200 Professional Development (2)
- PSYC 300 Psychological Research Methods and Statistics (4)
- PSYC 400 Senior Seminar in Psychological Science (4)

*One Ethics or Logic Course. Choose from:*

- PHIL 100 Basic Questions of Truth and Meaning: Introduction to Philosophy (4)
- PHIL 101 Morals, Happiness, and The Good Life: Introduction to Ethics (4)
- PHL 200 Introduction to Logic (4)
- PHIL 212/312 The Evil Genius to the Eternal Return: Enlightenment to Postmodern Thought (4)
- PHIL 220/320 Self, Freedom, and Death: Existentialism (4)
- PHIL 222/322 Individuals, Masses, and Power: 20th Century Theory (4)
- PHIL 224/324 Constructing Bodies: Sex, Gender, Race, and Embodiment (4)
- PHIL 240/340 Bioethics (4)
- PHIL 242/342 Ethics of the Environment and Technology (4)

*Electives*

16 credits of PSYC courses, 8 of which must be at the 300- or 400-level.\*

\* With advisor authorization, up to 8 credits can be from Sociology or other disciplines.

## PSYCHOLOGY (MINOR)

- PSYC 100 Introduction to Psychological Science (4)
- PSYC 150 Scientific and Information Literacy (2)

*4 credits from:*

- PSYC 204 Introduction to Behavioral Neuroscience (4)
- PSYC 221 Psychological Health and Well-Being (4)
- PSYC 223 Abnormal Psychology (4)
- PSYC 225 Lifespan Development (4)

*Electives*

8 credits of additional PSYC courses at the 300- or 400- level (8)



Psychology and Sociology (minor)



DEPARTMENT(S)

Psychology and Sociology

TOTAL CREDITS

18

DESCRIPTION

The mission of the Psychology and Sociology Department is to provide rigorous and engaging programs that promote intellectual, personal and professional growth, and prepares students for responsible citizenship in local and global communities. Specifically, the department's academic curriculum and co-curricular activities will help students

1. Acquire a broad base of knowledge regarding human social behavior, society, and mental processes.
2. Acquire the intellectual tools, problem-solving abilities, and communication skills necessary to contribute to psychological and/or sociological sciences and the well-being of society in general.
3. Develop characteristics that encourage creativity, curiosity, and change.

## PSYCHOLOGY AND SOCIOLOGY (MINOR)

PSYC 100 Introduction to Psychology (4)

PSYC 150 Scientific and Information Literacy (2) *or* SOCY 150 Scientific and Information Literacy (2)

SOCY 100 Introduction to Sociology (4) *or* SOCY 201 Introduction to Criminology (4)

One additional PSYC class (4 credits), 200-level or above

One additional SOCY class (4 credits), 200-level or above

### Sociology (major or minor)



#### DEPARTMENT(S)

Psychology and Sociology

#### TOTAL CREDITS

40 (major) / 18 (minor)

#### DESCRIPTION

The Sociology program, which features majors and minors in Sociology and Criminology, provides students with knowledge and expertise about how society works and about human social behavior. Students gain an understanding of contemporary sociological thinking, participate in the research process, develop important application skills, and learn vitally important skills in the areas of cultural competence and critical thinking. The program prepares students for graduate or law school and careers in the public, private, and government sectors, including law enforcement, corrections, non-profit leadership, victim services, social services, marketing, business, and more.

## SOCIOLOGY (MAJOR)

MATH 210 Statistics (4)  
SOCY 100 Introduction to Sociology (4)  
SOCY 150 Scientific and Information Literacy (2)  
SOCY 324 Sociological Theory (4)  
SOCY 361 Social Problems and Social Movements (4)  
SOCY 469 Qualitative Research Methods *or* SOCY 471 Quantitative Research Methods (4)  
SOCY 480 Experiential Professional Development (4)  
SOCY 481 Sociology Capstone (2)

### *Electives*

12 credits of SOCY courses, 4 credits of which must be at the 300- or 400-level.\* (12)

\* With advisor authorization, up to 8-10 credits can be from Psychology or other disciplines.

## SOCIOLOGY (MINOR)

SOCY 100 Introduction to Sociology (4)  
SOCY 150 Scientific and Information Literacy (2)  
SOCY 361 Social Problems and Social Movements (4) *or* SOCY 255 Diversity, Culture, and Power (4)  
8 credits of additional SOCY courses, one of which must be at the 300- or 400-level

### Strength and Conditioning (minor)



#### DEPARTMENT(S)

Teacher Education, Physical Education, and Human Performance

#### TOTAL CREDITS

28

#### DESCRIPTION

The Strength and Conditioning minor is designed for aspiring human performance professionals. Hastings College is endorsed by the National Strength and Conditioning Association® (NSCA®). Students who complete a Strength and Conditioning minor are strongly encouraged (though not required) to take one or more of the following certification exams: Certified Personal Trainer® (CPT®), Certified Special Population Specialist® (CSPS®), Tactical Strength and Conditioning Facilitator® (TSAC-F®), or Certified Strength and Conditioning Specialist® (CSCS®). The CSCS® is the gold-standard certification for those who want to work with athletes at the high school, college, or elite/professional level. A student must have this certification to work with athletes or clients on their own.

## **STRENGTH AND CONDITIONING (MINOR)**

PEHP 199 Weights and Mobility (2)

PEHP 301 Kinesiology (4)

PEHP 308 Structure and Function (4)

PEHP 315 Performance Nutrition (4)

PEHP 339 Measurement and Evaluation (4)

PEHP 343 Principles of First Aid and Care of Injury (2)

PEHP 362 Human and Sport Physiology (4)

PEHP 484 Strength and Conditioning Capstone (4)

MAJORS AND MINORS

# Math, Science and Business Division







### Accounting (major or minor)



#### DEPARTMENT(S)

**Business and Economics**

#### TOTAL CREDITS

44

#### DESCRIPTION

The Accounting major prepares students to begin careers in public accounting (CPA), private accounting (CMA), business, or other organizational settings. Students will

1. Accumulate, synthesize, and demonstrate a proficiency of accounting knowledge.
2. Demonstrate computer proficiency to facilitate and enhance accounting and financial reporting processes.
3. Be able to research an accounting issue, apply critical thinking skills, and communicate solutions and financial and non-financial information.
4. Concisely and effectively communicate financial and non-financial information.

*Note: 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 also major in Business Administration; however, we encourage students to pursue master's degrees. An accounting student 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)

ACCT 301 Intermediate Accounting I (4)  
ACCT 303 Intermediate Accounting II (4)  
ACCT 321A Federal Income Tax – Part I (2)  
ACCT 321B Federal Income Tax – Part II (2)  
ACCT 331 Auditing Principles (4)  
ACCT 342 Accounting for Government and Not-for-Profit Organizations (4)  
ACCT 351 Cost Accounting (4)  
ACCT 373 Accounting Information Systems (4)  
ACCT 441 Advanced Accounting (2)  
ACCT 463 Senior Seminar in Accounting Issues (2)  
BSAD 313A Commercial Law – Part I (2)  
BSAD 313B Commercial Law – Part II (2)  
BSAD 462 Business Ethics (4)  
MATH 374 Quantitative Methods in Business/Economics (4) or BSAD 334 Operations Management (4)

## ACCOUNTING (MINOR)

ACCT 100 Financial Accounting (4)  
ACCT 110 Managerial Accounting (4)  
ACCT 301 Intermediate Accounting I (4)  
ACCT 321A Federal Income Tax – Part I (2)  
ACCT 321B Federal Income Tax – Part II (2)  
ECON 211 Principles of Microeconomics or  
ECON 213 Principles of Macroeconomics (4)

### Biochemistry (major)



#### DEPARTMENT(S)

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Chemistry and Physics

#### TOTAL CREDITS

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42

#### DESCRIPTION

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The mission of the Chemistry program 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 program serves three distinct constituencies:

1. Chemistry and Biochemistry majors and Chemistry minors.
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 an IDEA.

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

## BIOCHEMISTRY (MAJOR)

BIOL 101 Introduction to Genetics and Cell Biology (4)

BIOL 371 Cell Biology (4)

BIOL 404 Biochemistry (4)

BIOL 474 Genetics (4)

CHEM 151 College Chemistry I (4)

CHEM 153 College Chemistry II (4)

CHEM 361 Organic Chemistry I (4)

CHEM 363 Organic Chemistry II (4)

CHEM 371 Analytical Chemistry (4)

CHEM 481 Senior Project (2)

*Biology Elective (4 credits). Choose from:*

BIOL 321 Microbiology (4)

BIOL 459 Molecular Biology (4)

BIOL 464 Immunology (4)

Two semesters of Physics, MATH 150, and Math 210 are recommended, but not required.

**Biology (major or minor)**



**DEPARTMENT(S)**

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**Biology**

**TOTAL CREDITS**

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42 (major) / 20 (minor)

**DESCRIPTION**

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Biology 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. These courses are supplemented with a wide range of career-oriented electives. In particular,

1. Students will explain the unifying concepts and principles of biology.
2. Students will assess, evaluate, and disseminate biological knowledge to a diverse audience.
3. Students will demonstrate proficiency in the standard skills and methodologies of biology to answer scientific questions.

Assessment of student learning in the Biology Department is a continuous and ongoing process. 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. In the senior seminar, students will also take an exam to assess their understanding of the courses they have taken in the department. These assessments will provide the department with a basis for making improvements to the Biology curriculum.

## BIOLOGY (MAJOR)

### Core

BIOL 101 Introduction to Genetics and Cell Biology (4)

BIOL 102 Introduction to Ecology and Evolution (4)

BIOL 103 Introduction to Diversity of Life (4)

CHEM 151 College Chemistry I (4)

CHEM 153 College Chemistry II (4)

### Electives (20 credits). Choose from:

BIOL 314 General Botany (4)

BIOL 321 Microbiology (4)

BIOL 324 Conservation Biology (2)

BIOL 333 Zoology (4)

BIOL 354 Parasitology (4)

BIOL 363 Aquatic Ecology (2)

BIOL 364 Birds and the Environment (4)

BIOL 371 Cell Biology (4)

BIOL 404 Biochemistry (4)

BIOL 410 Advanced Topics in Biology (2)

BIOL 411 Advanced Experiments in Biology (2)

BIOL 414 Medical Anatomy and Physiology I (4)

BIOL 424 Medical Anatomy and Physiology II (4)

BIOL 434 Ecology (4)

BIOL 444 Evolution (4)

BIOL 459 Molecular Biology (4)

BIOL 464 Immunology (4)

BIOL 474 Genetics (4)

BIOL 478 Animal Behavior (4)

### Senior Capstone

BIOL 481 Senior Seminar (2)

The Biology Department recommends that Biology majors take one year of Physics and MATH 150 Calculus I or MATH 210 Introduction to Statistics.

*Note: A second major in Wildlife Biology, Biology Education, or Health Systems is not permitted.*

## BIOLOGY (MINOR)

### Core (8 credits). Choose from:

BIOL 101 Introduction to Genetics and Cell Biology (4)

BIOL 102 Introduction to Ecology and Evolution (4)

BIOL 103 Introduction to Diversity of Life (4)

### Electives

12 credits of 300- or 400-level BIOL courses (12)

**Biology - Wildlife (major)**



**DEPARTMENT(S)**

**Biology**

**TOTAL CREDITS**

44

**DESCRIPTION**

Wildlife biology 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. These courses are supplemented with a wide range of career-oriented electives. In particular,

1. Students will explain the unifying concepts and principles of biology.
2. Students will assess, evaluate, and disseminate biological knowledge to a diverse audience.
3. Students will demonstrate proficiency in the standard skills and methodologies of biology to answer scientific questions.

Assessment of student learning in the Biology Department is a continuous and ongoing process. 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. In the senior seminar, students will also take an exam to assess their understanding of the courses they have taken in the department.

## WILDLIFE BIOLOGY (MAJOR)

### Core

BIOL 101 Introduction to Genetics and Cell Biology (4)

BIOL 102 Introduction to Ecology and Evolution (4)

BIOL 103 Introduction to Diversity of Life (4)

BIOL 434 Ecology (4)

CHEM 151 College Chemistry I (4)

CHEM 153 College Chemistry II (4)

### Electives (18 credits). Choose from:

BIOL 314 General Botany (4)

BIOL 324 Conservation Biology (2)

BIOL 354 Parasitology (4)

BIOL 362 Aquatic Ecology (2)

BIOL 364 Birds and the Environment (4)

BIOL 444 Evolution (4)

BIOL 478 Animal Behavior (4)

SCIE 311 Natural History of Sandhills and Pine Ridge Areas of Nebraska (2)

### Senior Capstone

BIOL 481 Senior Seminar (2)

*Note: The Biology Department recommends that Wildlife Biology majors take MATH 210 Statistics. Wildlife Biology majors are also recommended to complete a course at a field station or that has a substantial field component.*

*Note: A second major in Biology, Biology Education 7-12, or Health Systems is not permitted.*



**Biology Education 7-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Biology**

**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Biology Education major (48) + Secondary Education major (40) = 88

**DESCRIPTION**

*Education Endorsement: 7-12 Biology Subject*

To receive the 7-12 Biology Subject Endorsement, students must complete the Biology Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Biology Education 7-12 major without also completing the Secondary Education major.*

*Note: A second major in Biology, Wildlife Biology, or Health Systems is not permitted.*

## BIOLOGY EDUCATION 7-12 (MAJOR)

- BIOL 101 Introduction to Genetics and Cell Biology (4)
- BIOL 102 Introduction to Ecology and Evolution (4)
- BIOL 103 Introduction to Diversity of Life (4)
- BIOL 314 General Botany (4)
- BIOL 321 Microbiology (4)
- BIOL 434 Ecology (4)
- CHEM 151 College Chemistry I (4)
- CHEM 153 College Chemistry II (4)
- PHYS 201/203 General Physics I and II or PHYS 211A&B/212A&B College Physics I and II (8)
- SCIE 223 Astronomy (4)
- SCIE 353 Environmental Science (4)

It is recommended students also take BIOL 111/113 or BIOL 414/424 for exposure to Anatomy and Physiology.

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

Note: See the [Teacher Education program](#) for more information.

### Business Administration (major)



#### DEPARTMENT(S)

Business and Economics

#### TOTAL CREDITS

44

#### DESCRIPTION

The Business Administration major prepares students to begin careers in for-profit and nonprofit organizations and to pursue graduate study in business.

1. Students will describe and analyze the concepts, processes, and institutions involved in the production and marketing of goods and services, and the impact of a complex and dynamic environment on organizations.
2. Students will demonstrate proficiency in the use of computers and other technological tools of the business world.
3. Students will apply creative and critical thinking and practical research skills to solve business problems.
4. Students will concisely and effectively communicate their analyses and conclusions.

## **BUSINESS ADMINISTRATION (MAJOR)**

ACCT 100 Financial Accounting (4)  
ACCT 110 Managerial Accounting (4)  
BSAD 311A Legal Environment I (2)  
BSAD 311B Legal Environment II (2)  
BSAD 483 Strategic Management and Policy (4)  
ECON 211 Principles of Microeconomics (4)  
ECON 213 Principles of Macroeconomics (4)  
FINA 361 Corporate Financial Management (4)  
MATH 210 Introduction to Statistics (4)  
MRKT 340 Marketing Principles (4)

*Electives (4 credits). Choose from:*

ACCT 373 Accounting Information Systems (4)  
BSAD 303 Nonprofit Organizations and Fundraising  
BSAD 313A Commercial Law – Part I (2)  
BSAD 313B Commercial Law – Part II (2)  
BSAD 330 Management and Leadership Principles (4)  
BSAD 334 Operations Management (4)  
BSAD 351 Human Resource Management (4)  
BSAD 462 Business Ethics (4)  
BSAD 465\* Entrepreneurship and Small Business Management (4)

*Skills/Special Topics/Experiential Courses in BSAD or ACCT (4 credits). Choose from (but not limited to):\**

BSAD 230 Business Communication (2)\*\*  
BSAD 233 Lying, Cheating and Stealing (2)  
BSAD 236 Current Issues for American Businesses (2)  
BSAD 250 Advanced Computer Tools (2)  
BSAD 490 Internship (4)  
ACCT 490\*\* Internship (4)

\* For CPA exam credit, Accounting majors should select BSAD 330 or BSAD 351.

**Business - AgriBusiness (minor)**



**DEPARTMENT(S)**

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**Business and Economics**

**TOTAL CREDITS**

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20

**DESCRIPTION**

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The AgriBusiness minor requires that a student also major in Business Administration and satisfies the requirement of a minor outside a student's major division. The student will complete a minimum of 20 credits 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 credits 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 1000, 1030, 1110, 1260, 1310, 1320, 1340, 1350, 1360, 1370, 1380, 1390, 1410, 1450, 1530, 1550, 1700, 1860, 2010, 2110, 2360, 2370, 2380, 2560, 1860 or 2590, 2640, 2700, 2720, 2730, 2780, or other approved agricultural classes.

 [Advising Documents](#)

**Business - Construction Management (minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

20

**DESCRIPTION**

The Construction Management minor requires that a student also major in Business Administration and satisfies the requirement of a minor outside a student's major division. The student will complete a minimum of 20 credits of construction classes taught at Central Community College (CCC). Starting the sophomore year students in the program may take up to four credits a semester of construction classes at CCC. Grades of C or better are required in all CCC classes. CNST 1200, 1400, 1500, 1600, 1700, 1900, 1950, 1960, 2000, 2150, 2160, 2200, 2310, 2400, 2500, 2600, 2630, 2640, or other approved construction classes.

 [Advising Documents](#)

**Business - Culinary Arts Management (minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

20

**DESCRIPTION**

The Culinary Arts Management minor requires that a student also major in Business Administration and satisfies the requirement of a minor outside a student's major division. The student will complete a minimum of 20 credits 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 credits 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 remaining credits chosen from the following: 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.

 [Advising Documents](#)

**Business - Hospitality Management (minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

20

**DESCRIPTION**

The Hospitality Management minor requires that a student also major in Business Administration and satisfies the requirement of a minor outside a student's major division. The student will complete a minimum of 20 credits 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 credits 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 remaining credits from the following: 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.

 [Advising Documents](#)



**Business, Marketing, and Information Technology 6-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Business and Economics**

**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Business, Marketing, and Information Technology Education 6-12 major (60) + Secondary Education major (40) = 100

**DESCRIPTION**

*Education Endorsement: 6-12 Business, Marketing, and Information Technology Field*

To receive the 6-12 Business, Marketing, and Information Technology Field Endorsement, students must complete the Business, Marketing, and Information Technology Education 6-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Business and Marketing Education major without also completing the Secondary Education major.*

## BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION 6-12 (MAJOR)

### *Business Administration*

- ACCT 100 Financial Accounting (4)
- ACCT 110 Managerial Accounting (4)
- BSAD 230 Business Communication (2)
- BSAD 311A Legal Environment (2) and BSAD 311B Uniform Commercial Code (2) or BSAD 313A Commercial Law: Part I (2) and BSAD 313B Commercial Law: Part II (2)
- BSAD 330 Management and Leadership Principles (4) or BSAD 351 Human Resource Management (4)
- ECON 211 Principles of Microeconomics (4)
- ECON 213 Principles of Macroeconomics (4)
- STUS 200 Job Search Strategies (1)

### *Marketing*

- MRKT 340 Marketing Principles (4)
- MRKT 341 Consumer Behavior (4) or MRKT 385 Strategic Marketing Communication (4)
- MRKT 364 Digital Marketing (4)

### *Information Technology*

- ARTD 225 Introduction to Graphic Design (4)
- ARTD 110 Audio/Video Fundamentals (4)
- ARTD 230 Introduction to Online Design and Development (4)
- BSAD 250 Advanced Computer Tools (2)

### *Career and Technical Education, Methods, and Work-Based Learning*

- BSAD 465 Entrepreneurship and Small Business Management (4)
- EDUC 425 Work-based Learning (3)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

- EDUC 200 Foundation of Education and Student Development (4)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 344 Assessing Learning (2)
- EDUC 352 Integrating Technology into the Classroom (4)
- EDUC 382 Teaching Diverse Learners (4)
- EDUC 400 Education Seminar (2)\*
- EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

- EDUC 350 Secondary Clinical I (2)
- EDUC 410 Instructional Design and Management (4)
- EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

Note: See the [Teacher Education program](#) for more information.

### Chemistry (major or minor)



#### DEPARTMENT(S)

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Chemistry and Physics

#### TOTAL CREDITS

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42 (major) / 20 (minor)

#### DESCRIPTION

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The mission of the Chemistry program 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 program serves three distinct constituencies:

1. Chemistry and Biochemistry majors and Chemistry minors.
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 an IDEA.

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)

BIOL 404 Biochemistry (4)  
CHEM 151 College Chemistry I (4)  
CHEM 153 College Chemistry II (4)  
CHEM 361 Organic Chemistry I (4)  
CHEM 363 Organic Chemistry II (4)  
CHEM 371 Analytical Chemistry (4)  
CHEM 384 Physical Chemistry (4)  
CHEM 481 Senior Project (2)  
MATH 150 Calculus I (4)  
PHYS 201/203 General Physics I and II *or* PHYS 211A&B/212A&B College  
Physics I and II (8)

MATH 160 and MATH 210 Introduction to Statistics are recommended, but not required.

## CHEMISTRY (MINOR)

CHEM 151 College Chemistry I (4)  
CHEM 153 College Chemistry II (4)  
CHEM 361 Organic Chemistry I (4)  
CHEM 363 Organic Chemistry II (4)  
CHEM 371 Analytical Chemistry (4)

**Chemistry Education 7-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Chemistry and Physics**

**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Chemistry Education 7-12 major (48) + Secondary Education major (40) = 88

**DESCRIPTION**

*Education Endorsement: 7-12 Chemistry Subject*

To receive the 7-12 Chemistry Subject Endorsement, students must complete the Chemistry Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Chemistry Education 7-12 major without also completing the Secondary Education major.*

## CHEMISTRY EDUCATION (MAJOR)

BIOL 101 Introduction to Genetics and Cell Biology (4)  
BIOL 102 Introduction to Ecology and Evolution (4)  
BIOL 404 Biochemistry (4)  
CHEM 151 College Chemistry I (4)  
CHEM 153 College Chemistry II (4)  
CHEM 361 Organic Chemistry I (4)  
CHEM 363 Organic Chemistry II (4)  
PHYS 201 General Physics I or PHYS 211A&B College Physics I (4)  
PHYS 202 General Physics II or PHYS 212A&B College Physics II (4)  
SCIE 223 Astronomy (4)  
SCIE 353 Environmental Science (4)

*Elective (4 credits). Choose from:*

CHEM 371 Analytical Chemistry (4)  
CHEM 384 Physical Chemistry (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
EDUC 310 Contemporary Special Education with Service Learning (4)  
EDUC 344 Assessing Learning (2)  
EDUC 352 Integrating Technology into the Classroom (4)  
EDUC 382 Teaching Diverse Learners (4)  
EDUC 400 Education Seminar (2)\*  
EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
EDUC 410 Instructional Design and Management (4)  
EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

**Computer Science (major or minor)**



**DEPARTMENT(S)**

**Mathematics and Computer Science**

**TOTAL CREDITS**

44 (major) / 20 (minor)

**DESCRIPTION**

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).

*Note: Students who wish to take BSAD 250 must either pass BSAD 150 at Hastings College or pass the Hastings College BSAD 150 test-out exam.*

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 three concentrations: an Information Systems emphasis, focusing on the use of information technology as a tool to support the missions of formal organizations; a Mathematics emphasis, focusing on the use of computing technology to solve mathematical, engineering, and scientific problems; and a Digital Media emphasis, focusing on the incorporation of digital media such as graphics, video, and animation software development. A major or minor in computer science also provides a valuable complement to other majors.

### COMPUTER SCIENCE (MINOR)

- CSCE 210 Introduction to Computer Science (4)
- CSCE 331 Structured Programming (4)
- CSCE 344 Advanced Programming Techniques and Networking (4)
- CSCE 354 Database Concepts (4)
- CSCE 366 Web Development and Programming (4)

### COMPUTER SCIENCE (MAJOR)

- CSCE 210 Introduction to Computer Science (4)
- CSCE 331 Structured Programming (4)
- CSCE 344 Advanced Programming Techniques and Networking (4)
- CSCE 354 Database Concepts (4)
- CSCE 366 Web Development and Programming (4)
- CSCE 464 Software Engineering (4)
- MATH 210 Introduction to Statistics (4)

*Emphasis (16). Choose one:*

- Information Systems
- Mathematics
- Digital Media

#### *Information Systems Emphasis*

- ACCT 100 Financial Accounting (4)
  - ACCT 110 Managerial Accounting (4)
  - MATH 374 Quantitative Methods in Business/Economics (4)
- Elective (4 credits). Choose from:*
- BSAD 250 Advanced Computer Tools (2)
  - BSAD 330 Management and Leadership Principles (4)
  - BSAD 334 Operations Management (4)

#### *Mathematics Emphasis*

- MATH 150 Calculus I (4)
- MATH 160 Calculus II (4)
- MATH 313 Linear Algebra or MATH 323 Differential Equations with Applications (4)
- MATH 344 Numerical Analysis or MATH 354 Mathematical Modeling (4)

#### *Digital Media Emphasis*

- ARTD 110 Audio/Video Fundamentals (4)
  - ARTD 225 Introduction to Graphic Design (4)
  - ARTD 230 Introduction to Online Development and Design (4)
- Elective (4 credits). Choose from:*
- ARTD 140 3D Computer Animation I (4)
  - ARTD 235 Computer Generated Art (4)
  - ARTD 323 Designer as Visual Communicator (4)



**Economics (major or minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

44 (major) / 20 (minor)

**DESCRIPTION**

The Economics major prepares students for careers in finance, banking, management government service, international business, education and other fields.

1. Students will demonstrate competency in both macroeconomics and microeconomics.
2. Students will propose or analyze solutions to complex, ambiguous problems using the methods of the economics discipline.
3. Students will write policy briefs, research proposals, and conduct independent research using the evidence and methods of the economics discipline.
4. Students will concisely and effectively communicate economics research.

## ECONOMICS (MAJOR)

ECON 211 Principles of Microeconomics (4)  
ECON 213 Principles of Macroeconomics (4)  
ECON 311 Intermediate Microeconomics (4)  
ECON 313 Intermediate Macroeconomics (4)  
ECON 480 Research Seminar in Economics (2)  
ECON 481 Senior Seminar in Economics (2)  
MATH 210 Introduction to Statistics (4)

*12 credits from:*

ECON 315 Special Topics in Economics (2)  
ECON 324 Labor Economics (4)  
ECON 331 Economics of Money and Financial Markets (4)  
ECON 345 Extreme Economics (2)  
ECON 348 Economic Development (2)  
ECON 351 Econometrics (4)  
FINA 485 International Finance (4)  
MATH 374 Quantitative Methods in Business/  
Economics (4)

*8 credits from:*

ACCT 100 Financial Accounting (4)  
ACCT 110 Managerial Accounting (4)  
BSAD 330 Management and Leadership Principles (4)  
FINA 361 Corporate Financial Management (4)  
FINA 366 Intermediate Corporate Finance (4)  
POLS 200 Introduction to US Politics and Policy Making (4)

POLS 230 Introduction to Global and Comparative Politics (4)  
POLS 250 US Public Policy and Its Analysis (4)  
MATH 150 Calculus I (4)  
MATH 313 Linear Algebra with Applications (4)  
PSYC 221 Psychological Health and Well-Being (4)  
PSYC 441 Motivation and Performance (4)  
SOCY 303 Social Welfare and Human Services (4)  
SOCY 394 Social Stratification (4)

## ECONOMICS (MINOR)

ECON 211 Principles of Microeconomics (4)  
ECON 213 Principles of Macroeconomics (4)  
ECON 311 Intermediate Microeconomics (4)  
ECON 313 Intermediate Macroeconomics (4)

*Elective(s) (4 credits). Choose from:*

ECON 315 Special Topics in Economics (2)  
ECON 324 Labor Economics (4)  
ECON 331 Economics of Money and Financial Markets (4)  
ECON 345 Extreme Economics (2)  
ECON 348 Economic Development (2)  
ECON 351 Econometrics (4)  
FINA 485 International Finance (4)  
MATH 374 Quantitative Methods in Business/  
Economics (4)

**Entrepreneurship and Small Business Management (minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

20

**DESCRIPTION**

The Entrepreneurship and Small Business Management minor is designed for students in any major field who are considering starting small businesses or professional practices during their careers. The program provides an introduction to basic business concepts in accounting, management, and marketing, along with practical considerations applicable to business start-ups, such as legal requirements, the entrepreneurial mindset, and financial planning. No prior business experience or course work is required for the Entrepreneurship and Small Business minor, and the core courses in the program may be taken in any order.

## ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (MINOR)

ACCT 100 Financial Accounting (4)

BSAD 330 Management and Leadership Principles *or* BSAD 351 Human  
Resource Management (4)

BSAD 465 Entrepreneurship and Small Business Management (4)

MRKT 340 Marketing Principles (4)

*Elective(s) (4 credits). Choose from:*

BSAD 311A Legal Environment and BSAD 311B Uniform Commercial Code (4)

BSAD 490 Internship (4)

ECON 211 Principles of Microeconomics (4)

ECON 213 Principles of Macroeconomics (4)

MRKT 341 Consumer Behavior (4)

*Note: Business Administration majors may not minor in Entrepreneurship and  
Small Business Management.*

## Finance (major)



### DEPARTMENT(S)

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**Business and Economics**

### TOTAL CREDITS

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44

### DESCRIPTION

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The Finance major prepares students for careers in finance, business or other organizational settings.

1. Students will be able to demonstrate knowledge of theories, concepts, practices and skills in finance.
2. Students will be able to apply the concepts in financial management such as time value of money, risk-return tradeoffs, diversification, and investment decisions.
3. Students will be familiar with the domestic and global financial institutions and the role of these institutions in the financial markets.
4. Students will be able to use analytical and quantitative skills to understand the data, problems, and make well-supported decisions.

## FINANCE (MAJOR)

ACCT 100 Financial Accounting (4)  
ECON 211 Principles of Microeconomics (4)  
ECON 213 Principles of Macroeconomics (4)  
ECON 331 Economics of Money and Financial Markets (4)  
FINA 361 Corporate Financial Management (4)  
FINA 363 Investments (4)  
FINA 366 Intermediate Corporate Finance (4)  
FINA 485 International Finance *or* FINA 486 Derivatives (4)  
FINA 491 Financial Theory and Practice (4)  
MATH 210 Introduction to Statistics (4)

### *4 credits from:*

ACCT 301 Intermediate Accounting I (4)  
ACCT 303 Intermediate Accounting II (4)  
ACCT 351 Cost Accounting (4)  
ACCT 373 Accounting Information Systems (4)  
BSAD 330 Management and Leadership Principles (4)  
BSAD 462 Business Ethics (4)  
COMM 201 Small Group and Leadership (4)  
MATH 374 Quantitative Methods in Business/Economics (4)

## Health Systems (major)



### DEPARTMENT(S)

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Biology

### TOTAL CREDITS

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42

### DESCRIPTION

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Students interested in pursuing a career in nursing at Hastings College general complete a Health Systems major. There are two options:

1. Students can complete the requirements of the Health Systems major, minor, IDEA and Core courses. They can then apply to Creighton University Accelerated BSN program Hastings Campus. Questions regarding specific requirements for admission can be addressed to any faculty member in Biology.
2. The second option, students can complete their undergraduate degree at Hastings College and then apply to any Accelerated Nursing Program. Students are responsible for knowing the admission requirements for accelerated nursing programs.

## HEALTH SYSTEMS (MAJOR)

BIOL 111/113 Human Anatomy and Physiology I and II or BIOL 414/424  
Medical Anatomy and Physiology I and II (8)

BIOL 234 Medical Terminology (2)

BIOL 321 Microbiology (4)

BIOL 480 Health Systems Senior Seminar (2)

CHEM 111 Introduction to General Chemistry (4)

MATH 210 Introduction to Statistics (4)

PHIL 101 Morals, Happiness, and the Good Life: Introduction to Ethics or PHIL  
240/340 Bioethics or BIOL 342 Bioethics (4)

PSYC 100 Introduction to Psychological Science (4)

PSYC 225 Lifespan Development (4)

SCIE 313 Human Nutrition (2)

SOCY 100 Introduction to Sociology (4)

*Note: A second major in Biology, Biology Education 7-12, or Wildlife Biology is not permitted.*



**Health Technology (major)**



**DEPARTMENT(S)**

**Biology**

**TOTAL CREDITS**

60

**DESCRIPTION**

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 (60 credits) and must complete all graduation requirements (core courses, minor and IDEA) at Hastings College before finishing the remaining 60 credits of coursework through the Mary Lanning Radiologic Technology program. The courses from this program will compose the student's major requirements. To graduate, students must have earned a total of 120 credits and 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.

## HEALTH TECHNOLOGY (MAJOR)

*Prerequisites for the Mary Lanning Program  
(to be completed at Hastings College)*

- BIOL 111 Human Anatomy and Physiology I (4)
- BIOL 113 Human Anatomy and Physiology II (4)
- BIOL 234 Medical Terminology (2)
- COMM 200 Human Communication (4)
- MATH 210 Introduction to Statistics (or college algebra earned through another institution) (4)
- PSYC 100 Introduction to Psychological Science (4)
- WRIT 200 Academic Writing (4)

*Mary Lanning Radiology Program*

- RADT 201
- RADT 210
- RADT 221
- RADT 225
- RADT 235
- RADT 241
- RADT 245
- RADT 301
- RADT 320
- RADT 326
- RADT 341
- RADT 346
- RADT 351
- RADT 360
- RADT 365
- RADT 400

**Human Resource Management (minor)**



**DEPARTMENT(S)**

**Business and Economics**

**TOTAL CREDITS**

20

**DESCRIPTION**

The Human Resource Management minor will help students develop an understanding of current strategies and issues in human resources practice, including legal requirements; compensation; benefits; and recruiting, selecting, training, and motivating employees. The minor will be valuable to those considering careers as human resources professionals or to anyone who expects to manage employees. Courses taken in the Human Resource Management minor may help a student meet some of the expectations of graduate programs in business, human resource management, or industrial psychology.

## HUMAN RESOURCE MANAGEMENT (MINOR)

BSAD 351 Human Resource Management (4)

BSAD 473 Seminar in Employment Law (4)

PSYC 311 Organizational Development and Leadership (4)

PSYC 441 Motivation and Performance (4)

*Elective(s) (4 credits). Choose from:*

BSAD 313A Commercial Law: Part I and BSAD 313B Commercial Law: Part II  
(4)

BSAD 465 Entrepreneurship and Small Business Management (4)

ECON 311 Intermediate Microeconomics (4)

ECON 313 Intermediate Macroeconomics (4)

ECON 324 Labor Economics (4)

### Marketing (major or minor)



#### DEPARTMENT(S)

**Business and Economics**

#### TOTAL CREDITS

44 (major) / 20 (minor)

#### DESCRIPTION

The Marketing major prepares students to begin careers in for-profit and nonprofit marketing environments.

1. Students will accumulate, synthesize, and demonstrate a proficiency of marketing knowledge.
2. Students will demonstrate computer proficiency to facilitate and enhance digital and traditional marketing and promotional strategy development and implementation, and marketing research.
3. Students will be able to research marketing issues, apply critical thinking skills, and communicate data, analysis and recommendations.
4. Students will concisely and effectively communicate marketing information and recommendations.

## MARKETING (MAJOR)

ACCT 100 Financial Accounting (4)  
ECON 211 Principles of Microeconomics or ECON 213 Principles of  
Macroeconomics (4)  
MATH 210 Introduction to Statistics (4)  
MRKT 340 Marketing Principles (4)  
MRKT 482 Marketing Capstone Seminar (4)

*Electives (24 credits). Choose from:*

ARTD 225 Introduction to Graphic Design (4)  
ARTD 230 Introduction to Online Design and Development (4)  
BSAD 303 Nonprofit Organizations and Fundraising (4)  
COMM 304 Persuasion (4)  
COMM 360 Advanced Public Speaking (4)  
MRKT 341 Consumer Behavior (4)  
MRKT 364 Digital Marketing (4)  
MRKT 385 Strategic Marketing Communication (4)  
MRKT 450 Market Research (4)

## MARKETING (MINOR)

ARTD 225 Introduction to Graphic Design or ARTD 230 Introduction to Online  
Design and Development or COMM 360 Advanced Public Speaking (4)  
MRKT 340 Marketing Principles (4)  
MRKT 341 Consumer Behavior or MRKT 385 Strategic Marketing  
Communication (4)  
MRKT 364 Digital Marketing (4)  
MRKT 450 Market Research or MRKT 482 Marketing Capstone Seminar (4)

**Mathematics (major or minor)**



**DEPARTMENT(S)**

**Mathematics and Computer Science**

**TOTAL CREDITS**

44 (major) / 20 (minor)

**DESCRIPTION**

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, 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 their 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.

### MATHEMATICS (MAJOR)

CSCE 210 Introduction to Computer Science (4)

MATH 150 Calculus I (4)

MATH 160 Calculus II (4)

MATH 251 Calculus III (4)

MATH 308 Logic, Sets, and Methods of Proof (4)

MATH 313 Linear Algebra with Applications (4)

MATH 334 Abstract Algebra (4)

MATH 404 Real Analysis (4)

*Emphasis (12 credits). Choose one.*

Pure and Applied Mathematics Emphasis

Pre-Actuarial Science Emphasis

#### *Pure and Applied Mathematics Emphasis*

MATH 323 Differential Equations with Applications (4)

*Electives (8 credits). Choose from:*

MATH 301 Geometry I (2)

MATH 302 Geometry II (2)

MATH 314 Probability Theory (4)

MATH 344 Numerical Analysis (4)

MATH 354 Mathematical Modeling (4)

MATH 406 Introduction to Complex Analysis (4)

#### *Pre-Actuarial Science Emphasis*

MATH 314 Probability Theory (4)

MATH 384 Financial Mathematics for Actuarial Science (4)

*Electives (4 credits). Choose from:*

MATH 344 Numerical Analysis (4)

MATH 354 Mathematical Modeling (4)

MATH 374 Quantitative Methods in Business/Economics (4)

*Note: Students who wish to transfer a course for MATH 251 for credit toward the Mathematics or Mathematics Education 6-12 major must pass a departmental test before receiving such credit.*

### MATHEMATICS (MINOR)

MATH 150 Calculus I (4)

MATH 160 Calculus II (4)

MATH 308 Logic, Sets, and Methods of Proof (4)

MATH 313 Linear Algebra with Applications or MATH 323 MATH 323 Differential Equations with Applications (4)

*Elective(s) (4 credits). Choose from:*

MATH 301 Geometry I (2)

MATH 302 Geometry II (2)

MATH 313 Linear Algebra with Applications

MATH 314 Probability Theory (4)

MATH 323 Differential Equations with Applications (4)

MATH 334 Abstract Algebra (4)

MATH 344 Numerical Analysis (4)

MATH 354 Mathematical Modeling (4)

MATH 374 Quantitative Methods in Business/Economics (4)

MATH 404 Real Analysis (4)

MATH 406 Introduction to Complex Analysis (4)



**Mathematics Education 6-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Mathematics and Computer Science**  
**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Mathematics Education 6-12 major (42) + Secondary Education major (40) = 82

**DESCRIPTION**

*Education Endorsement: 6-12 Mathematics Field*

To receive the 6-12 Mathematics Field Endorsement, students must complete the Mathematics Education 6-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Mathematics Education 6-12 major without also completing the Secondary Education major.*

## MATHEMATICS EDUCATION 6-12 (MAJOR)

CSCE 210 Introduction to Computer Science (4)  
MATH 150 Calculus I (4)  
MATH 160 Calculus II (4)  
MATH 210 Introduction to Statistics (4)  
MATH 251 Calculus III (4)  
MATH 301 Geometry I (2)  
MATH 302 Geometry II (2)  
MATH 308 Logic, Sets, and Methods of Proof (4)  
MATH 313 Linear Algebra with Applications (4)  
MATH 334 Abstract Algebra (4)  
MATH 404 Real Analysis (4)  
MATH 420 Teaching Mathematics: Methods/Measurements (2)

*Note: Students who wish to transfer a course for MATH 251 for credit toward the Mathematics or Mathematics Education 6-12 major must pass a departmental test before receiving such credit.*

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
EDUC 310 Contemporary Special Education with Service Learning (4)  
EDUC 344 Assessing Learning (2)  
EDUC 352 Integrating Technology into the Classroom (4)  
EDUC 382 Teaching Diverse Learners (4)  
EDUC 400 Education Seminar (2)\*  
EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
EDUC 410 Instructional Design and Management (4)  
EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

### Pharmacy (Partnership with Creighton University)



#### DEPARTMENT(S)

Chemistry and Physics

#### TOTAL CREDITS

At least 90 credits at Hastings College

#### DESCRIPTION

Hastings College has a partnership with Creighton University in which qualified Hastings College applicants will receive the following benefits when applying to the Doctor of Pharmacy Program at Creighton University:

1. Guaranteed interview
2. PCAT waiver
3. Eligibility to receive 1 of the 10 seats reserved for Hastings College students.

Students complete 3 years at Hastings College and then enroll in Creighton's Doctor of Pharmacy program, which will take 4 more years. After the first year at Creighton, students transfer back credit to Hastings College to complete their Bachelor of Arts. In addition to the Hastings College degree requirements (CORE, IDEA, major, and minor), students must also complete the prerequisite courses for the Doctor of Pharmacy program. Most students will choose a Biochemistry or Chemistry major, but it is not a requirement for application to this program.

## Eligibility Criteria

1. Accumulate a minimum of 90 credit hours by the end of the Spring semester prior to enrollment.
2. Be enrolled and complete all pre-pharmacy requirements.
3. Maintain a 3.5 Cumulative GPA
4. Maintain a 3.25 GPA in the prerequisite courses.
5. Complete biology, chemistry, and at least 4 credits of organic chemistry by the time one applies.
6. Complete all prerequisite courses by the end of the Spring semester prior to enrollment.
7. Apply by Nov. 1.

## PREREQUISITE COURSES FOR CREIGHTON DOCTOR OF PHARMACY PROGRAM

### *8 Credits of Biology*

BIOL 101 Introduction to Genetics and Cell Biology (4)

BIOL 103 Introduction to Diversity of Life (4)

### *8 Credits of College Chemistry*

CHEM 151 College Chemistry I (4)

CHEM 153 College Chemistry II (4)

### *8 Credits of Organic Chemistry*

CHEM 361 Organic Chemistry I (4)

CHEM 363 Organic Chemistry II (4)

### *8 Credits of Anatomy and Physiology*

BIOL 111 Human Anatomy and Physiology I (4) *and* BIOL 113 Human Anatomy and Physiology II (4)

*or*

BIOL 414 Medical Anatomy and Physiology I (4) *and* BIOL 424 Medical Anatomy and Physiology II (4)

### *4 Credits of Calculus*

MATH 150 Calculus I (4)

### *6-8 Credits of English*

WRIT 200 Academic Writing (4)

WRIT 300 Rhetoric, Writing, and Culture (4) *or* WRIT 350 Advanced Rhetoric and Composition (4)

### *3-4 Credits of Speech*

COMM 200 Human Communication (4)

### *3-4 Credits of Psychology*

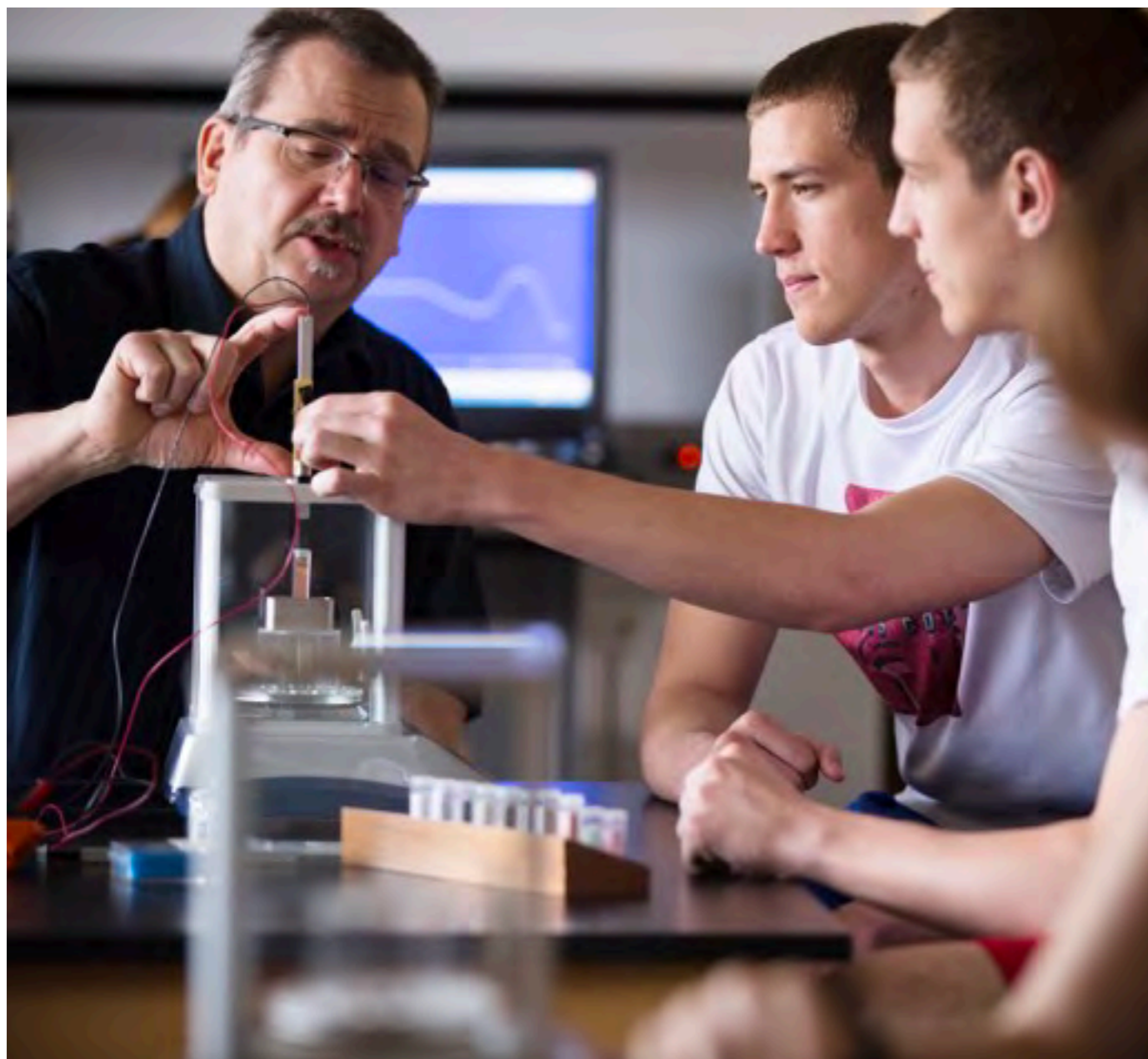
PSYC 100 Introduction to Psychological Science (4)

### *3-4 Hours of Economics. Choose one from:*

ECON 211 Principles of Microeconomics (4)

ECON 213 Principles of Macroeconomics (4)

### Physics (major) + Mathematics (minor) OR Physics (minor)



#### DEPARTMENT(S)

Chemistry and Physics

Mathematics and Computer Science

#### TOTAL CREDITS

Physics major (44) + Mathematics minor (20) = 64

Physics minor (28)

#### DESCRIPTION

Physicists are renowned for the power of their problem-solving capabilities. To prepare our students to become successful problem-solvers in the fields of engineering and physics, we have established the following learning outcomes for our students:

1. Students will demonstrate proficiency in mathematics and computer programming. In addition, students will demonstrate a proficiency in the mathematical concepts needed to support an analytical understanding of physics.
2. Students will demonstrate knowledge of classical mechanics, electromagnetism, optics, electronics, thermal physics, modern physics, and quantum mechanics, and be able to apply this knowledge to analyze a variety of physical phenomena.
3. Students will show that they have learned laboratory skills that enable them to take and analyze measurements in a science laboratory.
4. Students will be capable of oral and written scientific communication, and will prove that they can think critically and work independently.

## PHYSICS (MAJOR)

- PHYS 311 Modern Physics w/Introduction to Fundamentals of Scientific Programming I (4)
- PHYS 312 Modern Physics w/Introduction to Fundamentals of Scientific Programming II (4)
- PHYS 313 Electronics w/Scientific Computational Methods I (4)
- PHYS 314 Electronics w/Scientific Computational Methods II (4)
- PHYS 351 Electrodynamics and Optics I (4)
- PHYS 352 Electrodynamics and Optics II (4)
- PHYS 361 Thermal Physics and Mathematical Models I (4)
- PHYS 362 Thermal Physics and Mathematical Models II (4)
- PHYS 381 Analytical and Quantum Mechanics I (4)
- PHYS 382 Analytical and Quantum Mechanics II (4)
- PHYS 481 Senior Project I (2)
- PHYS 482 Senior Project II (2)

## MATHEMATICS (MINOR)

- MATH 150 Calculus I (4)
- MATH 160 Calculus II (4)
- MATH 251 Calculus III (4)
- MATH 308 Logic, Sets, and Methods of Proof (4)
- MATH 323 Differential Equations with Applications (4)

*Note: In addition to the requirements of the major, Physics majors are required to complete a Mathematics minor. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree. To ensure that Physics majors receive breadth in their Hastings College education, faculty in the Department of Chemistry and Physics will assist them in selecting 20 credits of study outside of the Math, Science, and Business Division.*

## PHYSICS (MINOR)

- PHYS 211A College Physics I (2)
  - PHYS 211B College Physics I (2)
  - PHYS 212A College Physics II (2)
  - PHYS 212B College Physics II (2)
  - PHYS 311 Modern Physics w/Introduction to Fundamentals of Scientific Programming I (4)
  - PHYS 312 Modern Physics w/Introduction to Fundamentals of Scientific Programming II (4)
- Elective (4 credits). Choose from:*
- PHYS 313 Electronics w/Scientific Computational Methods I (4)
  - PHYS 351 Electrodynamics and Optics I (4)
  - PHYS 361 Thermal Physics and Mathematical Models I (4)
  - PHYS 381 Analytical and Quantum Mechanics I (4)

### *Math Courses*

- MATH 150 Calculus I (4)
- MATH 160 Calculus II (4)

Students wishing to pursue a career in engineering are strongly encouraged to take MATH 251 Calculus III and MATH 323 Differential Equations with Applications.

**Physics Education 7-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Chemistry and Physics**

**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Physics Education 7-12 major (48) + Secondary Education major (40)  
= 88

**DESCRIPTION**

*Education Endorsement: 7-12 Physics Subject*

To receive the 7-12 Physics Subject Endorsement, students must complete the Physics Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Physics Education 7-12 major without also completing the Secondary Education major.*

## PHYSICS EDUCATION 7-12 (MAJOR)

BIOL 101 Introduction to Genetics and Cell Biology (4)  
BIOL 102 Introduction to Ecology and Evolution (4)  
CHEM 151 College Chemistry I (4)  
CHEM 153 College Chemistry II (4)  
PHYS 211A&B College Physics I (4)  
PHYS 212A&B College Physics II (4)  
PHYS 311 Modern Physics w/Introduction to Fundamentals of Scientific Programming I (4)  
PHYS 312 Modern Physics w/Introduction to Fundamentals of Scientific Programming II (4)  
SCIE 223 Astronomy (4)  
SCIE 353 Environmental Science (4)

*Electives (8 credits). Choose from:*

PHYS 313 Electronics w/Scientific Computational Methods (4)  
PHYS 351 Electrodynamics and Optics (4)  
PHYS 361 Thermal Physics and Mathematical Methods (4)  
PHYS 381 Analytical and Quantum Mechanics (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
EDUC 310 Contemporary Special Education with Service Learning (4)  
EDUC 344 Assessing Learning (2)  
EDUC 352 Integrating Technology into the Classroom (4)  
EDUC 382 Teaching Diverse Learners (4)  
EDUC 400 Education Seminar (2)\*  
EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
EDUC 410 Instructional Design and Management (4)  
EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*



## Science - General (minor)



### DEPARTMENT(S)

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Biology

### TOTAL CREDITS

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20

### DESCRIPTION

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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.

## GENERAL SCIENCE (MINOR)

*Biology (4-8 credits). Choose from:*

- BIOL 101 Introduction to Genetics and Cell Biology (4)
- BIOL 102 Introduction to Ecology and Evolution (4)
- BIOL 103 Introduction to Diversity of Life (4)
- BIOL 321 Microbiology (4)
- BIOL 324 Conservation Biology (2)
- BIOL 342 Bioethics (4)
- BIOL 364 Birds and the Environment (4)
- SCIE 261 Human and the Environment with Lab (4)
- SCIE 311 Natural History of Sandhills and Pine Ridge Areas of Nebraska (2)
- SCIE 313 Human Nutrition (2)

*Chemistry (4-8 credits). Choose from:*

- CHEM 111 Introduction to General Chemistry (4)
- CHEM 151 College Chemistry I (4)
- CHEM 153 College Chemistry II (4)
- SCIE 353 Environmental Science (4)

*Physics (4-8 credits). Choose from:*

- PHYS 201 General Physics I (4)
- PHYS 202 General Physics II (4)
- PHYS 211A College Physics I and PHYS 211B College Physics I (4)
- PHYS 213A College Physics II and PHYS 213B College Physics II (4)
- SCIE 223 Astronomy (4)

*Math (4-8 credits). Choose from:*

- MATH 150 Calculus I (4)
- MATH 210 Introduction to Statistics (4)

**Science Education 7-12 (major) + Secondary Education (major)**



**DEPARTMENT(S)**

**Biology**

**Teacher Education, Physical Education, and Human Performance**

**TOTAL CREDITS**

Science Education 7-12 major (48) + Secondary Education major (40) = 88

**DESCRIPTION**

*Education Endorsement: 7-12 Science Field*

To receive the 7-12 Science Field Endorsement, students must complete the Science Education 7-12 major and the Secondary Education major. This combination satisfies the major and minor requirements for the Hastings College Bachelor of Arts degree.

*Note: Students may not receive a Science Education 7-12 major without also completing the Secondary Education major.*

## SCIENCE EDUCATION (MAJOR)

BIOL 101 Introduction to Genetics and Cell Biology (4)  
BIOL 102 Introduction to Ecology and Evolution (4)  
BIOL 103 Introduction to Diversity of Life (4)  
CHEM 151 College Chemistry I (4)  
CHEM 153 College Chemistry II (4)  
CHEM 361 Organic Chemistry I (4)  
PHYS 201 General Physics I or PHYS 211A&B College Physics I (4)  
PHYS 202 General Physics II or PHYS 212A&B College Physics II (4)  
PHYS 311 Modern Physics w/Introduction to Fundamentals of Scientific Programming I (4)  
SCIE 203 Introduction to Physical Geography (4)  
SCIE 223 Astronomy (4)  
SCIE 353 Environmental Science (4)

## SECONDARY EDUCATION (MAJOR)

### *Sequence of Professional Course Work*

EDUC 200 Foundation of Education and Student Development (4)  
EDUC 310 Contemporary Special Education with Service Learning (4)  
EDUC 344 Assessing Learning (2)  
EDUC 352 Integrating Technology into the Classroom (4)  
EDUC 382 Teaching Diverse Learners (4)  
EDUC 400 Education Seminar (2)\*  
EDUC 450 or EDUC 460 Candidate Teaching (12)\*

### *Additional Course Work for Secondary Endorsement*

EDUC 350 Secondary Clinical I (2)  
EDUC 410 Instructional Design and Management (4)  
EDUC 420 Secondary Content Methods (2)\*\*

\* A full semester student teaching is required. During the semester of student teaching, a teacher candidate is required to register for EDUC 400 Education Seminar and student teaching (EDUC 440, EDUC 450, or EDUC 460). No other courses may be taken during this semester.

\*\* Students should take respective content methods course if available.

*Note: See the [Teacher Education program](#) for more information.*

### Other Academic Programs



#### Certificates

Diversity

Service Learning

#### Interdisciplinary Programs

Personalized Program

Honors Program

Chicago Center Partnership



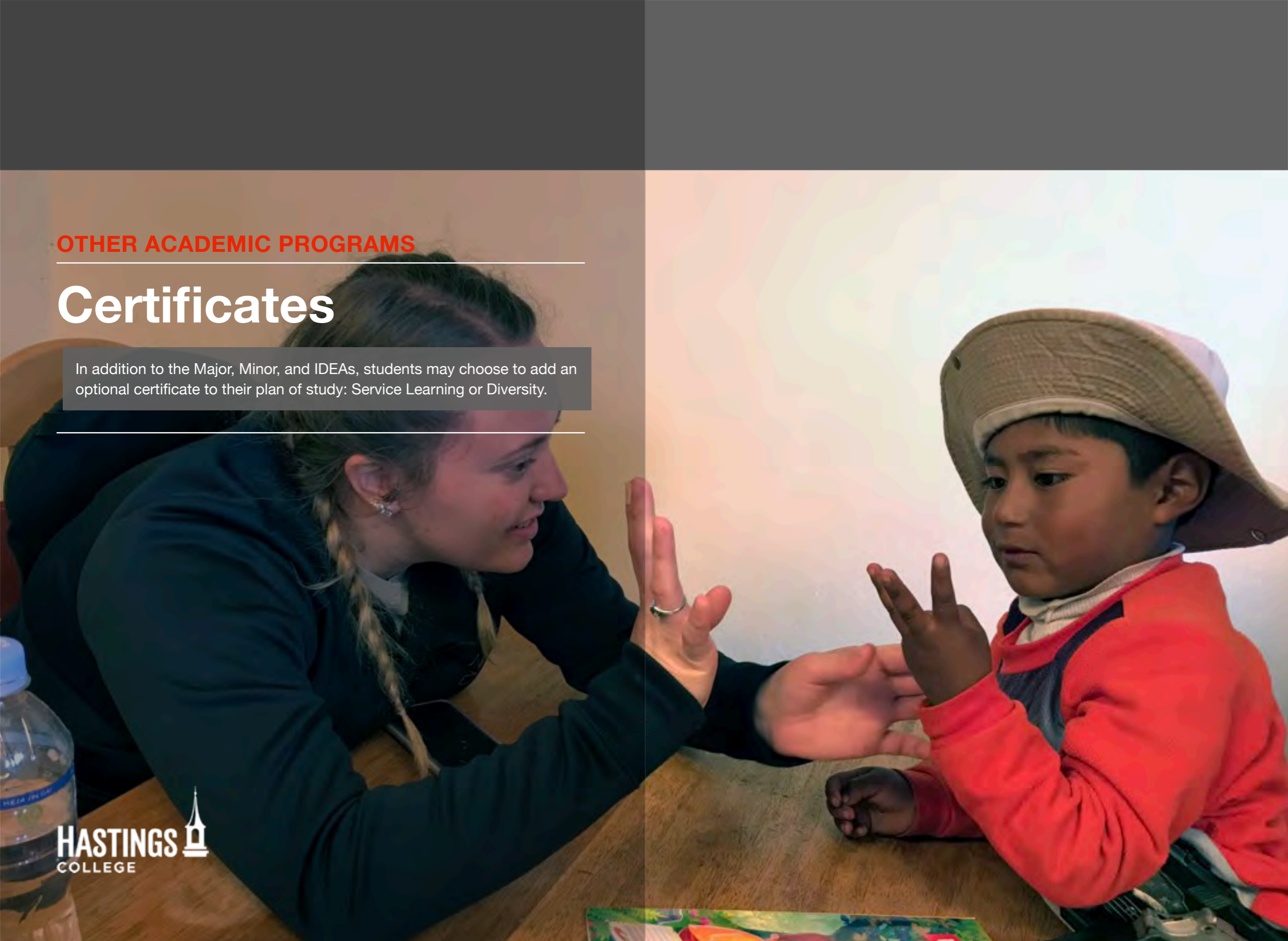
## OTHER ACADEMIC PROGRAMS

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# Certificates

In addition to the Major, Minor, and IDEAs, students may choose to add an optional certificate to their plan of study: Service Learning or Diversity.

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### TOTAL CREDITS

18-20, with at least one course at the 300 level

### DESCRIPTION

The Diversity certificate is an optional, interdisciplinary program that students may add to any plan of study. Courses that count toward this certificate fall into one of the following categories:

1. **Global Diversity.** Courses in this category provide students with a meaningful understanding of the distinctive histories and perspectives of at least one culture or society outside of the United States, engaging with its literary, artistic, musical, religious, philosophical, political, economic, or social traditions.
2. **Domestic Diversity.** Courses in this category focus on providing students with a meaningful understanding of the histories and perspectives of members of non-dominant cultures, groups, or social categories in the United States.

Students may use any combination of Global or Domestic Diversity courses toward the Diversity certificate.

The Diversity certificate would be useful for students interested in any career that involves interacting with people.

## DIVERSITY (CERTIFICATE)

Choose 18-20 credits from:

COMM 323 Gender Communication (2)  
COMM 333 Intercultural Communication (4)  
ENGL 114 Diversity in Short Fiction (4)  
ENGL 117 Sports Literature (4)  
ENGL 242 History of Motion Pictures (4)  
ENGL 305 Theories and Critical Methods of Visual Culture (4)  
ENGL 354 Literature of North American Diversity (4)  
ENGL 355 LGBTQIA Literature (4)  
ENGL 366 Old English Language and Literature (4)  
HIST 100 The Civil Rights Movement (2)  
HIST 112 Surviving the Conquest (2)  
HIST 218 History of American Women to 1890 (4)  
HIST 220 History of American Women Since 1890 (4)  
HIST 230/330 Russian and East Slavic World (4)  
HIST 232/332 The Arabic and Islamic World (4)  
HIST 362 History of College Sports in America (4)  
HIST 378 Sexuality, Gender, and the Body (4)  
HIST 380 The History of Greater Mexico (4)  
PHIL 224/324 Constructing Bodies: Sex, Gender, Race, and Embodiment (4)  
PHIL 230/330 World Philosophy (4)  
POLS 230 Introduction to Global and Comparative Politics (4)  
POLS 332 Modern Europe (4)

POLS 340 International Development (4)  
POLS 342 Civil Society in National and Global Politics (4)  
POLS 440 Democratization and Post-Communist Transition (4)  
SOCY 100 Introduction to Sociology (4)  
SOCY 113 Cultural Anthropology: Understanding Cultures of the World (4)  
SOCY 255 Diversity, Culture, and Power (4)  
SOCY 361 Social Problems and Social Movements (4)  
SOCY 390 Gender, Race, and Crime (4)  
SOCY 394 Social Stratification (4)  
THRE 236 Theatre of Diversity (4)  
THRE 450 Survey of Theatre History (4)

Any FREN, LATN, RUSS, or SPAN course (4)\*

\* Up to 8 credits of college-level foreign language may be used to satisfy the Diversity certificate.

*Note: Study Away courses that satisfy all the learning objectives of a Diversity-designated course may count toward the Diversity certificate.*



### TOTAL CREDITS

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18-20, with at least one course at 300 level

### DESCRIPTION

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The Service Learning certificate is an optional, interdisciplinary program that may be added to any plan of study.

Students gain valuable life experience when they link their academic course work with service to meet identified community needs. Service learning allows you to make real-world connections between the learning in the classroom and its application in the community.

Through community engagement, students gain deeper understanding of themselves, the academic content of their courses, their community, and the process of problem solving.

Opportunities are available locally, nationally, and internationally. Students are also encouraged to design their own projects in consultation with faculty members. Please contact Dr. Jean Heriot, Director of Service Learning, at [jheriot@hastings.edu](mailto:jheriot@hastings.edu) for more information.

## SERVICE LEARNING (CERTIFICATE)

*Choose 18-20 credits from:*

- ACCT 342 Accounting for Governmental and Not-for-Profit Organizations (4)
- BIOL 478 Animal Behavior (4)
- COMM 201 Small Group and Leadership (4)
- COMM 314 Argumentation and Debate (4)
- COMM 333 Intercultural Communication (4)
- EDUC 201 Understanding Learners and Learning (2)
- EDUC 310 Contemporary Special Education with Service Learning (4)
- EDUC 320/520 Teaching Language Arts and Social Studies through Children's Literature (4)
- EDUC 421 Collaborative Partnerships (2)
- POLS 200 Introduction to US Politics and Policy Making (4)
- POLS 230 Introduction to Global and Comparative Politics (4)
- PSYC 225 Lifespan Development (4)
- PSYC 235 Developmental Disorders and Interventions (4)
- PSYC 245 Adolescent Development and Emerging Adulthood (4)
- PSYC 355/555 Early Childhood Development (4)
- RELG 245/345 Religion, Women, and Change (4)
- RELG 295/395 Native American Religions (4)
- RELG 386 Jesus and Justice (4)
- SCIE 353 Environmental Science (4)
- SOCY 113 Cultural Anthropology: Understanding Cultures of the World (4)
- SOCY 211 Service Learning, Work, and Social Change (4)
- SOCY 303 Social Welfare and Human Services (4)



## OTHER ACADEMIC PROGRAMS

# Interdisciplinary 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 Hastings College Academic Program, which includes at least one recognized major field, minor field, interdisciplinary minor, and the Core general education requirements listed in the front of this catalog. The Hastings College Academic 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 students may add a second major instead of a 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 creatively blends 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.



### 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 either completed at least one year at Hastings College or achieved junior status, and they must complete at least one year in the personalized program before graduation. A formal proposal, including a list of all courses to be taken and an essay that 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 Individualized Programs Committee for approval.

The Personalized Program is not an interdisciplinary option for everyone; seldom are there more than a handful of 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 their 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 either completed at least one year at Hastings College or achieved junior status, and who will spend at least one year in the personalized program before graduation.
2. **Disciplinary advisor(s) and chair(s).** The student must have an advisor or advisors in the discipline or disciplines represented in the program. The advisor(s) and the chair(s) of their department(s) must approve the proposal.

3. **Requirements.** Students graduating with a Personalized Program major must have:
  - a. Successfully completed a minimum of 36 credit hours of 300-400 level courses.
  - b. Successfully completed a minimum of 120 credit hours.
  - c. Met all requirements of the Hastings College Academic Program, including the First Year Experience Course, Experiential Travel, First Year Seminar, Oral Communication Designated Course, Writing Communication Designated Course, Quantitative Skills Designated Course, Core Capstone, and an InterDisciplinary Emphasis Area (IDEA).
  - d. Either taken a minor from a division that is not a primary source of courses for the Personalized Program, or incorporated 60 or more course credits into their personalized program, with at least 20 credits from two divisions, in order to meet both the Major and Minor graduation requirements.
  - e. Successfully completed a capstone course appropriate to the Personalized Program.
  - f. Adhered to all official college academic policies, including the 30 hour rule (see Academic Policies), requirements for full time students, and transfer articulations.
4. **Program title.** The student should 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.
5. **Program of study.** The personalized program proposal must meet all the above requirements (see #3), and list all courses that the applicant has taken, and intends to take. It is acceptable in certain instances to include alternate courses in a program, especially at the senior level. (For example, listing "POLS 252 or POLS 354"). 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.
  - a. **Concentration of courses.** A Personalized Program should be a truly creative blending of two or more disciplines. While no maximum number of credits in any area is specifically mandated, advisors should caution students against a concentration of too many courses in one academic division. The IPC recommends a maximum of 48 credit hours in any one discipline.
  - b. **Incorporation of a minor.** If the Personalized Program draws significantly from courses across divisions and is intended to meet the requirement to take a Minor in another division, then the Personalized Program should total at least 60 credit hours, with a minimum of 20 credit hours in each division.
  - c. **Courses from other institutions.** The student should not include more than 24 credits of courses taken at other institutions in a Personalized Program.
6. **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:
  - a. Express reasons for choosing the proposed personalized program.
  - b. Discuss why existing major and minor programs will not meet the student's needs.
  - c. Show how the listed courses will be relevant to the proposed Personalized Program.
  - d. Provide a clear presentation of how such a program will better serve the student's personal, academic, and career plans.

The Individualized Programs Committee will judge the seriousness of purpose as well as goodness of fit between the proposed Personalized Program and the courses listed in the Program. Faculty advisors are urged to insist that the narrative statement be carefully prepared and accurate. A complete and carefully prepared proposal is what will maximize the chances that the committee will approve a student's proposed Personalized Program.



### Honors Program



#### MISSION STATEMENT

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.

#### ADMISSION PROCESS

There are three possible entry points to the Hastings College Honors Program: upon entry as a first-year student, upon transferring to HC from another institution, and upon application in the first or second year as an HC student. 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 representative. For more information, please see the Honors Program Student Handbook.

**PROGRAM NAME (MAJOR)  
HONORS PROGRAM CURRICULUM**

Requirement	Credits	Notes
Core	12-20	CORE 100 and 101, an experiential travel course, three content-intensive courses in oral communication, written communication, and quantitative skills, and HONR 400. Content-intensive courses may be included in courses required for the major, minor, and/or Honors IDEA.
Major	40-44	
Minor (outside major division)	18-20	
InterDisciplinary Emphasis Area (IDEA)	8-20	Five courses are required for the Honors IDEA, although they can overlap with content-specific designated courses. While the scholar can construct an Honors IDEA around any concept, puzzle, problem, or issue, the committee recommends that it include courses in leadership and problem solving, research and inquiry in a field outside their major, and service learning. The individualized Honors IDEA course plan must be approved as part of the scholar's individual program.
<b>Total</b>	<b>78-104</b>	

Total credit hours for graduation: 120 (36 of which must be at the 300 level or above).

Hastings College academic areas are organized into three distinct divisions. As stated in the Honors Program Student Handbook, while Honors Scholars fulfill General Education requirements, they have greater freedom and personalization

in their selection of courses. Following are the requirements for the Hastings College Honors Program:

1. **The Honors “IDEA.”** Honors Scholars will complete an InterDisciplinary Emphasis Area made up of 20 credits. While the scholar can construct an Honors IDEA around any concept, puzzle, problem, or issue, the committee recommends that it include courses in leadership, problem solving, research, and inquiry in a field outside their major, and service learning. The individualized Honors IDEA course plan must be approved as part of the scholar’s individual program by the Individualized Program Committee.
2. **Personal Honors Curriculum.** Honors Scholars will select a major and a minor (in two different divisions) meant to support an interdisciplinary research or creative project during their senior year. The program of study should be chosen based upon (1) personal interest and (2) the long-term objective of writing and presenting an Honors Thesis.
3. **Proposal for Honors Curriculum.** Honors Scholars will submit a proposal to the Honors Program Director that explains how their proposed curriculum plan:
  - a. Satisfies all graduation requirements.
  - b. Fulfills the mission of the Honors Program.
  - c. Supports the development of a unique interdisciplinary research project.

The proposal is subject to approval by the Individualized Programs Committee and must be submitted by the start of the junior year. Earlier submissions are acceptable and encouraged.
4. **Senior Honors Capstone.** In the fourth year, Honors Scholars will complete a capstone in which they produce an interdisciplinary research or creative project. Taken instead of the CORE 400 capstone, this Honors Thesis (HONR 400) is the culmination of their Honors career. In completing this project they will work closely with a member of the Hastings College faculty on a substantial research or creative project that, subject to approval, will be presented in a public forum during their senior year.

### Chicago Center for Urban Life and Culture



#### DESCRIPTION

The Chicago Center for Urban Life and Culture (CCULC) 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. Students live cooperatively in furnished apartments in a diverse Chicago neighborhood. 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 credits may be earned for the fall or spring semester, and up to 9 credits for the summer session. For more information, see [www.chicagocenter.org](http://www.chicagocenter.org).

#### COURSES

- SOCY 276/376 Chicago Center Internship (6-9)
- SOCY 300 Chicago Communities and Cultures Seminar (4)
- SOCY 400 Chicago Practicum (3-8)
- SOCY 401 Chicago Field Research (4)



## Section 6

### Course Descriptions



Accounting (ACCT)

Art Digital Media  
(ARTD)

Art History and  
Theory (ARTH)

Art Studio (ARTS)

Biology (BIOL)

Business  
Administration  
(BSAD)

Chemistry (CHEM)

Communication  
Studies (COMM)

Computer Science  
(CSCE)

Core (CORE)

Digital Design and  
Development  
(DDDV)

Economics (ECON)

Education (EDUC)

English (ENGL)

Experiential (EXPL)

Finance (FINA)

French (FREN)

German (GERM)

History (HIST)

Latin (LATN)

Marketing (MRKT)

Mathematics (MATH)

Music (MUSC)

Physical Education  
and Human  
Performance  
(PEHP)

Philosophy (PHIL)

Physics (PHYS)

Political Science  
(POLS)

Psychology (PSYC)

Publishing (PUBL)

Religion (RELG)

Russian (RUSS)

Science (SCIE)

Sociology (SOCY)

Spanish (SPAN)

Student Services  
(STUS)

Theatre (THRE)

Writing (WRIT)

## COURSE LISTINGS AND NUMBERING

As a general rule, 100-level and 200-level (lower-division) 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 36 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
- 390 = Elementary Teaching Methods
- 420 = Secondary 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 120 hours required for graduation. Students must have the approval of the Internship Committee before registering for the course.

## ACCOUNTING (ACCT)

### ACCT 100 Financial Accounting 4 credits

 *IDEA: Health & Well-Being*

The foundation course for Business Administration 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. Students will experience the concepts as applied to real-world situations. *Fall and Spring.*

### ACCT 110 Managerial Accounting 4 credits

A continuation of ACCT 100 with emphasis given to financial statement analysis. The managerial uses of accounting information for evaluation, analysis, and decision making are introduced. Operating budgets, cash budgets, flexible budgets, and capital budgets are studied. Costing systems and their use in manufacturing and service organizations are introduced. **Prerequisite:** ACCT 100. *Fall and Spring.*

### ACCT 301 Intermediate Accounting I 4 credits

An intensive review of theory underlying accounting practices. Analysis of financial statement items, with an emphasis on current assets, property, plant, equipment, other long-lived assets, and current liabilities. Students will also apply accounting practices by simulating the accounting cycle for a business. **Prerequisite:** ACCT 100. *Fall.*

### ACCT 303 Intermediate Accounting II 4 credits

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

### ACCT 321A Federal Income Tax: Part 1 2 credits

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:** ACCT 100. *Fall.*

### ACCT 321B Federal Income Tax: Part 2 2 credits

An intensive study of federal tax laws and regulations concentrating on business tax situations. Current tax law is applied by problem solving and tax return preparation. **Prerequisite:** ACCT 321A. *Fall.*

### ACCT 331 Auditing Principles 4 credits

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



### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

associated with the audit, and the essentials of sound internal control. Case studies and/or audit simulations are used. **Prerequisite:** ACCT 301. *Spring, alternating years.*

**ACCT 342 Accounting for Governmental and Not-for-Profit Organizations** **4 credits**

 *Designation: Service Learning*

A study of accounting and financial reporting for local and state governments, hospitals, colleges and universities, and other nonprofit entities. Students will also participate in a service-learning project with a local not-for-profit organization. **Prerequisite:** ACCT 100. *Spring, alternating years.*

**ACCT 351 Cost Accounting** **4 credits**

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. Case studies and/or simulations are used. **Prerequisite:** ACCT 110. *Fall, alternating years.*

**ACCT 373 Accounting Information Systems** **4 credits**

A review of concepts, critical information flow, and communication processes in business organization. Systems analysis, flow charting, and computerization. Case studies and/or simulations are used. **Prerequisites:** ACCT 110, BSAD 250, and junior standing or permission of instructor. *Spring.*

**ACCT 441 Advanced Accounting** **2 credits**

Special accounting problems related to consolidated financial statements of corporations. **Prerequisite:** ACCT 303. *Block 1, alternating years.*

**ACCT 463 Senior Seminar in Accounting Issues** **2 credits**

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. *Block 5.*

**ACCT 464 Advanced Professional Accounting** **1-4 credits**

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.*

**ACCT 490 Internship** **4 credits**

Students may pursue internships to explore and gain work experience related to their educational and career goals. Students may enroll for 4 credits of graded credit in an academic term, and no more than 12 credits of internship credit may be applied to a degree. A minimum of 40 credits of work experience is required for each hour of credit. The student must complete necessary paperwork with the employer, the

Career Services office, and a faculty member who will serve as internship supervisor. Internship experiences for academic credit also require substantial related reading and writing.

## ART DIGITAL MEDIA (ARTD)

**ARTD 110 Audio/Video Fundamentals** **4 credits**

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. Lighting, composition, and color will be explored.

**ARTD 120 Intermediate Audio/Video Fundamentals** **4 credits**

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:** ARTD 110 or permission of instructor.

**ARTD 130 Principles of Animation** **4 credits**

This is an introductory 2D animation course that will provide students with the fundamental concepts of animation, including basic techniques and processes. The course will cover traditional, hand-drawn animation, experimental techniques, and digital applications of these techniques. Students will be exposed to a variety of different skills and approaches to creating animations for different applications and explore creating animation from an artistic and conceptual viewpoint. *Block 2, every year.*

**ARTD 140 3D Computer Animation I** **4 credits**

 *IDEA: Technology & Curiosity*

This course provides an introduction to 3D modeling and animation. It provides students with a foundation in modeling, rendering, and animating 3D objects and environments. Industry standard software, Autodesk Maya and Mudbox, will be used. *Block 2, every year.*

**ARTD 171/172/173 Tech Studio: Integrated Digital Fabrication** **4 credits**





 *ARTD 171 - IDEA: Technology & Curiosity*

Tech Studio is an interdisciplinary course that bridges traditional methods of creation and contemporary, digital processes of design and fabrication. Students will expound upon hand-drawn, handmade, and found materials with 3D printing, laser cutting, and scanning technologies. Students will also begin prototyping circuit boards and working with the physical computing platform, Arduino, to program lights for inclusion in sculptural projects. Theoretical, screen-bound shapes and forms will be materialized in plastics, wood, paper, paint, and more. *Block 2, every year.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**ARTD 181/182/183 Tech Studio: Art-Bots** **4 credits**

Art-Bots is a studio course in which students will learn electronics prototyping and physical computing skills to build hybridized visual arts projects that think. Students will build upon 3D printing and laser cutting techniques, while programming Arduino microcontrollers to perform various functions: measuring distances, controlling lights, operating motors, sensing moisture, communicating via Bluetooth, traversing terrain, and much, much more. *Block 4, every year.*

**ARTD 225 Introduction to Graphic Design** **4 credits**

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 experience with the industry standard software used to compose designs on the computer. The course will use the Adobe Creative Cloud. *Block 4, every year.*

**ARTD 230 Introduction to Online Design and Development** **4 credits**

 *IDEA: Citizenship & Community*

This is a foundations course that 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. Students will develop a functioning online presence and other digital elements as part of the class. *Block 4, every year.*

**ARTD 235 Computer Generated Art** **4 credits**

This course treats the computer as an art tool. Students will study computer art theory and history with the goal to understand how artists began using the computer as a tool to create art. Students will learn to create art expressively through code. Students will be using the programming language Processing to create expressive art projects. *Block 4, odd-numbered years.*

**ARTD 240 Digital Drawing and Painting** **4 credits**

This course focuses on technical aspects of digital drawing and painting using Adobe Photoshop, Corel Painter, and Wacom tablets for Mac. This course is an entry-level studio class for basic skills and techniques. No previous experience is necessary. Students will learn how to create and manipulate digital images in a variety of popular graphic styles. Primary aesthetic concerns will include exploration of structure, line, color, value, texture, composition, and layers. Students will engage in both observational and imaginative drawing processes and will be expected to embrace the versatility and convenience of tablet methods but also pay homage to the history and conceptual importance of making things by hand. *Block 4, every year.*

**ARTD 323 Designer as Visual Communicator** **4 credits**

This is a continuation in the study of graphic design. This course will explore concept driven design work where the designer needs to

combine imagery, type, and message. Students will learn to create simple to complex imagery and compositions. This course will offer a hands-on approach to design problem solving. Traditional sketching and scanning methods along with drawing tablets will be utilized.

**Prerequisite:** ARTD 225 or permission of instructor. *Block 6, even-numbered years.*

**ARTD 330 Intermediate Animation** **4 credits**

This course will build on concepts and techniques covered in ARTD 130 and will dive further into digital applications of those techniques. Animation as an expressive medium and how to build narratives will be explored. **Prerequisite:** ARTD 130 or permission of instructor.

**ARTD 332 Strategic Interactive Design** **4 credits**

A study of interactive development and design, including a primary emphasis on user experience, user interfaces, content concepts and strategy, and the interrelationship between strategy, information architecture, data, cognition, and meaning. **Prerequisites:** ARTD 230 or permission of instructor. *Block 3, even-numbered years.*

**ARTD 333 Interfaces and Applications** **4 credits**

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. Students will investigate and utilize multiple development platforms in producing interactive products. **Prerequisite:** ARTD 230 or permission of instructor. ARTD 332 strongly recommended. *Block 6, odd-numbered years.*

**ARTD 341 Information Design** **4 credits**

This class will look at how designers communicate complex information to varying audiences. Students will look at how information is gathered and communicated in various fields, from the sciences to subway maps. The history of the field and its importance in an age where huge amounts of data are being created will be investigated.

**Prerequisite:** ARTD 225 or permission of instructor.

**ARTD 347 Digital and Contemporary Media** **4 credits**





 *IDEA: Technology & Curiosity*

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 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 and techniques. Students will also be introduced to performance, site-specific installation, and other digital and new media art methods and practices.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



**ARTD 350 3D Computer Animation II** **4 credits**  
 This course will build on the topics learned in 3D Computer Animation I. Students will learn more advanced modeling and animation topics and will explore a variety of aesthetic and conceptual approaches to the technology. **Prerequisite:** ARTD 140.

**ARTD 424 Advanced Digital Studio** **4 credits**  
 This course provides students strongly focused in digital technologies as a fine art the opportunity to work in studio to develop ideas and projects. **Prerequisite:** Permission of instructor.

**ARTD 430 Advanced Animation Studio** **4 credits**  
 This course will provide students interested in animation the opportunity to concentrate on advanced concepts and projects involving animation and motion. Animation as a fine art practice will be emphasized. **Prerequisite:** ARTD 330 or permission of instructor. Repeatable.



**ARTD 440 Advanced 3D Computer Animation Studio** **4 credits**  
 This course provides students strongly focused in 3D modeling and animation the opportunity for intensive study in the area. 3D Animation as a fine art practice will be emphasized. **Prerequisite:** ARTD 350 or permission of instructor. Repeatable.

## ART HISTORY AND THEORY (ARTH)

**ARTH 101 Art Anchors** **4 credits**  
 This class will explore the essential and fundamental skills that serve as an anchor for future creative endeavors. Students will alternate throughout the course between studios that emphasize 2D and 3D practices. Focus will be placed on the elements of art, principles of design, and craftsmanship, various production methods, and a range of materials. Required for art majors/minors, preferably preceding ARTH 102. *Block 2, every year.*

**ARTH 102 Art Approaches** **4 credits**  
 This class will combine technical skills with new digital tools that are crucial for future creative endeavors. Students will alternate throughout the course between studios that integrate 2D, 3D, and digital practices. Focus will be placed on software fluency, rapid prototyping, and execution of adventurous concepts. Required for art majors/minors, preferably following ARTH 101. *Block 4, every year.*

**ARTH 310 Art History I** **4 credits**  
 **IDEA: Citizenship & Community**  
 **IDEA: Culture, Structure, & Power**  
 A survey of Western art from Prehistory through the Renaissance. *Block 3, every year.*

**ARTH 320 Art History II** **4 credits**  
 **IDEA: Citizenship & Community**  
 **IDEA: Culture, Structure, & Power**  
 A survey of Western art from the 17th century to the present. *Block 4, every year.*

**ARTH 324 Professional Practices** **2 credits**  
 This is a required course that precedes the thesis sequence for Studio/Digital Art majors or Art Education PK-12 majors. It should be taken in the junior year. The class serves as a forum for students to think critically about preparing for graduate school or a career in the arts. Individual studio practices are supplemented with forward-thinking projects such as writing for artists, self-promotion, exhibition strategies, and exposure to working professionals. Opportunities and discussions will emphasize issues facing contemporary artists while offering practical goals. **No prerequisite.** *Block 5, every year.*

**ARTH 339 History of Photography** **2 credits**  
 This course gives students a tour of the photographic 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. *Block 5, odd-numbered years.*

**ARTH 340 History of Graphic Design** **2 credits**  
 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.*





**ARTH 390 Art Education Methods** **4 credits**  
 This is a required course for Art Education PK-12 majors. The course: (1) familiarizes elementary and secondary teachers with basic art concepts and their classroom applications, (2) introduces materials, concepts, and techniques relevant to the elementary student, and (3) introduces measurements to evaluate children's artistic abilities and needs. It also examines teaching techniques, course design, curriculum development, budgeting, and acquisition of materials. The course emphasizes ways of organizing 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. *Block 3, every year.*

**ARTH 400 Thesis/Exhibition I** **1 credit**  
 This is the beginning of the capstone sequence for Studio/Digital Art majors and Art Education PK-12 majors. Through research, writing, and critiques students begin the process of defining a project to execute for the thesis exhibition. The sequence of Thesis/Exhibition I, II, and III should eventually lead to an art exhibition, an accompanying analytical paper and a public lecture by the degree candidate. **PASS/FAIL.** **Prerequisite:** Senior standing. *Block 3, every year.*



### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

**ARTH 405 Thesis/Exhibition II** **2 credits**

This is the second step in the capstone sequence for Studio/Digital Art majors and Art Education PK-12 majors. Here students concentrate on completing the bulk of their exhibitions. **PASS/FAIL. Prerequisites:** ARTH 400 and senior standing. *Block 4, every year.*

**ARTH 410 Thesis/Exhibition III** **1 credit**

This is the final phase of the capstone for Studio/Digital Art and Art Education PK-12 majors. Here thesis candidates complete their exhibitions, mount their shows, and present a lecture on the subject of their exhibitions. **PASS/ FAIL. Prerequisites:** ARTH 400 and ARTH 405, senior standing and permission of instructor. *Block 6, every year.*

**ARTH 424 Special Topics in Art History** **2 or 4 credits**

-  *IDEA: Sports & Society*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Being & Knowing*
-  *IDEA: Health & Well-Being*
-  *IDEA: Built & Natural Environments*

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. In past years we have taught topics from “Greco-Roman Art” to “Postmodernism,” with seminars on Picasso, the ancient Maya, African art, Impressionism and many others. We have crafted certain topics that were requested by students. ARTH 424 can be taken more than once, as various topics are offered. *The course may be offered in 2-week or 7-week blocks.*

**ARTH 450 Art History Thesis I** **1 credit**

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. In ARTH 450 the student will identify a subject of interest, scan the field of literature about that subject, and begin writing probe essays. *By arrangement, normally in Block 3 of the senior year.*

**ARTH 455 Art History Thesis II** **2 credits**

This is the second step in the capstone sequence for Art History majors. In this segment of the sequence the student will do independent research and do most of the writing toward a paper based on independent research. **PASS/ FAIL. Prerequisites:** ARTH 450, senior standing and permission of instructor. *By arrangement, normally in Block 4 of the senior year.*

**ARTH 460 Art History Thesis III** **1 credit**

Art History thesis candidates will conclude writing the research paper and present a public lecture on the topic of research. **PASS/FAIL. Prerequisites:** ARTH 450 and ARTH 455, senior standing, and permission of instructor. *By arrangement, normally in Block 6 of the senior year.*

## ART STUDIO (ARTS)

**ARTS 110 Introduction to Glass** **4 credits**

 *IDEA: Creativity & Innovation*

An introduction to the techniques of basic glass working, such as blowing and sculpting glass techniques. Historical and contemporary ideas in glass will also be introduced. Students are required to attend one Saturday “Advanced Glass Session” and have two 2-hour blow slots outside of class per week. *Blocks 2, 3, and 4, every year.*

**ARTS 111 Drawing I** **4 credits**

 *IDEA: Sports & Society*

This course deals with the basic systems of representational drawing. Topics covered include the use of line, shape, value, perspective, and compositional strategies. In the final weeks we will begin study of human figure drawing. *Block 3, every year.*

**ARTS 120 Introduction to Ceramics** **4 credits**

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. Students will be required to make critical analysis of artists and techniques related to the assigned studio piece. Students will also have one-on-one contact with professional ceramicists through workshops and studio visits. *Blocks 2 and 4, every year.*

**ARTS 130 Metal Sculpture** **4 credits**

 *IDEA: Built & Natural Environments*

With steel as the primary material, students will have the opportunity to develop individual artistic statements through exposure to a variety of techniques and current issues in contemporary sculpture. Students examine and utilize sculptural concepts such as form, mass, structure, surface, and scale through the development of creative solutions to conceptual problems. This course introduces welding and fabrication methods, along with forming, bending, and finishing techniques. Individuals develop material proficiencies through specific, technical assignments. Students will explore the integration of varied alternative materials towards the end of the course. **Prerequisites:** ARTH 101 and/or ARTH 102 recommended. *Block 3, every year.*

**ARTS 131 Wood Sculpture** **4 credits**





 *IDEA: Built & Natural Environments*

With wood as the primary material, students will have the opportunity to develop individual artistic statements through exposure to a variety of techniques and current issues in contemporary sculpture. Students examine and utilize sculptural concepts such as form, mass, structure, surface, and scale through the development of creative solutions to conceptual problems. This course introduces a range of construction



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

and joinery, shaping, bending, and finishing processes. Individuals develop material proficiencies through specific, technical assignments. Students will explore the integration of varied alternative materials towards the end of the course. **Prerequisites:** ARTH 101 and/or ARTH 102 recommended. *Block 6, every year.*

**ARTS 140 Introduction to Digital Photography** **4 credits**

 **IDEA: Technology & Curiosity**

This is an introduction to photography, using digital cameras and digital workflow software. Core concepts will include the camera and image; light, its characteristics, and basic lighting techniques; basics of content, technique, composition, and aesthetics; an introductory survey of history of the medium and its masters; proper techniques for archival presentation of photographs; and producing a competent beginning portfolio of pigment-printed photographs. A camera capable of manual adjustment, including focus, aperture, and shutter speed is a requirement. *Block 4, every year.*

**ARTS 150 Introduction to Painting** **4 credits**

 **IDEA: Health & Well-Being**

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. \$165 course fee. *Block 2, every year.*

**ARTS 203 Drawing II** **4 credits**

Life drawing is a continuation of studies begun in Drawing I. Human figure drawing is central to the entire course. Special attention is given to understanding skeletal and muscular anatomy. The latter half of the course emphasizes alternative methods of drawing and the development of an individual style. **Prerequisite:** ARTS 111. *Block 6, every year.*

**ARTS 218 Typography** **4 credits**

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. *Block 3, odd-numbered years.*

**ARTS 234 Introduction to Printmaking** **4 credits**

A studio course in the basic printmaking media. Students will work in woodcut, silkscreen, and etching. New technologies, such as laser cutting, 3D printing, photographic transfers, and plastic molding techniques are used to extend the possibilities of traditional methods. *Block 3, odd-numbered years.*

**ARTS 237/238 Intermediate Painting** **4 credits**

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:** ARTS 150. *Block 4, every year.*

**ARTS 311/312/313 Intermediate Sculpture** **4 credits**

Students in this course will have the opportunity to build upon their sculptural endeavors through the rigorous development of their personal aesthetic and conceptual interests. This course introduces advanced skills and processes with both traditional and alternative materials along with contemporary sculptural trends. An emphasis will be placed on progressive conceptual thinking and creative use of material and presentation. Individuals will engage in the production of ideas through model making and a diligent studio practice.

**Prerequisites:** ARTH 101 or 102 and ARTS 130 or 131 recommended. *Block 2, every year.*

**ARTS 315 Intermediate Glass** **4 credits**

A continuation of the study of glass art. This will involve increasingly sophisticated exploration of techniques, color, and aesthetics. Students will continue to develop their personal visual language through research, design, and the production of art. Students are required to attend and assist on two Saturday "Advanced Glass Sessions" and two 2-credit blow slots outside of class each week.

**Prerequisite:** ARTS 110. *Block 3.*

**ARTS 316 Intermediate Glass** **4 credits**

A continuation of the study of glass art. This will involve increasingly sophisticated exploration of techniques, color, and aesthetics. Students will continue to develop their personal visual language through research, design and the production of art. There will be more advanced assignments for students in their second block of intermediate glass. Students are required to attend and assist on two Saturday "Advanced Glass Sessions" and two 2-credit blow slots outside of class each week. **Prerequisite:** ARTS 110. *Block 4.*

**ARTS 319 Making and Breaking the Grid** **4 credits**

This course focuses on understanding and applying typographic history, theory, and layout grids in traditional design as well as interactive media. Emphasis is placed on clarity, shape, grammar, composition, order, flow, and expression. **Prerequisite:** ARTD 319 or permission of instructor. *Block 6, even-numbered years.*





**ARTS 327/328/329 Advanced Ceramics** **4 credits**

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



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
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	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

glaze formulas, firing methods, and alternative clay work. 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. Students will also study kiln building and research advanced topics (artists and techniques). **Prerequisite:** ARTS 120. *Blocks 3 and 6, every year.*

**ARTS 331 Special Topics in Studio Art** **2 credits**

- IDEA: Sports & Society*
- IDEA: Creativity & Innovation*
- IDEA: Being & Knowing*
- IDEA: Health & Well-Being*

This 2-week studio course will provide intensely concentrated study of some particular medium, method, or subject. *Blocks 1 and 5, as needed.*

**ARTS 353/354 Intermediate Digital Photography** **4 credits**

This course provides a more in-depth examination of photographic concepts, 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:** ARTS 140 or permission of instructor. *Block 2, every year.*

**ARTS 355 Printmaking: Etching** **4 credits**

This is a study of the intaglio printing processes, including drypoint, engraving, line etching, soft ground, and aquatint techniques. New technologies, such as laser cutting, 3D printing, photographic transfers, and plastic molding techniques are used to extend the possibilities of traditional methods. *Block 4, even-numbered years.*

**ARTS 356/357 Traditional and Alternative Photography** **4 credits**

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:** ARTS 140 or permission of instructor. *As needed.*

**ARTS 358/359 Light and Photographic Lighting** **4 credits**

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:** ARTS 140 or permission of instructor. *Block 6, even-numbered years.*

**ARTS 360/361 Commercial and Promotional Photography** **4 credits**

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:** ARTS 140 or permission of instructor. *Block 2, every year.*

**ARTS 365 Printmaking: Woodcut** **4 credits**

Relief printing (popularly known as woodcut) will be used to produce single-color and multiple-color images. New technologies, such as laser cutting, 3D printing, photographic transfers, and plastic molding techniques are used to extend the possibilities of traditional methods. *Block 3, even-numbered years.*

**ARTS 366 Printmaking: Lithography** **4 credits**

This is a course in stone and plate lithography. The course incorporates new technologies of platemaking, such as photographic transfers and laser-printed polymer plates. Students will be encouraged to explore hybrid combinations of lithography and other media. *As needed.*

**ARTS 367/368 Photojournalism and Documentary Photography** **4 credits**

This course is an overview of the history, theory, political influences, and trends in documentary photography. It includes a detailed examination of masters of the discipline. Ethics, narrative, intent, composition, and personal style are addressed while completing single- and multiple-image assignments. **Prerequisites:** ARTS 140 or permission of instructor. *Block 6, odd-numbered years.*

**ARTS 371/372/373 Advanced Painting** **4 credits**

This course is an upper-level studio class for students looking to elevate their painting practices and will promote examination of personal 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 the work of others. Students will manage a personal portfolio of work and engage in professional practices. \$75 course fee. **Prerequisite:** ARTS 237 or ARTS 238. *Block 6, every year.*

**ARTS 374 Printmaking: Silkscreen** **4 credits**

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. New technologies such as laser cutting, 3D printing and digital/ photographic transfers are used to extend the possibilities of traditional methods. *Block 4, odd-numbered years.*

**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**ARTS 411/412/413 Advanced Sculpture** **4 credits**

This advanced course will allow students to define goals and develop research methods tailored to their creative endeavors. The careful examination of current sculptural trends will further the student's understanding of their own work and that of their peers. Through in-process and formal critiques, students will examine the significance of formal and conceptual concerns and develop a consistent and coherent body of work or major project. An advanced level of studio practice and research will provide students with the skills needed to be successful in future graduate studies and/or the professional art world. **Prerequisites:** ARTS 311, ARTS 312, or ARTS 313. *Block 4, every year.*

**ARTS 415/416/417/418 Advanced Glass** **4 credits**

This course emphasizes the production of a coherent body of art. Experimental techniques will be encouraged, taking ideas to a new level. Students will write a proposal describing in detail their aesthetic focus, influences, and designs to be used for the duration of the class. Students are required to attend and/or assist on four Saturday "Advanced Glass Sessions" and sign up for three 2-hour blow slots outside of class each week; one of the blow slots will be mentoring/tutoring an intermediate student. **Prerequisite:** ARTS 315 or ARTS 316. *Blocks 2 and 6, every year.*

**ARTS 453/454/455 Advanced Photography** **4 credits**

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. The course includes an emphasis on mature creativity and production. Students are expected to incorporate substantial research into artists, influences, and material practices in a public presentation of their work. **Prerequisite:** Permission of instructor. *Block 2, every year.*

## BIOLOGY (BIOL)

**BIOL 100 General Biology** **3-4 credits**

An elective course that allows students who transfer in a biology course or complete the Biology AP or CLEP Examination the opportunity to receive credit.

**BIOL 101 Introduction to Genetics and Cell Biology** **4 credits**

 **IDEA: Technology & Curiosity**

Lecture and lab introducing the basic concepts and unifying principles of biology. This is a foundational course for all Biology majors. Topics include scientific method, biochemistry, metabolism, cell biology, and molecular and Mendelian genetics.

**BIOL 102 Introduction to Ecology and Evolution** **4 credits**

 **IDEA: Being & Knowing**

This lecture and lab course will examine biological principles in action over evolutionary to ecological time scales. Topics include the mechanisms of evolution, nutrient and energy cycling, and levels of ecological study.

**BIOL 103 Introduction to Diversity of Life** **4 credits**

This course through lecture and labs surveys major taxa and their adaptive innovations, including protists, plants, fungi, and animals.

**BIOL 111 Human Anatomy and Physiology I** **4 credits**

 **IDEA: Sports & Society**

 **IDEA: Health & Well-Being**

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.

**BIOL 113 Human Anatomy and Physiology II** **4 credits**

Continuation of BIOL 111. Normal and abnormal events of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. These subjects are analyzed in lecture and laboratory. **Prerequisite:** C- or better in BIOL 111 or permission of instructor.

**BIOL 234 Medical Terminology** **2 credits**

 **IDEA: Sports & Society**

 **IDEA: Health & Well-Being**

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. **No prerequisite.**

**BIOL 235 Biostatistics** **4 credits**

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. **No prerequisite.**

**BIOL 314 General Botany** **4 credits**

This lecture and lab course is an introduction to the plant kingdom with emphasis on gross and microscopic morphology, taxonomy, reproduction, evolution, and physiology. **Prerequisite:** C or better in BIOL 102 or BIOL 103.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**BIOL 320 Animal Nutrition** **4 credits**

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.*

**BIOL 321 Microbiology** **4 credits**

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. The course will fully integrate lecture and laboratory techniques. **No prerequisite.** *Twice per year.*

**BIOL 324 Conservation Biology** **2 credits**

 *IDEA: Being & Knowing*

 *IDEA: Built & Natural Environments*

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. This course may involve significant travel, such as to a marine habitat, coral reef, or wildlife refuges. **No prerequisite.**

**BIOL 333 Zoology** **4 credits**

Lecture and lab investigations to integrate our understanding of how form relates to function in various animal phyla from simple to complex body plans. Our survey also covers cladistics and molecular methods used to investigate phylogeny. **Prerequisite:** C or better in BIOL 103. *Block 6.*

**BIOL 342 Bioethics** **4 credits**

 *IDEA: Being & Knowing*

 *IDEA: Built & Natural Environments*

Objectives: To understand what ethics are (or should be) based upon and to 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. *Note: This course is taught in the Biology department. Another course in Bioethics, PHIL 240/340, is taught in the History, Philosophy, and Religion department.* **No prerequisite.**

**BIOL 354 Parasitology** **4 credits**

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. **Prerequisite:** C or better in BIOL 102 or BIOL 103.

**BIOL 362 Aquatic Ecology: Theory and Method** **2 credits**

During this field course, 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. Lectures focus on applications of ecology to aquatic systems and seminal studies of aquatic systems that have shaped ecological theory. Located in part at the Nature Conservancy's Niobrara Valley Preserve, where we will volunteer to do service. **Prerequisite:** BIOL 102. *Block 1, odd-numbered years.*

**BIOL 364 Birds and the Environment** **4 credits**

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 and reasons and opportunities to be active in bird conservation. **No prerequisite.**

**BIOL 371 Cell Biology** **4 credits**

Lecture and lab providing 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. **Prerequisite:** C or better in BIOL 101. *Block 3.*

**BIOL 404 Biochemistry** **4 credits**

Lecture and lab examining basic principles of biochemistry, including the structure and function of biological molecules, enzyme kinetics, bioenergetics, and metabolism. **Prerequisite:** C or better in BIOL 101 and CHEM 363 or permission of instructor. *Block 4.*

**BIOL 410 Advanced Topics in Biology** **2 credits**

This seminar-style course will cover an advanced biological topic in the field of Ecology/Evolution, Cellular/Molecular Biology, Organismal Biology, or Physiology. Students will primarily read and discuss scientific articles to gain depth and breadth in the selected topic. This course applies as an elective for major(s) in Biology. **Prerequisite:** C or better in BIOL 101, BIOL 102, and BIOL 103 or CHEM 151 and CHEM 153. *Block 1, every other year.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**BIOL 411 Advanced Experiments in Biology** **2 credits**

This short laboratory course will allow students 2 weeks of intensive laboratory sessions. Students will perform experiments and analyze data. This course applies as an elective for major(s) in Biology.

**Prerequisite:** C or better in BIOL 101, BIOL 102, and BIOL 103 or CHEM 151 and 153. *Block 5, every other year.*

**BIOL 414 Medical Anatomy and Physiology I** **4 credits**

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 portion exposes students to details of human anatomy, focusing on skeletal and muscular structures. **Prerequisite:** C or better in BIOL 101.

**BIOL 424 Medical Anatomy and Physiology II** **4 credits**

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. **Prerequisite:** C or better in BIOL 414.

**BIOL 434 Ecology** **4 credits**

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. **Prerequisite:** C or better in BIOL 102.

**BIOL 444 Evolution** **4 credits**

Lecture and lab studying factors in the continuity and modification of life through time; hereditary basis of evolution; effect of environmental change; and 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. **Prerequisite:** C or better in BIOL 102.

**BIOL 459 Molecular Biology** **4 credits**

A detailed examination of the structure, replication, expression, and regulation of genes in viral, prokaryotic, and eukaryotic systems. The course will integrate lecture and laboratory procedures. **Prerequisite:** C or better in BIOL 474 or permission of instructor. *Every other year.*

**BIOL 464 Immunology** **4 credits**

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. **Prerequisite:** C or better in BIOL 371 or BIOL 474 or permission of instructor. *Every other year.*

**BIOL 474 Genetics** **4 credits**

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. The course will integrate classroom and laboratory investigations in genetics. **Prerequisite:** C or better in BIOL 101 or permission of instructor. *Twice per year.*

**BIOL 478 Animal Behavior** **4 credits**

 *Designation: Service Learning*

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. Service learning component includes guiding crane tours. **Prerequisite:** C or better in BIOL 102.

**BIOL 480 Health Systems Senior Seminar** **2 credits**

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.

**BIOL 481 Biology Senior Seminar** **2 credits**

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. *Block 5.*

**BIOL 485 Senior Research Project I** **0-2 credits**

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. *Fall and Spring.*

**BIOL 486 Senior Research Project II** **0-2 credits**

This course provides an opportunity for the student to continue in a research project for a second term. **Prerequisites:** Junior or senior standing and permission of instructor. *Fall and Spring.*

**BIOL 487 Senior Research Project III** **0-2 credits**

This course provides an opportunity for the student to continue in a research project for a third term. **Prerequisites:** Junior or senior standing and permission of instructor. *Fall and Spring.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

## BUSINESS ADMINISTRATION (BSAD)

### BSAD 150 Introduction to Computer Tools 2 credits

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

### BSAD 230 Business Communication 2 credits

 *IDEA: Sports & Society*

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

### BSAD 233 Lying, Cheating and Stealing: An Introduction to Fraud 2 credits

 *IDEA: Being & Knowing*

This course examines many varieties of fraud, from carnival hoaxes to Internet schemes and elaborate investment ploys. Ethical challenges and legal responses will be analyzed, as well as the psychological forces that cause even sophisticated individuals and organizations to fall for the con artist's tricks. *As needed.*

### BSAD 236 Current Issues for American Businesses 2 credits

This seminar-based course delves into current topics involving American businesses. Examples may include job creation, the global economy, workforce demographics, climate change, and sustainability. *As needed.*

### BSAD 250 Advanced Computer Tools 2 credits

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. *Fall and Spring.*

### BSAD 303 Nonprofit Organizations and Fundraising 4 credits

 *IDEA: Citizenship & Community*

 *IDEA: Creativity & Innovation*

A course on the practical aspects of management and fundraising for nonprofit organizations. 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. Students will

prepare fundraising plans and participate in an actual fundraising campaign as part of the course. *Spring.*

### BSAD 311A Legal Environment 2 credits

An investigation of principal ways in which law affects business relations. Fundamental features of the legal system and their application to business are discussed. *Fall.*

### BSAD 311B Uniform Commercial Code 2 credits

This course presents legal principles as established in the Uniform Commercial Code for contracts, sales, employment law, and agency. **Prerequisite:** BSAD 311A. *Fall.*

### BSAD 313A Commercial Law: Part 1 2 credits

This course examines advanced business law topics, such as commercial paper, secured transactions, bankruptcy, and the forms of business organizations. **Prerequisite:** BSAD 311B or permission of instructor. *Spring.*

### BSAD 313B Commercial Law: Part 2 2 credits

This course continues the examination of advanced business law topics, such as securities law, antitrust, labor law, property, professional responsibility, trusts, and wills. **Prerequisite:** BSAD 313A. *Spring.*

### BSAD 330 Management and Leadership Principles 4 credits

 *IDEA: Culture, Structure, & Power*

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

### BSAD 334 Operations Management 4 credits

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. Cases will be analyzed and solved utilizing computer software. **Prerequisite:** ACCT 110. *Fall, alternating years.*

### BSAD 351 Human Resource Management 4 credits

 *IDEA: Culture, Structure, & Power*

 *IDEA: Health & Well-Being*

A study of special management issues relating to human resource planning and administration. The course considers legal requirements, job analysis, recruiting and selection, training, compensation, and employee benefits. **Prerequisite:** Junior standing. *Fall.*



#### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

#### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

#### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>







**BSAD 420 Teaching Business: Methods and Measurement** **2 credits**

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. Topics include state and national requirements and industry expectations.

**Prerequisite:** Admission to the Teacher Education program. As needed.

**BSAD 462 Business Ethics** **4 credits**

-  **IDEA: Citizenship & Community**
-  **IDEA: Being & Knowing**
-  **IDEA: Culture, Structure, & Power**
-  **IDEA: Built & Natural Environments**

A seminar that discusses issues, situations, and concerns that are ethically troublesome to business managers. The origins of ethical analysis and its application to the business environment are considered. Case studies are used to explore topics from accounting, finance, personnel, marketing, and other areas, including effects on the business entity, its stakeholders, and the community at large.

**Prerequisite:** Junior standing. *Fall*.

**BSAD 465 Entrepreneurship and Small Business Management** **4 credits**

This course examines new venture creation and issues of particular concern to entrepreneurs and small business owners. Topics include the entrepreneurial mindset, screening opportunities, preparing business plans, challenges of entrepreneurship, financial considerations, location selection, and e-commerce issues. Students will prepare and present business plans for actual and hypothetical entrepreneurial ventures. **Prerequisite:** Junior standing. ACCT 100 and MRKT 340 highly recommended. *Fall*.

**BSAD 473 Seminar in Employment Law** **4 credits**

This seminar focuses on the legal and ethical aspects of managing human resources. Applicable statutes, administrative regulations, and judicial decisions are surveyed and discussed. Topics include the employer-employee relationship, tax law considerations, employment discrimination, testing standards, workers' compensation and other areas of current interest. **Prerequisites:** Senior standing and BSAD 351 or permission of instructor. *Spring*.

**BSAD 483 Strategic Management and Policy** **4 credits**

This capstone course for the Business Administration major studies business policy and strategy. The course emphasizes problem solving and decision making at the management level. The case method is utilized to explore areas such as marketing, finance, procurement, and personnel. Students will prepare and present analyses of significant issues affecting actual companies. **Prerequisites:** Senior standing and

completion of 32 credits of coursework in the Business Administration major. *Spring*.

**BSAD 490 Internship** **4 credits**




Students may pursue internships to explore and gain work experience related to their educational and career goals. Students may enroll for 4 credits of graded credit in an academic term, and no more than 12 credits of internship credit may be applied to a degree. A minimum of forty credits of work experience is required for each hour of credit. The student must complete necessary paperwork with the employer, the Career Services office, and a faculty member who will serve as internship supervisor. Internship experiences for academic credit also require substantial related reading and writing.

## CHEMISTRY (CHEM)

**CHEM 100 General Chemistry** **4 credits**

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

**CHEM 111 Introduction to General Chemistry** **4 credits**

-  **Designation: Quantitative**
-  **IDEA: Sports & Society**
-  **IDEA: Health & Well-Being**



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.

**CHEM 113 Introduction to Organic and Biological Chemistry** **4 credits**

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.

**Prerequisite:** CHEM 111 or CHEM 151.

**CHEM 151 College Chemistry I** **4 credits**

-  **Designation: Quantitative**
-  **IDEA: Technology & Curiosity**

Discussion of the structure of matter, formulas, chemical equations, stoichiometry, periodic law, introductory thermodynamics, atomic structure and chemical bonding, and properties of selected elements.

**Prerequisite:** High school chemistry.

**CHEM 153 College Chemistry II** **4 credits**

A continuation of CHEM 151. Continuation of chemical bonding and structure; behavior of gases, solids, and liquids; kinetics and



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	<i>Citizenship &amp; Community</i>
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	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

equilibrium; solution chemistry; acids and bases; solubility; electrochemistry. Also includes an introduction to classical quantitative methods of analysis. **Prerequisite:** C- or better in CHEM 151.

**CHEM 320 Chemistry Research Experience** **2 credits**

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:** CHEM 153.

**CHEM 361 Organic Chemistry I** **4 credits**

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. **Prerequisite:** C or better in CHEM 153 (or equivalent course).

**CHEM 363 Organic Chemistry II** **4 credits**

The principles studied in CHEM 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. **Prerequisite:** C or better in CHEM 361.

**CHEM 371 Analytical Chemistry** **4 credits**

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. **Prerequisite:** CHEM 153.

**CHEM 384 Physical Chemistry** **4 credits**

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. **Prerequisites:** CHEM 153, MATH 150 (may be concurrent), PHYS 201 or 211 (may be concurrent).

**CHEM 410 Advanced Topics in Chemistry** **2 credits**

This course will cover an advanced biochemistry, molecular biology, or chemistry topic. This course applies as an elective for major(s) in Chemistry or Biochemistry. **Prerequisite:** CHEM 153.

**CHEM 420 Chemistry Research Experience II** **2 credits**

This course is 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:** CHEM 320.

**CHEM 424 Inorganic Chemistry** **2 credits**

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. **Prerequisite:** CHEM 153.

**CHEM 472 Instrumental Methods** **2 credits**

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:** CHEM 153.

**CHEM 481 Senior Project** **2 credits**

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. *Block 5.*

## COMMUNICATION STUDIES (COMM)

**COMM 200 Human Communication** **4 credits**

 *Designation: Oral Communication*

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 a public speaking setting and will learn to give and receive feedback on presentations. Dyadic, group, and public discourse skills are taught in this course. *Block 2, 3, 4, and 6, every year.*

**COMM 201 Small Group and Leadership** **4 credits**

 *Designation: Service Learning*

An introduction to leadership and small group communication focusing on leadership styles and group decision-making models. The class will expose students to new leadership research used in many organizations (such as StrengthsFinder) and critically examine each technique. *Block 3, every year.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
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	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**COMM 234 Sports Communication** **4 credits**

 **IDEA: Sports & Society**

Sport influences our identity, our consumption choices, our relationships, and our media selections. 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. This class combines academic assignments with pragmatic projects. *Block 6, even-numbered years.*

**COMM 241 Interpersonal Communication** **4 credits**

 **IDEA: Health & Well-Being**

This course acquaints students with self-communication, social diversity, and formal/informal communication with others. The course includes a look at the darker side of interpersonal relationships. The class utilizes ethnographic and interviewing methods to help understand relationships. *Block 4, every year.*

**COMM 280 Communication Research Lab** **2 credits**

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 Communication Studies program. 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. **Prerequisite:** Permission of instructor. *Block 1 and 5, every year.*

**COMM 304 Persuasion** **4 credits**

 **IDEA: Citizenship & Community**

This course provides an understanding of persuasion theory and practice from the perspective of both the consumer and the producer of persuasion. Students will examine issues related to individual persuasive practices, such as giving a persuasive political campaign speech, and to societal persuasive practices, such as persuasion used in advertising and social movements. Students will have the opportunity to apply the theory and research on persuasion to practical situations by working in the community to create, implement, and assess a public service campaign. *Block 2, every year.*

**COMM 314 Argumentation and Debate** **4 credits**

 **Designation: Service Learning**

 **IDEA: Creativity & Innovation**

This course is an introduction to the principles of argumentation theory and procedures of debate. The emphasis in this course will be on the

construction of sound argument through research, as well as critical thinking and decision making. Students will learn a number of valuable skills in this class: research, synthesis of data, policy analysis, construction of sound arguments, refutation of counter claims, identification of logical fallacies, framing of issues, coherent storytelling, and effective delivery of materials. Students will engage in deliberate discussions about current issues and participate in more formal academic debates. The class will also help facilitate a public debate and conduct a mock trial. After completing the course students will appreciate the complexity of public debate. *Block 2, even-numbered years.*

**COMM 320 Lying and Deception** **2 credits**

 **IDEA: Technology & Curiosity**

 **IDEA: Being & Knowing**

A whole course in lying and deception? Sure, because deception is a pervasive phenomenon in human communication and it is quite complex. This course explores the varieties of deceptive communication, their causes and consequences in a wide range of contexts (advertising, art, family and romantic relationships, journalism, mass media, politics, etc.), and the strategies used to detect their occurrence. In addition, we will examine where deception meets technology (polygraphs and other forms of lie detection, lying online, etc.). Studying and developing a better understanding of lying and deception will help students become citizens and leaders who have a better appreciation for the processes and responsibilities associated with being an effective communicator and an effective consumer of information. *Block 1, as needed.*

**COMM 323 Gender Communication** **2 credits**

 **Designation: Diversity**

 **IDEA: Culture, Structure, & Power**

This course examines how the concepts of sex, gender, and sexuality affect human communication and, in turn, how communication affects our understanding of these concepts. We will discuss how gender has been defined and applied to social issues and lived experiences. Topics of discussion include perception, socialization of gender roles, media images of gender, language use, nonverbal communication, gender related social movements, power and conflict, and gendered communication styles in various settings, such as the workplace. *Block 5, as needed.*





**COMM 324-332 Communication and Travel** **2-4 credits**

Travel classes that give students an intensive, focused learning opportunity away from campus. Students will immerse themselves in a culture and experience it firsthand. It is an opportunity to apply the concepts and theories that students learn on campus to the real lives of people in communities far from Hastings. You will be challenged to think more deeply about global issues and how social, political, and economic policies affect people across the world. There are a wide



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	<i>Citizenship &amp; Community</i>
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	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

variety of options available to students, from learning about the culture and communication of Southeast Asia to investigating the social and economic issues facing Peru. Classes will require some advance preparation and additional lodging/travel expenses. *As needed.*

**COMM 333 Intercultural Communication 4 credits**

 *Designation: Service Learning*

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Being & Knowing*

 *IDEA: Culture, Structure, & Power*

Application of theories related to communicating with persons from diverse backgrounds. Topics include perception, language, nonverbal communication, conflict, culture shock and cultural adaptation, bias/discrimination, and immigration. Students will work in groups to research and present on a specific co-culture within the United States. In addition, students will participate in service learning by directly engaging with people from a different culture (most often this will involve helping with ELL classes). *Block 3, every year.*

**COMM 344 Research Methods 4 credits**

Students will learn about experimental and interpretive/critical methodology. Emphasis is placed on the study of paradigmatic assumptions. This course prepares students for upper-division research courses like COMM 470 and COMM 454. *Block 6, every year.*

**COMM 350 Intercollegiate Speaking Application Practicum in Forensics 2 credits**

For students interested in learning about competitive speaking. Students will learn the different genres of competitive individual event speaking and actively compete on the Hastings College Speech team. Students will prepare speaking events, learn from feedback, meet with coaches, and develop a public speaking philosophy. *Block 1, every year.*

**COMM 360 Advanced Public Speaking 4 credits**

 *Designation: Oral Communication*

 *IDEA: Built & Natural Environments*

This course provides students with an opportunity to improve upon their public speaking skills learned in the basic course (COMM 200); including an in-depth analysis of speakers, messages, context, and audience. Students will give a variety of types of speeches, including impromptu presentations, debates, public policy responses (such as before a city council), commemorative speeches (such as a eulogy), and a group sales pitch. In addition, we will prepare for, and participate in, a mock job interview. This course prepares students for successful professional workplace presentations, as well as community activism. *Blocks 3 and 4, every year.*

**COMM 450 Intercollegiate Speaking Application Advanced 2 credits**

For students actively competing on the Hastings College Speech team. Students will be expected to prepare speaking events in two different genres, meet with coaches, and travel to intercollegiate contests. *Block 5, every year.*

**COMM 454 Rhetoric and Culture 4 credits**

 *IDEA: Creativity & Innovation*

Students will learn a variety of approaches to the study of communication from classical to contemporary traditions. Rhetorical perspectives covered in this class include gendered, socio-economic, literary, cinematic, and ideological frameworks. Students will develop a critical paper utilizing these rhetorical methodologies. *Block 2, odd-numbered years.*

**COMM 464 Organizational Communication 4 credits**

 *IDEA: Sports & Society*

Students will study the role of communication in organizations. Units include organizational networks, personality/leadership styles, power/status, and studies of local organizations. Students will observe organizations in the community and will organize and host a campus event. *Block 3, odd-numbered years.*

**COMM 470 Theories of Human Communication 4 credits**

An examination of the behavioral and the theoretical aspects of communication. The capstone course for all Communication Studies majors. This course covers communication theories from the start of the discipline to contemporary theories. This course requires a synthesis portfolio and a public presentation of the student's original research. *Block 6, every year.*

**COMM 490 Internship: Clinical Application 2 credits**

Study designed to give students practical experience in a communication field. Internships are based on students' interests and emphasis areas. Application is required through career services for acceptance. *Blocks 1 and 5, every year.*

**COMPUTER SCIENCE (CSCE)**

**CSCE 210 Introduction to Computer Science 4 credits**

 *IDEA: Technology & Curiosity*





 *IDEA: Creativity & Innovation*

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



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

of topics in discrete mathematics and computer architecture. *Blocks 2 and 3.*

**CSCE 272 PC Hardware and Architecture** **2 credits**  
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:** C or better in CSCE 210. *Block 1.*

**CSCE 331 Structured Programming** **4 credits**  
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, interfaces, and polymorphism. Linked lists, stacks, and queues. **Prerequisite:** C or better in CSCE 210. *Block 4.*

**CSCE 333 Data Structures** **4 credits**  
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:** C or better in CSCE 331. *As needed.*

**CSCE 344 Advanced Programming Techniques and Networking** **4 credits**  
A survey of advanced programming techniques, including programming applications that use networking. Topics include data representation, hardware and OS architecture, the build process, advanced file handling, processes and interprocess communication, threads, DLLs and plugins, network protocols and layers, network addressing and routing, and sockets programming. **Prerequisite:** C or better in CSCE 331. *Block 3, odd-numbered years.*

**CSCE 354 Database Concepts** **4 credits**  
Relational database design and implementation. Emphasis on keys, class or ER diagrams, database normalization, SQL, and database-coupled application development using current development tools. **Prerequisite:** C or better in CSCE 210. *Block 3, even-numbered years.*

**CSCE 366 Web Development and Programming** **4 credits**  
Programming database-coupled web applications, using such tools as HTML, XML, ASP.NET, JavaScript, Ajax, SQL Server and MySQL, and PHP. **Prerequisite:** C or better in CSCE 354. *Block 6, odd-numbered years.*

**CSCE 454 Machine Learning** **2 credits**  
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:** C or better in CSCE 331. *Block 5.*

**CSCE 464 Software Engineering** **4 credits**  
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, security, implementation considerations, testing, deployment, and project management. **Prerequisite:** C or better in CSCE 331. *Block 6, even-numbered years.*

**CSCE 474 Advanced Topics in Computer Science** **2 credits**  
Seminar approach to one or more advanced computer science topics, depending on faculty and/or student interests. **Prerequisites:** Advanced standing and permission of department. *As needed.*

**CSCE 484 Senior Project in Computer Science** **4 credits**  
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 term 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.

## CORE (CORE)





**CORE 100 Introduction to Hastings College** **2 credits**  
An introductory orientation geared toward first-year and transfer students. The experiences of this 2-week course will support first-year student success by engaging students in a holistic college experience and provide opportunities for co-curricular peer engagement, talent exploration, and relationship development. Participants will gain the insight necessary to experience a smooth living and learning transition, develop a sense of belonging to the institution and to one another, and work to normalize help seeking behaviors. Additionally, this course will focus on the “unique other” and participants will work to demonstrate openness to experiences and views different from their own. The ultimate goal of this course is to provide all learners an orientation to place, people, and academic expectation to fully equip them for a successful college experience within which they are able to practice independence and citizenship.

**CORE 101 Interdisciplinary Inquiry** **4 credits**  
The first seminar in this sequence asks students to engage challenging texts, concepts, and questions through guided inquiry in one of the Interdisciplinary Emphasis Areas (IDEAS). Through critical thinking, analysis and collaborative work, students will begin to develop the skills and habits necessary to enter into engaged problem solving. Students will increase their ability to develop meaningful arguments by assessing claims and effectively framing questions around a focused topic.



### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

### CORE 400 Answers

4 credits

The Hastings College capstone seminar asks students to synthesize themes, topics, and concepts from their chosen major, minor, and IDEA in a reflective, professional portfolio and culminates in a capstone project that addresses a focused, effectively framed question or problem. Students will demonstrate proficiency in the skills of a lifelong learner: critical thinking, analysis, information literacy, and problem solving.

## DIGITAL DESIGN AND DEVELOPMENT (DDDV)

### DDDV 301 Live Motion Media

4 credits

Students will explore the technical foundations and procedures for designing, planning, and implementing live motion media productions, including digital streams on multiple digital platforms; the course includes hands-on practice in applying skills to real-world situations and productions. **Prerequisite:** ARTD 110 or permission of instructor.

### DDDV 303 Motion Media Productions

4 credits

Students will investigate and implement projects in various areas of motion media, such as planning strategies, large productions, designs for multiple digital platforms across diverse areas of media, emerging motion media trends, and creative applications of motion media. Students should be prepared to exit the course with at least two portfolio-quality productions. **Prerequisites:** ARTD 110 and ARTD 120 or permission of instructor.

### DDDV 343 Media Law and Ethics

2 credits

Study of the historical and philosophical development of freedom of expression and the body of law pertaining to communication and media. Students will examine case law, constitutional law, and ethical principles as they apply to the theory and practice of contemporary media.

### DDDV 480 Digital Development and Design Capstone

4 credits

This course is the final required course for Digital Design and Development majors. Students will develop a comprehensive project, write an accompanying analytical paper, and deliver a public lecture about the project. **Prerequisites:** Senior standing and permission of the supervising faculty members.

## ECONOMICS (ECON)

### ECON 211 Principles of Microeconomics

4 credits

-  IDEA: Citizenship & Community
-  IDEA: Creativity & Innovation
-  IDEA: Culture, Structure, & Power
-  IDEA: Health & Well-Being
-  IDEA: Built & Natural Environments

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. *Spring, odd-numbered years.*

### ECON 213 Principles of Macroeconomics

4 credits

-  IDEA: Citizenship & Community
-  IDEA: Creativity & Innovation
-  IDEA: Culture, Structure, & Power
-  IDEA: Health & Well-Being
-  IDEA: Built & Natural Environments

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. *Fall and Spring.*

### ECON 311 Intermediate Microeconomics

4 credits

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:** ECON 211. *Fall, odd-numbered years.*

### ECON 313 Intermediate Macroeconomics

4 credits

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:** ECON 213. *Spring, even-numbered years.*

### ECON 315 Special Topics in Economics

2 credits

This course will zero in on a particular sub-discipline of economics or topic that is not covered in another economics course. The course may include travel and/or service learning. **Prerequisites:** ECON 211 and 213. *Block 1, as needed.*

### ECON 324 Labor Economics





4 credits

This course examines wage determination and the allocation of human resources. Theories of labor supply, labor demand, human capital



### IDEAs (InterDisciplinary Emphasis Areas)

	Being & Knowing
	Built & Natural Environments
	Citizenship & Community
	Creativity & Innovation
	Culture, Structure, & Power
	Health & Well-Being
	Sports & Society
	Technology & Curiosity

### CORE

	Experiential Travel
	Oral Communication
	Quantitative
	Writing

### Optional Certificates

	Service Learning
	Diversity

investment, collective bargaining and related public issues such as discrimination and income maintenance are discussed. **Prerequisite:** ECON 211. *Spring, even-numbered years.*

**ECON 331 Economics of Money and Financial Markets 4 credits**  
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. The course also examines the role and importance of monetary policies through the money supply in the economy system. **Prerequisite:** ECON 213. *Fall.*

**ECON 345 Extreme Economics 2 credits**  
A look at periods of financial crisis and other extraordinary events in the US and global economy, including causes, consequences, patterns, and lessons learned. **Prerequisite:** ECON 211 or 213. *Block 1, as needed.*

**ECON 348 Economic Development 2 credits**  
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 that shape lesser developed countries. **Prerequisite:** ECON 213. *Block 1, as needed.*

**ECON 351 Econometrics 4 credits**  
This course teaches students how to apply the tools of statistical analysis to modern political and economic issues 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:** MATH 210. *Spring, odd-numbered years.*

**ECON 480 Research Seminar in Economics 2 credits**  
This seminar is required for students intending to complete ECON 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, investigating theoretical frameworks to support the research, and methods to test the research hypothesis. This course gives a concrete structure to independent research that will be completed in the Senior Seminar in Economics. **Prerequisites:** Major in Economics and senior standing. *Spring.*

**ECON 481 Senior Seminar in Economics 2 credits**  
Independent research and seminar presentations on current economic topics. **Prerequisites:** ECON 480, major in Economics and senior standing. *Block 5.*

**ECON 490 Internship 4 credits**  
Students may pursue internships to explore and gain work experience related to their educational and career goals. Students may enroll for 4 credits of graded credit in an academic term, and no more than 12 credits of internship credit may be applied to a degree. A minimum of forty credits of work experience is required for each hour of credit. The student must complete necessary paperwork with the employer, the Career Services office, and a faculty member who will serve as internship supervisor. Internship experiences for academic credit also require substantial related reading and writing.

## EDUCATION (EDUC)

**EDUC 200 Foundation of Education and Student Development 4 credits**

 *Designation: Service Learning*

This course is an introduction to the teaching profession and the field of education. Students will have placements in schools that relate to topics being studied such as demographics, finance, school organization, and international comparisons. Additionally, the course addresses educational psychology topics such as information processing, memory, study strategies, assessment, and planning. **Prerequisite:** Membership in the Student Education Association (SEA).

**EDUC 201 Understanding Learners and Learning 2 credits**

Students who have partially met EDUC 200 requirements by having taken an educational psychology course or a professional education course may seek permission to register. **Prerequisite:** Permission of instructor and membership in the Student Education Association (SEA).

**EDUC 210 It Takes a Village 2 credits**

 *IDEA: Citizenship & Community*

Class participants will learn the seven building blocks for developing capable young people. Class participants will also compare popular behavior strategies for working with children, embracing the idea that choices we make today about how we raise our children and how we support families will determine how our nation will face the challenges of this century. A field experience in the community will be required, which will encourage students to apply their learning to actual experiences with children. Elective only.

**EDUC 310 Contemporary Special Education with Service Learning 4 credits**

 *Designation: Service Learning*





 *IDEA: Culture, Structure, & Power*

This course is a survey of the characteristics of exceptionalities, including current issues and implications for the educational process.



### IDEAs (InterDisciplinary Emphasis Areas)

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	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

This introduction to the field of special education explores essential issues and theories as well as humanistic, legal, and ethical issues. Required field experience will include service learning with special populations. **Prerequisite:** Membership in the Student Education Association (SEA).

**EDUC 311 Elementary Math Methods 4 credits**

A course focusing on teaching skills involved in the process and content of mathematics for elementary and early childhood teachers. Focus is on the PreK-grade 8 content and pedagogy. Emphasizes the NCTM standards, hands-on instructional strategies, problem solving, and field experience. Course requirements include field experience in an elementary or early childhood setting. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 320 Teaching Language Arts and Social Studies through Children's Literature 4 credits**

 *Designation: Service Learning*

Developing lifelong readers, while engaging in content, is the main goal of this course. This course will include topics such as writing instruction, comprehension and vocabulary development, creating a balanced literacy program, and various assessment measures. Students will also study a wide variety of children's literature and components within such texts: genres, authors, poets, illustrators, historical development, contemporary topics, and trends. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 321 Social Studies Standards and Content 2 credits**

This short course is an introduction to social studies standards and content knowledge to effectively teach social studies in the preschool and elementary setting. **Prerequisite:** Admission to the Teacher Education program.

**EDUC 323 Special Education Methods and Management 4 credits**

The students in this course will develop a working knowledge of special education processes. The use of technology in relation to the Individual Education Plan and instruction of students with special needs will be explored. Understanding of a multi-categorical resource program and of the inclusion of children with special needs in the regular education setting are areas of focus. Students will explore a wide variety of strategies for supporting students with special needs and will develop appropriate materials for that purpose. Emphasis will be on the development and application of knowledge, skills, and techniques for successful teaching in a variety of special education settings. A field experience is required. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 325 Characteristics of Young Children 4 credits**

An introduction to the early childhood profession with focus on special characteristics of young children, preschool through aged eight. Includes a review of NAEYC standards and a study of developmentally appropriate practices in early childhood settings. **Corequisite:** 20 credits off campus observation and participation credits in a licensed childcare serving preschool to aged eight. **Prerequisite:** EDUC 200 and membership in the Student Education Association (SEA).

**EDUC 331 Developmental Reading Process with Clinical I Placement 4 credits**

This course is an introduction to collaborative partnerships in the school setting, including the co-teaching model. Communication skills with other professionals and with parents will be developed for effective service delivery by teachers. Issues that arise when working with children with diverse and exceptional needs will be explored. Professionalism, ethics, and public policy will also be addressed. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 333 Diagnosis and Interventions in Reading 4 credits**

This course familiarizes the student with the processes, techniques, and materials used in the identification, diagnosis, and remediation of reading problems in children. Both informal and formal assessment tools will be addressed as well as a variety of strategies that the classroom teacher can use to help children having difficulty in reading. A field experience will require students to complete a case study with an at-risk student, including interventions for reading skill improvement. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 335 Early Childhood Methods 4 credits**

This course focuses on methods, materials, and strategies in early childhood settings including Head Start or other community-based programs. A field experience is required. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 338 Early Childhood Topics 2 credits**

Short-term topics course that may include field experience. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).





**EDUC 341 Program Development 4 credits**

Students will become familiar with transitional service models and develop transition plans for IEPs. Various transitional topics will also be explored and discussed. A field experience is required. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
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	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



**EDUC 342 Engaged Classroom Design and Management 4 credits**

Engaging learners and fostering positive relationships with and between students is the ultimate goal of classroom management. This course will explore strategies and models that maximize student engagement. Strategies to avoid and deal with disruptive student behavior will also be addressed. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 344 Assessing Learning 2 credits**

Effective assessment practice undergirds effective teaching. An understanding of formative and summative assessment practices in order to make decisions about student learning is essential to good teaching. This course will address principles of good assessment, data literacy, the learning cycle, and fairness and bias in testing.

**Prerequisite:** Admission to the Teacher Education program.

**EDUC 350 Secondary Clinical I 2 credits**

This secondary education field experience course gives the candidate the initial teaching experience in the teaching major. Each candidate will be assigned to a master teacher where she/he will integrate theory and practice. This should be taken concurrently or following EDUC 410 or the respective content methods course (420). **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 351 Characteristics of Special Learners 4 credits**

Students will be introduced to professional practices, trends, and research that define contemporary special education. Specific characteristics of the following disabilities will be discussed: speech and language impairments, learning disabilities, Attention Deficit-Hyperactivity Disorder, emotional/behavioral disorders, intellectual and developmental disabilities, physical and health disabilities, hard of hearing and deafness, low vision and blindness, autism spectrum disorders, traumatic brain injury, and other health impairments.

**Prerequisite:** EDUC 200 and EDUC 310 or instructor permission.

**EDUC 352 Integrating Technology into the Classroom 4 credits**

 **IDEA: Technology & Curiosity**

This course provides the knowledge, skills, and attitudes necessary for using technology to teach and for student learning. While students explore a variety of engaging and effective tools and technologies they will also examine the how and when these should be integrated in an effective classroom. Utilizing tools to increase teacher productivity and efficiency, including communication and collaboration with students, parents, and colleagues, will also be addressed. This course also addresses the International Society for Technology in Education (ISTE) Standards and the INTASC Teaching Standards. **Prerequisite:** EDUC 200 and EDUC 310.

**EDUC 353 Special Education Assessment 4 credits**

This course provides a survey of tests commonly used for children with suspected and or identified areas of disability. Students will develop an understanding of the assessment process. Various approaches to assessment will be explored. Students will be provided opportunities to administer, interpret, graph, and report data obtained from specific assessment instruments and from informal assessments. A field experience is required. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 378 The First Days of Teaching 2 credits**

The first days of a school year are important for establishing classroom climate, expectations, routines, and the class culture for the year. This course and its field experience component will provide candidate teachers with hands-on learning experiences through the observation of and assisting of teachers during the beginning of the school year activities. Based on these observations and experiences, along with course readings and discussions, candidate teachers will gain experience and develop their own plan for the start of a school year. **Prerequisite:** Admission to the Teacher Education program and junior or senior standing.

**EDUC 382 Teaching Diverse Learners 4 credits**

 **IDEA: Citizenship & Community**

 **IDEA: Being & Knowing**

 **IDEA: Culture, Structure, & Power**

Teachers may expect to encounter a range of diversity in schools and in classrooms, including language, intellect, skill, culture, ethnicity, family structure, religion, gender, and socio-economic status. The course will address issues, policies, and practices, both historical and in contemporary society, that influence and affect instruction. Best practices, including strategies for differentiation, will be introduced and practiced. The course will include field experience and/or service learning. **Prerequisite:** EDUC 200. Membership in the Student Education Association (SEA) may be required.

**EDUC 390 Movement, Music, Drama, and Art in the Elementary Classroom 2 credits**

This course will incorporate movement, music, drama, and art into classroom instruction. Students will study various techniques and strategies ranging in properties of art, dramatic activities, implementable music opportunities, and allowing students movement within lessons.





**EDUC 391 Science Standards and Content 2 credits**

This short course is an introduction to science standards and content knowledge to effectively teach science in the preschool and elementary setting. Taken concurrently with or as a prerequisite to SCIE 390. **Prerequisite:** Admission to the Teacher Education program.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**EDUC 400 Education Seminar** **2 credits**

This evening course is specifically designed for seniors who are currently involved in the candidate student teaching/clinical II experience. **Prerequisite:** Admission to the Teacher Education program and concurrent enrollment in EDUC 440 or EDUC 450 or EDUC 460.

**EDUC 410 Instructional Design and Management** **4 credits**

This course provides the teacher candidate with information and experiences in planning, managing, and developing effective instruction and facilitating a positive classroom environment. Background in practical and theoretical approaches to curriculum planning and facilitating positive student behavior will be explored. Major areas of focus include planning, instructional strategies, standards, developing positive student-teacher and student-student relationships, working with parents, developing rules and expectations, and problems solving. The candidate will become familiar with and demonstrate knowledge, skills, and dispositions for becoming an effective teacher. **Prerequisite:** Admission to the Teacher Education program.

**EDUC 420 Secondary Content Methods** **2 credits**

This course provides the Secondary Education major with information to assist in developing and delivering effective instruction to students. This includes exploration in methodologies, teaching strategies, professional resources, tools, and current trends in teaching their content. This course meets the needs of those content areas with low enrollment and without a specific content methods course. **Note:** Art, Music, Health and Physical Education, Mathematics, and BMIT majors will take the methods course in their content area. **Prerequisite:** Admission to the Teacher Education program.

**EDUC 421 Collaborative Partnerships** **2 credits**

 *Designation: Service Learning*

This course is an introduction to collaborative partnerships in the school setting, including the co-teaching model. Communication skills with other professionals and with parents will be developed for effective service delivery by teachers. Issues that arise when working with children with diverse and exceptional needs will be explored. Professionalism, ethics, and public policy will also be addressed. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 425 Work-Based Learning** **3 credits**

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, which provides for coordinating, teaching, and supervising programs of instruction that develop career

and life skills. **Prerequisite:** Admission to the Teacher Education program or hold a current Nebraska Teaching Certificate. *Summer only.*

**EDUC 440 Elementary Candidate Teaching** **12 credits**

This is a full semester experience for those in K-8 Elementary Field. **Corequisite:** EDUC 400. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 450 Secondary Candidate Teaching** **12 credits**

This is a full semester experience for those in any 6-12 or 7-12 subject or field endorsement and/or any K-12 subject or field endorsement, including K-12 Special Education Field. **Corequisite:** EDUC 400. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 460 Elementary/Secondary Candidate Teaching** **12 credits**

This is a full semester experience for those in K-8 Elementary Field and a secondary or PK-12 subject or field endorsement. **Corequisite:** EDUC 400. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 475 Teaching as a Second Language** **4 credits**

This course emphasizes the methods, objectives, tools, and challenges of teaching English as a second language. 20 hours of field experience are required. The course addresses how ELL teachers support English learners. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

**EDUC 480 Assessment and Evaluation of English Language Learners** **4 credits**

This course addresses the selection, administration, interpretation, and scheduling of assessments appropriate for English Learners. Additionally the course will review the processes related to placement and monitoring of ELL learners' language proficiency. The course includes 25 credits of practicum experience in a K-12 setting. **Prerequisite:** Admission to the Teacher Education program and membership in the Student Education Association (SEA).

## ENGLISH (ENGL)





**ENGL 110 Introduction to Literature** **3-4 credits**

An elective course that allows students who transfer in a literature course or complete the English Literature and Composition AP or CLEP Examination the opportunity to receive credit.



### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

**ENGL 111 Science Fiction** **4 credits**

 *IDEA: Technology & Curiosity*

An introduction to the genre of science fiction, focusing on the social and cultural implications of science and technology.

**ENGL 112 Constructing the Environment** **4 credits**

 *IDEA: Citizenship & Community*

 *IDEA: Built & Natural Environments*

Selected topics in environmental literature, nonfiction, film, and television. Topics may include nature writing, ecohorror, space/place, and animals.

**ENGL 113 Contemporary Short Fiction** **4 credits**

Short fiction by writers in the 21st century, introducing students to ways to approach and appreciate the genre.

**ENGL 114 Diversity in Short Fiction** **4 credits**

 *Designation: Diversity*

 *IDEA: Culture, Structure, & Power*

Short fiction by writers of diversity, mainly in the 21st century, introducing students to an appreciation for diversity as well as ways to approach and appreciate the genre.

**ENGL 115 Coming of Age** **4 credits**

 *IDEA: Being & Knowing*

This course will focus on literary and cultural texts that depict the youth and maturation of their protagonists, inviting students to consider how we make sense of our own lives through memory and other ways of organizing time, and how individuals conceive of their responsibilities to society and to themselves. Students will read examples from the major literary genres—poems, plays, short stories, and novels—across a range of national traditions and historical periods, and experiment with the usefulness of different terms, theories, and methods for approaching literary texts.

**ENGL 116 The Gothic** **4 credits**

Since its emergence in the 18th century, the Gothic has been a site for exploring and confronting our deepest fears. This course will examine how authors have returned again and again to the horrors of the Gothic in order to expose the secrets and subvert the norms of their societies. Students will read examples from the major literary genres—poems, plays, short stories, and novels—across a range of national traditions and historical periods, and experiment with the usefulness of different terms, theories, and methods for approaching this body of literature. The course will also consider modern reinventions of the Gothic in new media.

**ENGL 117 Sports Literature** **4 credits**

 *Designation: Diversity*

 *IDEA: Sports & Society*

This course uses sports narratives as a touchstone to have conversations about constructing identity—teams vs. individuals, national vs. local—and also to discuss issues of race, gender, and class.

**ENGL 120 Digital Approaches to Literature** **2 credits**

 *IDEA: Technology & Curiosity*

This course introduces students to the field of digital humanities, focusing on computational approaches to the study of literature. Students will explore existing projects and practice using tools such as Voyant, Juxta, GIS mapping, and so on. Students will also be introduced to current debates about the use of technological methods for textual analysis and interpretation. No previous experience necessary.

**ENGL 140 Introduction to Film** **2 credits**

 *IDEA: Technology & Curiosity*

 *IDEA: Creativity & Innovation*

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, film festival darlings, animation, and specific artists.

**ENGL 141 Documentary Films** **2 credits**

 *IDEA: Technology & Curiosity*

Introduction to documentary films, focusing on formal analysis, ethics, and social justice and advocacy.

**ENGL 200 Introduction to English Studies** **4 credits**

 *Designation: Writing*

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 major/minor or permission of instructor. Limited to 15 students.





**ENGL 211 Ancient Literature** **4 credits**

Topics from the beginnings of Western literature through the Late Antique period (ca. 500), including later works influenced by ancient literature. Topics may include the epic, Athenian drama, and the Roman republic. May be repeated for credit when the topic differs.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**ENGL 212 Medieval/Renaissance Literature** **4 credits**

 *IDEA: Being & Knowing*

Topics from the Middle Ages (ca. 500-1500) through the Early Modern period (ca. 1400-1700), including later works influenced by Medieval or Renaissance literature. Topics may include the age of Beowulf, chivalric romance, and Elizabethan theatre. May be repeated for credit when the topic differs.

**ENGL 213 18th/19th Century Literature** **4 credits**

Topics from the long-18th through the long-19th (1688-1914) centuries, including later works influenced by this literature. Topics may include regionalism, material culture, and reform literature. May be repeated for credit when the topic differs.

**ENGL 214 20th/21st Century Literature** **4 credits**

Topics from the turn of the 20th century to the present. Topics may include transatlantic modernism, war literature, and the postcolonial novel. May be repeated for credit when the topic differs.

**ENGL 242 History of Motion Pictures** **4 credits**

 *Designation: Diversity*

A survey of the international history of film from the 1890s to the present.

**ENGL 245 Medieval Literature on Film** **2 credits**

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*.

**ENGL 246 Science Fiction on Film** **2 credits**

Adaptations of science fiction and original material on film, from the early 20th century to today.

**ENGL 255 Comic Books and Graphic Novels** **4 credits**

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.

**ENGL 300 Literary Theory and Critical Methods** **4 credits**

 *Designation: Writing*

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

**ENGL 305 Theories and Critical Methods of Visual Culture** **4 credits**

 *Designation: Diversity*

 *IDEA: Sports & Society*

Introduction to theories of visual culture and cultural studies.

**ENGL 318 Film and Television** **4 credits**

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 US television history. May be repeated for credit when the topic differs.

**ENGL 321 The Lyric: Voices, Texts, and Bodies** **4 credits**

 *IDEA: Health & Well-Being*

Often regarded as unconcerned with history or society, the lyric always asks its readers to think about subjectivity, identity, and the conditions of life itself. This course will examine key aspects of the lyric tradition from its emergence in ancient Greece through to its practitioners and detractors in the United States today. Students will become familiar with major debates in lyric theory and explore a range of texts, seeking out the possibilities of lyric not only in poems but also in novels, plays, and other media.

**ENGL 330 Reading Science** **4 credits**

 *IDEA: Built & Natural Environments*

Exploration of the intersections of science, media, and literacy.

**ENGL 354 Literature of North American Diversity** **4 credits**

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Culture, Structure, & Power*

Recent literature that explores diversity in race, religion, sexual orientation, lifestyle, and ability/disability.

**ENGL 355 LGBTQIA Literature** **4 credits**

 *Designation: Diversity*

 *IDEA: Culture, Structure, & Power*

This course will examine literary texts from the Renaissance to the present day that play a part in the complex histories of gender and sexuality. Students will be introduced to major works of queer theory. The course will also focus on the intersections between different identity constructions such as race and class, and the possibilities imagined for diverse bodies and identities in the past and today.





**ENGL 357 Young Adult Literature** **4 credits**

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.



*IDEAs (InterDisciplinary Emphasis Areas)*

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

*Optional Certificates*

	<i>Service Learning</i>
	<i>Diversity</i>

### ENGL 358 Rhetoric of the Body

4 credits

 *IDEA: Sports & Society*

 *IDEA: Health & Well-Being*

This course focuses on the ways in which athletic practices overlap with rhetorical ones—and have for most of history. It will focus on ancient Greece in particular and use the notion of performance as a driving force behind athletic and rhetorical achievements.

### ENGL 361 English Grammar

4 credits

An examination of English grammar, primarily from a descriptive, linguistic point of view, but also from a traditional, prescriptive perspective. We will explore the benefits and problems with each approach, especially for pedagogical purposes. Basic linguistic methods and terminology are also introduced.

### ENGL 366 Old English Language and Literature

4 credits

 *Designation: Diversity*

Grammar basics, historical contexts, and translation of literary texts from the Anglo-Saxon era in England (ca. 700-1100).

### ENGL 400 Senior Seminar

4 credits

 *Designation: Writing*

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, USA **Prerequisite:** ENGL 200 and ENGL 300. English majors with senior standing and graduate students. Juniors and non-majors by permission of instructor. May be repeated for credit when the topic differs. Limited to 15 students.

## EXPERIENTIAL (EXPL)

### EXPL 325 Experiential Travel Course

2 credits

During the second year, students will travel away from Hastings College for one of the 2-week terms.

## FINANCE (FINA)

### FINA 361 Corporate Financial Management

4 credits

The course teaches finance concepts, principles, and practices intended for managerial use. Understanding how managers make decisions and how to achieve the goal of finance, maximizing

shareholder wealth. Students will be taught how to evaluate finance projects based on risk and return as well as how to value stocks and bonds. **Prerequisites:** ACCT 110 and ECON 211 or ECON 213. *Fall.*

### FINA 363 Investments

4 credits

This course introduces the basics of investments. It familiarizes students with concepts and theories of investments and demonstrates applications of those concepts and theories. Topics include US 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. **Prerequisite:** FINA 361. *Spring, odd-numbered years.*

### FINA 366 Intermediate Corporate Finance

4 credits

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 Analysis. 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. **Prerequisite:** FINA 361. *Fall, even-numbered years.*

### FINA 485 International Finance

4 credits

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. **Prerequisite:** FINA 363. *Fall, even-numbered years.*

### FINA 486 Derivatives

4 credits

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. **Prerequisite:** FINA 363. *Fall, odd-numbered years.*

### FINA 490 Internship





4 credits

Students may pursue internships to explore and gain work experience related to their educational and career goals. Students may enroll for 4 credits of graded credit in an academic term, and no more than 12 credits of internship credit may be applied to a degree. A minimum of forty credits of work experience is required for each hour of credit. The student must complete necessary paperwork with the employer, the Career Services office, and a faculty member who will serve as



#### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
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	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

#### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

#### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>




internship supervisor. Internship experiences for academic credit also require substantial related reading and writing.

**FINA 491 Financial Theory and Practice** **4 credits**

This capstone course integrates and applies 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. **Prerequisites:** Senior standing or permission of instructor and FINA 363. *Spring, even-numbered years.*

**FRENCH (FREN)**

**FREN 101 Beginning French I** **4 credits**

-  *Designation: Diversity*
-  *IDEA: Citizenship & Community*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Culture, Structure, & Power*

An introduction to the fundamentals of understanding, speaking, reading, and writing the language with an introduction to the cultural life of French-speaking people.

**FREN 103 Beginning French II** **4 credits**

-  *Designation: Diversity*

Continuation of FREN 101. **Prerequisite:** FREN 101 or permission of instructor.

**FREN 201/203 Intermediate French** **4 credits**

-  *Designation: Diversity*

A review and progress course with concentration on conversation, writing, grammar, vocabulary building, and cultural materials. **Prerequisite:** FREN 103 or permission of instructor.

**FREN 304 Advanced Composition and Conversation** **4 credits**

-  *Designation: Diversity*

An advanced course to improve aural, oral, and written proficiency in the language through conversation, translation, and original compositions. May be repeated for credit when the topic differs. **Prerequisite:** FREN 203 or permission of instructor.

**FREN 314 French Literature and Civilization** **4 credits**

-  *Designation: Diversity*

A study of varying topics of French literature and culture, with readings and discussions of representative masterpieces and aspects of French and Francophone civilization. Topics may include fairy tales, French cuisine, or the Provençal novels of Marcel Pagnol. May be repeated for credit when the topic differs. **Prerequisite:** FREN 203 or permission of instructor.

**GERMAN (GERM)**

**GERM 100 German** **3-4 credits**

An elective course that allows students who transfer in a German course or complete the German Language and Culture AP or CLEP Examination the opportunity to receive credit.

**HISTORY (HIST)**

**HIST 001 Western Civilization to 1648** **3 credits**

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

**HIST 002 Western Civilization Since 1648** **3 credits**

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



**HIST 003 World Civilizations to 1500** **3 credits**

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

**HIST 004 World Civilizations Since 1500** **3 credits**

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

**HIST 100 The Civil Rights Movement** **2 credits**





-  *Designation: Diversity*
-  *IDEA: Culture, Structure, & Power*

This experiential learning class will acquaint students with the some of the key figures and moments in the American Civil Rights movement. This struggle to ensure and enact equal rights for African Americans in both practice and law took place largely during the 1950s and 1960s, but its reverberations and issues still loom large in present-day America. This course will focus on contextualizing the movement and the speeches and writings of civil rights leaders, connecting these events to present-day debates about race, and will incorporate travel



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	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

to key sites of the struggle to better understand how those events took place.

**HIST 102 Single in America** **2 credits**

This course examines the meaning of being single in the United States at various points in its history. Topics covered may include social stigma, the creation of single-sex communities, differences in what singleness has meant for men vs. women, and the growing rates of people delaying or opting out of marriage in the late 20th century and early 21st century.

**HIST 104 Ideology, Identity, and Art in the Khrushchev Years** **2 credits**

 *IDEA: Creativity & Innovation*

After the death of Joseph Stalin in 1953, the Soviet Union entered a period under Nikita Khrushchev when censorship and political repression were remarkably relaxed. Soviet citizens were allowed to become familiar with foreign films, literature, and music. Soviet artists—Communists and non-Communists, Russians and non-Russians—were allowed to experiment with previously forbidden forms and content. This course will examine the cultural products of this period in a variety of genres and encourage students to relate those products to the new political situation as well as speculate about its effect on subsequent Soviet society.

**HIST 106 Brian Boru in Irish History** **2 credits**

The Irish today remember few of their medieval kings. The 11th century High King Brian Boru is the exception. Using a variety of primary sources, this course explores what Brian actually did, culminating in his victory at Clontarf in 1014. The course also, however, explores how Brian is remembered and misremembered, and asks what those memories say about Ireland and the Irish in the modern and contemporary ages.

**HIST 108 Dams and Nationalism** **2 credits**

 *IDEA: Technology & Curiosity*

The megastructures that are modern dams have become in the 20th and 21st centuries grand national projects. Dams like Grand Coulee, Hoover, High Aswan, and The Grand Ethiopian Renaissance are statements about the greatness of the nation that built them, as well as statements—intended or not—about the relationship between the nations and the nature that these structures control. Protest against these projects, then, have become protests against modernity and, often, protests against the nation. This course will explore these projects through the lenses of both environmental history and nationalist theory.

**HIST 110 Genocide, Memory, and Truth** **2 credits**

 *IDEA: Culture, Structure, & Power*

This class will explore the events of the long and bloody civil war in Guatemala using various accounts of the conflict. At issue will be the obstacles in the search for justice, issues of trauma and memory, and the limits of historical knowledge.

**HIST 112 Surviving the Conquest** **2 credits**

 *Designation: Diversity*

The Spanish invasion of the New World brought widespread destruction to the peoples of Mesoamerica. How did native peoples manage to adapt and survive in the first centuries after conquest? This course will explore the responses of indigenous peoples to the impositions of the Spanish Empire.

**HIST 214 History of the United States to 1877** **4 credits**

This course will survey 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, its expansion and dependence on African-American slavery, the country's near-demise in a Civil War, and the unfulfilled possibilities of Reconstruction.

**HIST 216 History of the United States Since 1877** **4 credits**

 *IDEA: Creativity & Innovation*

This course will survey American history from the end of the Reconstruction era through the new millennium. The 20th century has sometimes been called “The American Century,” and we will study the political, economic, cultural, and social influences that shaped American growth and emergence onto the world stage, as well as the factors that have opposed, challenged, and created turbulence for the country and its residents.

**HIST 218 History of American Women to 1890** **4 credits**

 *Designation: Diversity*

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.

**HIST 220 History of American Women Since 1890** **4 credits**





 *Designation: Diversity*

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 experiences of women during the long and tumultuous 20th century.



*IDEAs (InterDisciplinary Emphasis Areas)*

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

*Optional Certificates*

	<i>Service Learning</i>
	<i>Diversity</i>

**HIST 222 History of the Family in America 4 credits**

 *Designation: Writing*

“The American Family” is an elusive concept precisely because its makeup has evolved constantly throughout the existence of the US. This course will examine the ways in which the family unit itself has changed, as well as the impact the idea of an “American family” has had on American culture, society, and politics. We will look at families including those created by pre-contact Native societies, colonial America, the Civil War era, the idealized “nuclear family” of the 1950s, and the shift towards women working outside the home in the late 20th century as we attempt to understand what “family” has meant in the United States.

**HIST 224 Natural Disasters in the United States 4 credits**

 *Designation: Writing*

 *IDEA: Built & Natural Environments*

The ways in which people think about, plan for, experience, and react to natural disasters is in a constant state of flux. This course will examine these aspects in the context of the United States throughout its history and through a range of catastrophic natural events. We will explore themes dealing with the way residents suffer disproportionately when disaster strikes, attempt to determine what makes an event a “disaster” rather than an inconvenience, evaluate the interplay between nature and man and how this can intensify or lessen the severity of a disaster, and the changing expectations that citizens have had of their government and community when disaster strikes.

**HIST 226 Survey of Environmental History 4 credits**

 *Designation: Writing*

 *IDEA: Built & Natural Environments*

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

**HIST 228/328 British History: A Survey of Four Nations’ History 4 credits**

A survey of the English, Irish, Scottish and Welsh peoples from the Roman invasion of Britain to the present, including their colonial forays into India, Australia, and New Zealand.

**HIST 230/330 Russian and East Slavic World 4 credits**

 *Designation: Diversity*

A survey of the Russian, Belarusian, and Ukrainian peoples from the foundation of Kievan Rus to the present, with an emphasis on the

impact of world events on the Eastern Slavs and the impact of those peoples on the rest of the world, especially Central Asia and Eastern Europe.

**HIST 232/332 The Arabic and Islamic World 4 credits**

 *Designation: Diversity*

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.

**HIST 234 Worlds of the Aztec and Maya 4 credits**

 *Designation: Writing*

An exploration of the development of societies in Mesoamerica from first settlement to European contact. The class will address social organization, the development of native religions, and the rise of powerful states in the region. The class will also investigate the artistic, literary, and scientific achievements of these societies.

**HIST 236 Survey of Latin American History 4 credits**

A survey of Latin America societies from pre-conquest times to the present in local and global perspective.

**HIST 238 Buccaneers: Trade and Conflict in the Atlantic World 4 credits**

 *Designation: Writing*

This class explores the history of piracy in the context of sea trade and maritime conflict from ancient times to the present. While the class will be global in scope, special attention will be paid to the “golden age of piracy” in the Atlantic world.

**HIST 240 Slavery in the Atlantic World 4 credits**

 *IDEA: Citizenship & Community*

This class investigates the origins and spread of slavery in the Atlantic World from ancient times to the 19th century. The class will address the economic bases of the slave system, the development of slave-holding societies, and the role of slavery and slave-produced commodities in the creation of the modern world economy. The class will also address the development of ideologies justifying the practice of slavery, issues of slave culture, identity, and resistance, and the eventual triumph of abolitionism.





**HIST 242 World Regional Geography 4 credits**

An introduction to the discipline of Geography and also to the major geographic qualities of human society on 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.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



**HIST 244 Cultural Geography** **4 credits**

This course introduces students to the geographic analysis of culture, addressing the role of culture in shaping places, regions, and landscapes.

**HIST 246 Physical Geography** **2 credits**

An introduction to the physical processes that shape the earth.

**HIST 248/348 Archives Management** **2 credits**

Practical experience in the operations of historical archives. The class will focus on the Hastings College Archive.

**HIST 250 Sophomore Research Methods** **2 credits**

This intensive class introduces students to the practice of historical research. Students will develop a research question and locate sources for the project they will undertake in the Sophomore Research Seminar.

**HIST 252 Sophomore Research Seminar** **4 credits**



*Designation: Writing*

Building on the research question developed in HIST 250 Sophomore Research Methods, students will complete a piece of original research while considering the key practical and methodological issues in the historian's craft. **Prerequisite:** HIST 250.

**HIST 290/390 Topics in History** **4 credits**

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

**HIST 292/392 History Directed Study** **4 credits**

Students will learn the major themes, events, and issues related to a particular historical topic, chosen in consultation with the instructor.

**HIST 354 The American Revolution** **4 credits**

This course is an in-depth study of the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, the formation of the United States, and the salient cultural and social developments of the Revolutionary era.

**HIST 356 History of the American West** **4 credits**

In this course, we will examine the development of the western United States, particularly in the 19th and 20th centuries. We will examine the tensions created with neighboring countries as the US expanded westward, as well as the impact American growth had on Native peoples. Agriculture and how it shaped the nation will also be a focus, and we will examine the ways in which this industry changed the landscape and population distribution of the nation. Special attention will be paid to the development and influence of Nebraska within this context.

**HIST 358 US Civil War and Reconstruction** **4 credits**

This course will examine the causes of the US Civil War, the experience of the war from 1861 to 1865, and the turbulent rebuilding of the nation during the Reconstruction Era. We will pay special attention to the central role of slavery in the conflict and the experience of African-Americans moving from enslavement to a complicated freedom, as well as the ways Americans in both the North and South experienced the conflict and its aftermath. In addition, we will consider the ways in which this period of conflict continues to influence our understanding of both US history and the US present.

**HIST 360 WWII and the Cold War** **4 credits**

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 home front 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. The second half of the course will examine how the United States transitioned from active wartime into decades of prolonged tension with the Soviet Union.

**HIST 362 History of College Sports in America** **4 credits**



*Designation: Diversity*



*IDEA: Sports & Society*



*IDEA: Health & Well-Being*

What does an oversized foam bear mascot have to do with earning a B.A.? In America, quite a lot. This course is an historical overview of the relationship between college athletics and higher education in the United States. We will examine how the tie between higher education institutions and sports evolved, and of the growth of the concept of the "student athlete." Additionally, the course will probe topics such as racial discrimination and representation, Title IX, the financial compensation of athletes, institutional and athlete crimes, and player safety, as well as the ways in which these heavy issues intersect with college sports.

**HIST 364 The American Presidency** **4 credits**

This course addresses the constitutional role and historical development of the American Presidency. We will also examine institution's relationship to governing a democratic republic, the separation of powers, checks and balances, and the expansion of national administrative powers.

**HIST 366 Egypt, Greece, and Rome** **4 credits**

A history of civilization in the ancient Mediterranean: the three Egyptian kingdoms, Mycenaean and Minoan Greece, the Age of Homer, Archaic Greece, Classical Greece, the Hellenistic World, the Roman Republic, and the many ages of the Roman Empire.

**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**HIST 368 The Christian Religion in the Middle Ages** 4 credits

 *IDEA: Being & Knowing*

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.

**HIST 370 Barbarians and Crusaders: Europe 300-1300** 4 credits

European history from the fall of the Roman Empire to the beginning of the Italian revival, emphasizing how the warrior aristocracy of the Germanic peoples of Europe transformed from barbarian invaders into the governing, Christian nobility of medieval Europe.

**HIST 372 Renaissance, Reformation, and Baroque Movements** 4 credits

 *IDEA: Being & Knowing*

A history of Europe from the end of Middle Ages to the Enlightenment, with an emphasis on cultural movements—the shared political, social, and artistic ideas that produced the great art of the Renaissance, the revolutionary theology of the Reformation, and the art and literature of the Baroque. Machiavelli’s Italy, Luther’s Germany, Calvin’s Geneva, and the Golden Age of Spain.

**HIST 374 The Enlightenment and the French Revolution** 4 credits

 *IDEA: Culture, Structure, & Power*

A history of France in the 18th and early 19th centuries, from the era of the Enlightenment through the upheavals of political and social revolution to the end of the Napoleonic Wars. Students who take this course as partial fulfillment of the French minor will engage with some sources in French.

**HIST 376 Irelands, 1798 to the Present** 4 credits

The history of Ireland from the 1798 Rising to the present, with a particular emphasis on the processes of identity formation that have produced two distinct and conflicting Irish states and multiple Irish identities.

**HIST 378 Sexuality, Gender, and the Body** 4 credits

 *Designation: Diversity*

 *IDEA: Health & Well-Being*

This class explores how the concept of sexuality has been constructed in Western societies, and the ways in which categories such as “femininity” and “masculinity” or “homosexuality” and “heterosexuality” have come to structure lived experience. The class will also consider how such developments relate to the broader histories of politics, science, technology, and urbanization.

**HIST 380 The History of Greater Mexico** 4 credits

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

A survey of Mexican history from pre-conquest times to the present. The class will consider the development of Mexican society, the changing relation between Church and State, and the conflict of political ideologies. Also, at issue will be the economic connection of Mexico to the world economy.

**HIST 382 Race, Class, and Gender in Latin America** 4 credits

An investigation of key moments and events in the development of social identities in Latin America from the time of conquest to the present.

**HIST 384 Origins of the Modern World** 4 Credits

 *IDEA: Technology & Curiosity*

How did we get here? This class will explore key moments since the 17th century in the formation of the modern world. The class will consider a broad range connected developments in technology, ideas, world trade, politics, literature, and art.

**HIST 450 Senior Research Methods** 2 credits

A writing-intensive class that helps students develop a research topic and find primary source material for the Senior Seminar.

**Prerequisites:** HIST 252 (waived for Social Science Education 7-12 majors).

**HIST 452 Senior Research Seminar** 4 credits

The capstone class for the History, History Education 7-12, and Social Science Education 7-12 majors. Building on the research question developed in HIST450 Senior Research Methods, students will complete a piece of original research while considering the key practical and methodological issues in the historian’s craft.

**Prerequisite:** HIST 450.

## HONORS PROGRAM (HONR)





**HONR 400 Senior Honors Capstone** 4 hours

Interdisciplinary honors seminar. Meets the CORE 400 requirement for honors scholars. **Prerequisites:** Admission to Honors Program and senior standing. *Fall.*



*IDEAs (InterDisciplinary Emphasis Areas)*

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

*Optional Certificates*

	<i>Service Learning</i>
	<i>Diversity</i>

## LATIN (LATN)

### LATN 104 Latin I 4 credits

 *Designation: Diversity*

The first part of a two-term intensive introduction to Latin, with drills on forms, grammar, syntax, and vocabulary.

### LATN 105 Latin II 4 credits

 *Designation: Diversity*

The second part of a two-term intensive introduction to Latin, with drills on forms, grammar, syntax, and vocabulary. **Prerequisite:** LATN 104 or permission of instructor.

### LATN 214 Advanced Latin 4 credits

 *Designation: Diversity*

This course emphasizes reading and translation proficiency, as well as vocabulary-building, using examples from primary sources of classical Latin literature. May be repeated for credit when the topic differs.

**Prerequisite:** LATN 105 or permission of instructor.

## MARKETING (MRKT)

### MRKT 340 Marketing Principles 4 credits

 *IDEA: Sports & Society*

An introduction to marketing principles and practices viewed within the context of the economic system as a whole. Topics include strategic marketing planning, market segmentation and target marketing, product development, pricing strategies, the promotional mix, and channels of distribution. Students will complete the class by participating in a computer simulation that applies marketing concepts learned throughout the term. *Fall and Spring.*

### MRKT 341 Consumer Behavior 4 credits

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. Observational studies and case evaluations will be used to apply consumer theories to practical examples. **Prerequisite:** MRKT 340. *Spring, alternate years.*

### MRKT 364 Digital Marketing 4 credits

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. Using available data and resources, students will study and present

current, successful digital marketing strategies. **Prerequisite:** MRKT 340. *Spring, alternate years.*

### MRKT 385 Strategic Marketing Communication 4 credits

This course explores the conceptual foundation and practical approaches to developing successful and strategic marketing communications. Special attention is given to developing targeted marketing to optimize traditional and social platforms for reaching marketing goals. Current practices and strategies will be explored in the context of the marketing communications mix—including brand equity, sales promotion, relational selling processes, digital and social media communications, packaging, positioning, well-defined personas, ethical issues, and more. Students will learn to build, execute, and assess marketing communication initiatives. Case studies will be used to study best practices and current strategies. **Prerequisites:** MRKT 340 and junior standing. *Fall, alternate years.*

### MRKT 450 Market Research 4 credits

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. Students will complete a research project to include problem definition, data collection, survey development, data analysis, and reporting back to stakeholders. **Prerequisite:** MRKT 340, MRKT 341, and MATH 210 highly recommended. *Fall, alternate years.*

### MRKT 482 Marketing Capstone Seminar 4 credits

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.*

### MRKT 490 Internship 4 credits

Students may pursue internships to explore and gain work experience related to their educational and career goals. Students may enroll for 4 credits of graded credit in an academic term, and no more than 12 credits of internship credit may be applied to a degree. A minimum of forty credits of work experience is required for each hour of credit. The student must complete necessary paperwork with the employer, the Career Services office, and a faculty member who will serve as internship supervisor. Internship experiences for academic credit also require substantial related reading and writing.



#### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
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	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

#### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

#### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

## MATHEMATICS (MATH)

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

### MATH 100 General Mathematics 2 credits

An elective course that allows 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 VPAA and the Registrar.

### MATH 110 Math Foundations: Numbers, Patterns, and Statistics 4 credits

A course 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 K-8 majors. *Block 2.*






### MATH 120 Math Foundations: Geometry and Algebra 4 credits

A course 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 K-8 majors. *Blocks 4 and 6.*

### MATH 140 Pre-Calculus 2 credits

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. *Block 1.*

### MATH 150 Calculus I 4 credits

-  *Designation: Quantitative*
-  *IDEA: Citizenship & Community*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Built & Natural Environments*

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. *Blocks 2 and 3.*

### MATH 160 Calculus II 4 credits

-  *Designation: Quantitative*

Continuation of Calculus I. Techniques of integration, applications of the definite integral, polar coordinates, parametric equations, and

infinite series. **Prerequisite:** C or better in MATH 150 or equivalent. *Block 4.*

### MATH 210 Introduction to Statistics 4 credits

-  *Designation: Quantitative*
-  *IDEA: Citizenship & Community*
-  *IDEA: Sports & Society*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Being & Knowing*
-  *IDEA: Culture, Structure, & Power*
-  *IDEA: Health & Well-Being*
-  *IDEA: Built & Natural Environments*

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. *Blocks 2, 3, 4, and 6.*

### MATH 251 Calculus III 4 credits

-  *Designation: Quantitative*

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, and Green's, Stokes', and the Divergence Theorem. **Prerequisite:** C or better in MATH 160. *Block 2.*



### MATH 301 Geometry I 2 credits

A study of advanced topics in modern geometries, including axiomatic systems, finite geometries, and other non-Euclidean geometries. **Prerequisite:** C or better in MATH 160. *Block 5, odd-numbered years.*

### MATH 302 Geometry II 2 credits

A study of advanced topics in Euclidean geometry and a survey of topics in modern synthetic geometry, including synthetic geometry of the triangle and groups of transformations of the plane. **Prerequisite:** C or better in MATH 160 and MATH 301. *Block 1, odd-numbered years.*

### MATH 308 Logic, Sets, and Methods of Proof 4 credits

-  *IDEA: Technology & Curiosity*
-  *IDEA: Being & Knowing*

Theory of sets, introduction to symbolic logic and mathematical proof and its foundation in symbolic logic. Set operations and relations, truth tables, tautologies and contradictions, the algebra of statements, quantified statements, construction of proofs involving sets, relations, functions, real numbers, and integers. **Prerequisite:** C or better in MATH 150. *Block 4.*



#### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

#### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

#### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

**MATH 313 Linear Algebra with Applications** 4 credits

A study of systems of linear equations, matrices, determinants, vector spaces, inner product spaces, eigenvalues, eigenvectors, and linear transformations, all with applications. **Prerequisite:** C or better in MATH 150. MATH 308 recommended. *Block 4.*

**MATH 314 Probability Theory** 4 credits

A calculus-based study of discrete and continuous probability distributions, combinatorial methods, conditional probability, and multivariate distributions with applications. **Prerequisite:** C or better in MATH 150. *Block 6, even-numbered years.*

**MATH 323 Differential Equations with Applications** 4 credits

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:** C or better in MATH 160, MATH 313 recommended. *Block 6.*

**MATH 334 Abstract Algebra** 4 credits

Study of algebraic structures: introduction to theory of groups and rings, properties of the complex number system, polynomial and matrix rings. **Prerequisite:** C or better in MATH 308. *Block 3, odd-numbered years.*

**MATH 344 Numerical Analysis** 4 credits

Numerical approximation techniques: location of roots, differentiation, integration, solution of differential equations, curve fitting, and solution of systems of equations. **Prerequisites:** C or better in MATH 160, MATH 313, or MATH 323 and CSCE 210. *Block 3, even-numbered years.*

**MATH 354 Mathematical Modeling** 4 credits

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:** C or better in MATH 160 and CSCE 210. *Block 3, odd-numbered years.*

**MATH 374 Quantitative Methods in Business/Economics** 4 credits

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:** MATH 210. *Block 2, odd-numbered years.*

**MATH 384 Financial Mathematics for Actuarial Science** 4 credits

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:** C or better in MATH 150. *Block 6, odd-numbered years.*

**MATH 404 Real Analysis** 4 credits

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:** C or better in MATH 308. *Block 3, even-numbered years.*

**MATH 406 Introduction to Complex Analysis** 4 credits

A study of functions of a complex variable. Topics include properties of the complex field, analytic functions, integration, and the calculus of residues. **Prerequisite:** C or better in MATH 308. *As needed.*

**MATH 420 Teaching Mathematics: Methods/Measurements** 2 credits

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 the Teacher Education program or permission of instructor. *Block 5.*

**MATH 474 Advanced Topics in Mathematics** 2 credits

Seminar approach to one or more advanced mathematical topics, depending on faculty and/or students' interests. Topics that 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.*

**MATH 484 Senior Project in Mathematics** 4 credits

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 term in which credit is awarded. **Prerequisites:** Advanced standing and permission of department.

## MUSIC (MUSC)





**MUSC 101K/ET Basic Keyboard/Ear Training I** 4 credits

A course to provide students with functional keyboard skills. Objectives: reading treble and bass clef notation, playing hands separately and together in parallel, contrary, and oblique motion, performing basic beginning-level repertoire, and performing technical skills including major and minor five-finger patterns, tetrachord style scales, major and minor chords and inversions, and single-note harmonizations of simple melodies. Connections will be made between developing keyboard and aural skills through the study of sight-singing and ear training. Aural skills include learning solfege



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

syllables and their relationship to pitch, learning basic pitch intervals, their relationships in diatonic scales, performing and interpreting rhythms, and being able to sing melodies without the aid of accompaniment.

**MUSC 102K/ET Basic Keyboard/Ear Training II 4 credits**

A course to reinforce basic keyboard skills through performing late beginning-level repertoire and technical skills including major and minor five-finger patterns, regular fingering major scales and arpeggios hands separately, all four qualities of triads and inversions, and single-note and triadic harmonizations of simple melodies using primary chords. Connections will continue being made between developing keyboard and aural skills through the study of sight-singing and ear training. Aural skills include using solfege to sing diatonic scales with the addition of simple chromatic alterations, identifying chord qualities and inversions by sound, and writing out simple melodic and rhythmic dictation. **Prerequisite:** MUSC 101.

**MUSC 111 Foundations of Music I 4 credits**

The development of basic skills in music theory with regard to melodic and harmonic writing and analysis, musical form analysis, and the historical context in which they occur. Historical topics will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political, and cultural contexts. An emphasis on music technology is also included. Music theory topics discussed will include notation, scales, tonality, keys, modes, intervals and transpositions, chords, cadences and non-harmonic tones, melodic organization, texture (and reduction), and beginning species counterpoint, and late Renaissance polyphony. Music history discussed will include antiquity through the Renaissance.

**MUSC 112 Foundations of Music II 4 credits**

A continuation of Foundations of Music I. Music theory topics discussed will include four-part voice leading, harmonic progression and rhythm, dominant, leading-tone and nondominant seventh chords, secondary dominants and leading-tone chords, modulations, binary and ternary forms, two voice counterpoint, and the fugue. Music history eras discussed will include the early Baroque through the Classical eras. **Prerequisite:** MUSC 111.

**MUSC 121/122/123/124, 221/222/223/224, 321/322/323/324, 421/422/423/424**

**(V,P,W,B,S) Applied Lessons .25/.5 credits**

-  *IDEA: Citizenship & Community*
-  *IDEA: Sports & Society*
-  *IDEA: Being & Knowing*
-  *IDEA: Health & Well-Being*

Performance instruction, literature, study of historical performance practices, and basic pedagogical concepts are offered in piano,

stringed instruments, voice, brass instruments, woodwind instruments, percussion, composition, chamber music, and improvisation. These are one-on-one private music lessons with an instructor. Weekly studio repertoire class (lab) will be scheduled according to the professor. Performance majors take .5 credits per 7-week term (60-minute weekly lesson). All others take .25 credits per 7-week term (30-minute weekly lesson).

- V = Voice Lessons
- P = Piano Lessons
- W = Woodwind Lessons
- B = Brass Lessons
- S = String Lessons

**MUSC 201K/ET Basic Keyboard/Ear Training III 4 credits**

A continuation of Basic Keyboard/Ear Training II, but addressing the following in greater detail: early intermediate-level repertoire including contrapuntal and sonatina literature, creative work with improvisation and composition, and technical skills including regular fingering major scales and arpeggios hands together, and common-tone harmonizations and sight transpositions of simple melodies using primary chords in major keys. Keyboard skills will be connected to aural skills with emphasis on sight-singing more advanced melodies using solfege with the addition of chromatic alterations and harmonic modulations. More advanced rhythmic, melodic, and harmonic dictation. **Prerequisite:** MUSC 102.

**MUSC 202K/ET Basic Keyboard/Ear Training IV 4 credits**

Provides the students the opportunity to complete the requirements for the piano proficiency exam. Reviews and enhances skills already acquired in the previous courses and studies additional late intermediate-level piano repertoire, simple accompaniments for voice and piano, four-voice hymns, and technical skills including regular fingering minor scales and arpeggios hands together, and common-tone harmonizations and sight transpositions of simple melodies using primary chords in minor keys and secondary chords in major keys. These piano skills will also be connected with aural skills, with emphasis on using solfege to sing diatonic and chromatic melodies with and without modulation. Also realizing advanced harmonic, rhythmic, and melodic dictation, including mixed meter rhythms. **Prerequisite:** MUSC 201.





**MUSC 211 Foundations of Music III 4 credits**

A continuation of Foundations of Music II. Music theory topics discussed will include borrowed chords, Neapolitan 6th chords, augmented 6th chords, variation technique, sonata and rondo forms, 9th, 11th, and 13th chords, altered dominants, and chromatic mediants. Music history topics will cover the Romantic era. **Prerequisite:** MUSC 112.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
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	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**MUSC 212 Foundations of Music IV** **4 credits**

A continuation of Foundations of Music III. Music theory topics will include post-Romantic styles, Impressionism and related styles, theory from the early 20th century, pitch-class set theory, serialism, and transformational theory and analytical techniques. Music history topics will cover the post-Romantic era and jazz up to the modern day.

**Prerequisite:** MUSC 211.

**MUSC 230 World Music** **2 credits**

 **IDEA: Citizenship & Community**

 **IDEA: Culture, Structure, & Power**

Investigate World Music (music of different cultures) and its relationship to various facets of human existence and the human experience.

**MUSC 232 Learn to Play Piano in 2 Weeks** **2 credits**

 **IDEA: Technology & Curiosity**

 **IDEA: Creativity & Innovation**

 **IDEA: Being & Knowing**

 **IDEA: Culture, Structure, & Power**

 **IDEA: Health & Well-Being**

Learn the basics of playing the piano without prior musical instruction. You will play in both popular and classical styles and learn note-reading, basic music theory, harmonization, improvisation, and composition.

**MUSC 240/440 Handbell Choir** **.25 credits**

The ringing of English handbells and handchimes is explored and developed. Travels to regional handbell festivals, schools, and churches is expected. No audition, but good music reading skills (especially rhythm) is recommended.

**MUSC 245/445 Music Theatre Ensemble** **.25 credits**

An ensemble focused on the development of students' musical skills and understanding of the tradition of musical theatre. Literature covered will include selections from Vaudeville to modern American musical theatre. Students will develop aural and performance skills as well as healthy vocal practices as expected within the standards of Western classical music and current American musical theatre standards. This course culminates with a public performance of the work studied.

**MUSC 250/450 College Band** **.25 credits**

This ensemble is open to all Hastings College students without audition. Band students participate in marching band, athletic bands, and concert band, and will occasionally split into a wind ensemble and other chamber ensembles. The ensemble performs a variety of wind band literature. *All students receiving scholarships for instrumental music are required to enroll in this ensemble.*

**MUSC 255/455 Jazz Ensemble** **.25 credits**

This ensemble is open to all Hastings College students. Auditions are held the first week of classes in the Fall. Improvisation and sight-reading are skills honed by members. The literature covers a wide variety from the big band era to contemporary jazz music. *Members are required to be in College Band unless excused by the Department Chair.*

**MUSC 260/460 College Choir** **.25 credits**

This ensemble is open to all Hastings College students. Auditions are held in the Fall of each year. The College Choir is a touring ensemble, presenting concerts in Nebraska communities, as well as the Midwest region. The literature covers a broad spectrum of choral music ranging from the middle ages through the present day.

**MUSC 265/465 Choral Union** **.25 credits**

This combined ensemble focuses on large choral works and is open without audition to all HC students. The Choral Union provides opportunities for music majors to practice conducting skills that are studied in the department conducting classes. *All students receiving scholarships for vocal music are required to enroll in this ensemble.*

**MUSC 270/470 Hastings Symphony Orchestra** **.25 credits**

Seventy-piece semi-professional regional orchestra in residence at Hastings College composed of college students, professors, and community professionals. HC students must audition to be in the HSO.

**MUSC 310 Vocal Pedagogy** **4 credits**

For Music Education and Vocal Performance students, the study of pedagogical techniques, physiology and anatomy of the vocal apparatus, and voice classifications will be examined. Appropriate repertoire will be introduced. Each student will have an experiential learning component in which they will each teach 1-2 private students of their own, in partnership with local high schools. Must take third or fourth year.

**MUSC 315 Stage Diction and Vocal Performance** **4 credits**

For Music Education and Vocal Performance students, the study of the International Phonetic Alphabet (IPA) and its use in singing English, Italian, French, Latin, and German. Students will perform songs in each of the languages with attention to the specific nuances of each language and culture. Students enrolled in the minor in Musical Theatre will also find support from this course to develop their theatrical abilities and stage diction techniques.





**MUSC 341 Woodwind/String Methods** **4 credits**

For the Music Education PK-12 major, the course surveys the pedagogical process for teaching beginning woodwind and string instruments. Students will achieve a performance level on several of the instruments similar to that of a middle school student. Possible experiential opportunities in the local elementary music programs.



**IDEAs (InterDisciplinary Emphasis Areas)**

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	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
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	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**MUSC 342 Brass/Percussion Methods** **4 credits**

For the Music Education PK-12 major, the course surveys the pedagogical process for teaching beginning brass and percussion instruments. Students will achieve a performance level on several of the instruments similar to that of a middle school student. Possible experiential opportunities in the local elementary music programs.

**MUSC 351 Introduction to Conducting** **2 credits**

A course in the techniques of training and conducting vocal and instrumental ensembles. Emphasis is placed on basic conducting patterns, gestures, score preparation, and rehearsal technique. There may be experiential opportunities in conducting the Choral Union, College Band, or Handbell Choir.

**MUSC 391 Piano Pedagogy** **4 credits**

For Music majors who intend to develop a private piano teaching studio, this course focuses on techniques and materials for teaching piano. Studies center upon method series for average-age beginners and will examine teaching philosophies and business practices in establishing and maintaining a thriving piano studio. Experiential opportunities to include observing area piano teachers and teaching lessons to students in the community. **Prerequisite:** Sophomore year or later or permission of instructor.

**MUSC 420 Elementary/Secondary Music Methods** **4 credits**

For the Music Education PK-12 major, this class explores methodologies and administrative responsibilities for organizing and maintaining a successful program, whether in a K-12 teaching position where the instructor teaches all music areas or a larger school district where the instructor specializes in the level and area. There will be experiential opportunities within the local schools.

**MUSC 485 Research in Music** **4 credits**

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.

**MUSC 490 Repertoire and Literature** **4 credits**

A survey of vocal, piano, or instrumental repertoire for Music Performance minors and their specific area of study. Resulting paper and program notes are based on students' junior and/or senior recital. This will be taken in conjunction with MUSC 495.

**MUSC 495 Degree Recital** **.25/.5 credits**

A capstone project for the Music major. Either a half recital (for majors and education majors) or a full recital (for performance minors) of literature selected between the student and their applied professor. This recital is part of the capstone performance/portfolio of each student along with their individual, written study of their repertoire. In the recital the student will show their understanding of different periods of music and the appropriate performance styles and

techniques of those periods. The Degree Recital is taken in lieu of the Applied Lesson course in the 7-week session in which it occurs but will still consist of applied lessons with the same instructor. This will be taken in conjunction with MUSC 490.

## PHYSICAL EDUCATION AND HUMAN PERFORMANCE (PHEP)

**PEHP 199 Weights and Mobility** **2 credits**

This course provides students with the opportunity to develop physiologically and psychologically through the use of exercise. Students will work to develop a brief understanding of resistance training and how to incorporate mobility practices to provide a lifetime of good health. The fundamentals of human movement will be taught to ensure proper technique and safety, mobility, stabilization, strength, and power. *Blocks 1 and 5.*

**PEHP 210 History and Principles of PEHP** **2 credits**

 **IDEA: Sports & Society**

This course introduces the scope and nature of the field of physical education and human performance and presents the history, philosophies, principles, and objectives of the discipline. *Blocks 1 and 5.*

**PEHP 301 Kinesiology** **4 credits**

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. A hands-on lab component will be included to supplement lecture material. **Prerequisite:** PEHP 308 or equivalent and PEHP 352. *Block 6.*

**PEHP 308 Structure and Function** **4 credits**

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 for those who are majoring in Health and Physical Education PK-12 and Exercise Science. *Blocks 2 and 4.*

**PEHP 315 Performance Nutrition** **4 credits**





 **IDEA: Health & Well-Being**

This course examines the study of nutrition and how it applies to the human performance in sport and exercise. Students are introduced to basic nutrition concepts in addition to nutrient bioenergetics, thermoregulation and fluid balance, the use of ergogenic aids and behaviors impacting body composition, and weight control. *Block 2.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



**PEHP 316 Healthy Lifestyles****4 credits** *IDEA: Being & Knowing* *IDEA: Health & Well-Being*

This course covers rules and procedures for teaching and participating in lifetime activities for all ages. This course aims to educate students to also adapt a lifestyle that is physically active. The five dimensions of wellness will be explored. *Blocks 2 and 4.*

**PEHP 330 Clinical Populations in Health Care****4 credits**

This course emphasizes health risk assessment, exercise testing, and exercise prescription for healthy and clinical populations. The following categories of clinical conditions are addressed: cardiovascular, metabolic, neurological, pulmonary, and skeletal. A holistic approach prepares students to work with these populations. A hands-on lab component will be included to supplement lecture material. *Block 6.*

**PEHP 331 Inclusive Physical Education****4 credits**

Inclusion is the process of educating children with and without disabilities together. This course teaches Health and Physical Education PK-12 majors how to provide appropriate education to students with a variety of abilities. It provides education and empowerment by introducing the variables that can be adapted to ensure appropriate inclusion in Physical Education classes. The students will be required to spend experiential learning time in a school setting. *Block 3.*

**PEHP 339 Measurement and Evaluation****4 credits**

This course introduces 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. A hands-on lab component will be included to supplement lecture material. **Prerequisite:** Students must be CPR/AED certified. Junior or senior status preferred. *Block 4.*

**PEHP 343 Principles of First Aid and Care of Injury****2 credits** *IDEA: Health & Well-Being*

A study of anatomy and pathophysiology of fitness related injury. Content involves fundamental assessment and evaluation of injury and first aid methods that can be used to treat the injury. *Blocks 1 and 5.*

**PEHP 352 Motor Development****4 credits**

An examination of motor development in children and adults and the role of play in learning. Students will observe developmental and perceptual-motor activities and apply them in their desired future vocations. The course is a combination of lecture and application. A hands-on lab component will be included to supplement lecture material. *Blocks 3 and 4.*

**PEHP 362 Human and Sport Physiology****4 credits**

A study of the physiological response of the human body to exercise and the physiologic adaptation of the human body to training. The course explores the major physiological systems of the human body and its acute and chronic responses to exercise. Concepts can then be applied to physical training and conditioning. A hands-on lab component will be included to supplement lecture material.

**Prerequisite:** CHEM 111, PEHP 308, or equivalents. *Block 3.***PEHP 390 Strategies for Teaching Elementary PE****4 credits**

This course is for the Health and Physical Education PK-12 major. A study of curriculum development and implementation of developmentally appropriate activities for children in the elementary schools. Teaching methodologies, assessment, and current standards are addressed. Students will spend time in the schools for field experience credits putting strategies into practice. Students will also be asked to put together teaching presentations over the elementary curriculum. *Block 3.*

**PEHP 400 Curriculum and Assessment in PE****4 credits**

This course is the capstone for the Health and Physical Education PK-12 major. Time will be spent in completing a portfolio that can be used as a student teaching tool. This class addresses the state and national PE standards and appropriate assessments for those standards. The student will be doing experiential learning in local schools to put knowledge into practice. Junior or senior status required. *Block 2.*

**PEHP 404 Advanced Strength and Conditioning****2 credits**

This course provides a mixture of classroom lecture and hands-on training to prepare students to pass a strength and conditioning certification exam. Course content will build on foundational principles covered in previous classes and will challenge the student to critically apply content to a variety of strength and conditioning settings.

**Prerequisite:** PEHP 484 or permission of instructor. *Block 5.***PEHP 420 Strategies for Teaching Secondary PE****4 credits**

This course is for the Health and Physical Education PK-12 major. A study of curriculum development and implementation of developmentally appropriate activities for children in the secondary schools. Teaching methodologies, assessment, and current standards are addressed. Students will spend time in the schools for field experience credits putting strategies into practice. Students will also be asked to put together teaching presentations over the secondary curriculum. *Block 6.*





**PEHP 430 Strategies for Teaching Health****4 credits**

This course is for the Health and Physical Education PK-12 major. A study of curriculum development and implementation of health education for the PK-12 school system. State and national health standards are addressed as well as assessment of those standards.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

Students will be doing experiential learning in the local school system to put content knowledge into practice. *Block 4.*

**PEHP 440 Research and Statistical Methods in Human Performance** **4 credits**

The course teaches students how to design, critique, and prepare a research proposal utilizing specific writing guidelines (APA, AMA, MLA) and present the proposal to peers and faculty (during PEHP 483). Evidence-based practice principles and basic statistical concepts will be reviewed and incorporated into the student's proposal.

**Prerequisite:** MATH 210, senior status only. *Block 3.*

**PEHP 454 Leadership in PE and Sport** **4 credits**

 *IDEA: Sports & Society*

 *IDEA: Culture, Structure, & Power*

This course enables students the opportunity to study the leadership process within sports and physical education. The course also emphasizes diversity, culture, and power within leadership roles in future vocations. *Blocks 3 and 6.*

**PEHP 483 Exercise Science Capstone** **4 credits**

A capstone course that allows students to master 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 and interaction, individual research project, and formal presentation of project. **Prerequisite:** Senior status. *Block 4.*

**PEHP 484 Strength and Conditioning Capstone** **4 credits**

Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course prepares students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. **Prerequisite:** Senior status. *Block 2.*

**PEHP 490 Community Internship** **2 credits**

Capstone for the Community Health and Wellness major. Students will do an internship with a community-based fitness or health program of their choosing. Recommended for the senior year. *Blocks 1 and 5.*

## PHILOSOPHY (PHIL)

**PHIL 100 Basic Questions of Truth and Meaning: Introduction to Philosophy** **4 credits**

 *IDEA: Creativity & Innovation*

What does it mean to be human? What is the meaning of life and death? How much of reality can we know? This course provides

students the opportunity to think deeply and systematically about some of these fundamental questions of human meaning and the nature of reality. An introduction to both this individual practice and its history, the course offers a survey of key questions, concepts, and texts in philosophy, with attention to its relevance to contemporary individual and social life.

**PHIL 101 Morals, Happiness, and the Good Life: Introduction to Ethics** **4 credits**

 *IDEA: Sports & Society*

 *IDEA: Technology & Curiosity*

 *IDEA: Being & Knowing*

 *IDEA: Health & Well-Being*

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 can 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 theories that have been developed to answer them. Attention is given to ethical issues in our contemporary world and to the application of theory to these issues. Readings include Plato, Aristotle, Kant, Mill, Singer, and others.

**PHIL 200 Introduction to Logic** **4 credits**

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.

**PHIL 210/310 Seekers and Sages: Ancient Greek and Roman Thought** **4 credits**

 *Designation: Writing*

A survey of major ideas and thinkers that shaped the birth and development of Western philosophy from its inception as the search for wisdom in Greece to its Roman iteration as the practice of disciplined self-care. Focus will be placed on Plato and Aristotle; other thinkers to be covered may include the Pre-Socratic thinkers, Sophocles, Seneca, Epictetus, and Marcus Aurelius.





**PHIL 212/312 The Evil Genius to the Eternal Return: Enlightenment to Postmodern Thought** **4 credits**

A survey of major ideas and thinkers shaping Western thought from the birth of the scientific age (17th century) through the Enlightenment



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

and into the 19th century. The course will typically trace the development of a theme of contemporary importance through the thinkers and texts that we cover. Such themes might include 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. Thinkers studied will include at least some of Descartes, Spinoza, Hume, Kant, Hegel, Marx, Nietzsche, and Freud.

**PHIL 220/320 Self, Freedom, and Death: Existentialism 4 credits**

An exploration of the key questions and ideas regarding human subjective experience developed by existential literature and philosophy: the self/the Other, freedom, authenticity, alienation, angst, absurdity, death, God. Thinkers studied will include at least some of Kierkegaard, Nietzsche, Heidegger, Sartre, Beauvoir, Camus, and Fanon.

**PHIL 222/322 Individuals, Masses, and Power: 20th Century Theory 4 credits**

 *IDEA: Citizenship & Community*

 *IDEA: Culture, Structure, & Power*

A study of ideas and thinkers impacting the contemporary theory utilized in a number of disciplines including psychology, sociology, art, literature, history, and philosophy. Thinkers and movements studied will include at least some of Nietzsche, Critical Theory, Foucault, deconstruction, disability theory, feminist theory, and Butler.

**PHIL 224/324 Constructing Bodies: Sex, Gender, Race, and Embodiment 4 credits**

 *Designation: Writing*

 *Designation: Diversity*

 *IDEA: Culture, Structure, & Power*

An investigation of the nature of sex, gender, race, disability, and embodiment, with a particular focus on how social norms, categories, and structures shape our everyday sense of embodiment and identity. We will consider thinkers and texts from philosophy, queer theory, disability theory, critical race theory, psychology, biology, and gender and sexuality studies.

**PHIL 226/326 Individuals, States, and Freedom: History of Social and Political Thought 4 credits**

A treatment of important political concepts and thinkers from Plato to the present day, designed to trace the roots of long-standing political concerns and place them in historical perspective. Emphasis is given to the history of thinking about the relations between individuals, the relations between individuals and states, and the various meanings of freedom, justice, and power.

**PHIL 228/328 Political Thought in America 4 credits**

This course surveys American political thought from the colonial era to the present. Required readings are drawn mainly from primary sources, including writings of politicians, activists, and theorists, and include the Federalist Papers, de Tocqueville, and writings of thinkers ranging from Jefferson to Thoreau and Rawls. Topics include the relationship between religion and politics, rights, federalism, national identity, the relationship of subordinated groups to mainstream political discourse, and the role of ideas in politics.

**PHIL 230/330 World Philosophy 4 credits**

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Being & Knowing*

This course explores world systems of thought, many of which blend aspects of religion and philosophy, as well as theory about dismantling colonialism in intellectual traditions. Traditions studied will include at least some of Confucianism, Daoism, Buddhism, Hinduism, Latin American philosophy, Africana Philosophy, and Decolonial philosophy.

**PHIL 240/340 Bioethics 4 credits**

 *IDEA: Sports & Society*

 *IDEA: Health & Well-Being*

This course explores ethical issues that emerge in life sciences, medicine, biotechnology, health care, and political life more broadly. Students will explore theories of ethics as well as learn to apply them to contemporary questions. *Note: Another course in Bioethics, BIOL 342, is taught in the Biology department.*

**PHIL 242/342 Ethics of the Environment and Technology 4 credits**

 *IDEA: Technology & Curiosity*

 *IDEA: Built & Natural Environments*

This course will study ethical and social issues concerning how humans relate to the natural environment and to technological advances. Topics include the history of environmental ethics, sustainability, responsibility to future generations, human-nonhuman relations, artificial intelligence, and more. Students will learn how to apply ethical theories and concepts to contemporary environmental and technological concerns, and analyze the relevance of scientific, technological, economic, and socio-political considerations in approaching current issues in environmental and technological ethics.





**PHIL 290/390 Topics in Philosophy 2-4 credits**

This course allows for the in-depth study of a significant philosophical topic, thinker, or movement in philosophy, chosen by the instructor.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**PHIL 292/392 Philosophy Directed Study** **4 credits**

This course allows for the in-depth study of a significant philosophical topic, thinker, or movement in philosophy, chosen in consultation with the instructor.

**PHIL 400 Seminar in Philosophy** **2 credits**

This seminar, open to majors and non-majors alike, serves as a capstone course for majors in Philosophy and Religion or History and Philosophy, and as an intensive seminar in a selected topic area for other students. 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 over the course of the major.

## PHYSICS (PHYS)

**PHYS 201 General Physics I** **4 credits**

-  *Designation: Quantitative*
-  *IDEA: Citizenship & Community*
-  *IDEA: Sports & Society*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Built & Natural Environments*

Meets pre-professional requirements in the health professions and satisfies the quantitative core requirement. Topics include Newton's laws of motion, conservation laws, rotational dynamics, fluids, waves, and statistical analysis techniques.

**PHYS 202 General Physics II** **4 credits**

Continuation of PHYS 201 with emphasis placed on the fundamentals of heat, electricity, magnetism, light, and selected topics from modern physics. **Prerequisite:** PHYS 201.

**PHYS 211A College Physics I** **2 credits**

-  *Designation: Quantitative*
-  *IDEA: Citizenship & Community*
-  *IDEA: Sports & Society*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Built & Natural Environments*

Calculus-based introduction to the classical mechanics of particles and systems, laws of motion, work and energy, and statistical analysis techniques. The course sequence consisting of PHYS 211A and 211B satisfies the quantitative core requirement. **Corequisite:** MATH 150.

**PHYS 211B College Physics I** **2 credits**

-  *Designation: Quantitative*
-  *IDEA: Citizenship & Community*
-  *IDEA: Sports & Society*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Built & Natural Environments*

Continuation of PHYS 211A. Calculus-based introduction to conservation principles, rotational dynamics, conditions for equilibrium, periodic motion, and statistical analysis techniques.

**Prerequisite:** PHYS 211A.

**PHYS 212A College Physics II** **2 credits**

Calculus-based introduction to the principles of mechanical waves, sound, and thermodynamics. **Prerequisites:** PHYS 211B and MATH 150.

**PHYS 212B College Physics II** **2 credits**

Continuation of PHYS 211A. Calculus-based introduction to the principles of electricity, magnetism, electromagnetic waves, and optics. **Prerequisite:** PHYS 212A.

**PHYS 311 Modern Physics w/Introduction to Fundamentals of Scientific Programming I** **4 credits**

Introduction to special relativity and the experimental basis of quantum theory. Since most investigations in physics and engineering involve the creation of computer simulations of physical phenomena, this course will provide an overview of programming concepts related to flowcharting, algorithm structure, functions, arrays, and other programming fundamentals useful to scientists and engineers.

**Prerequisites:** PHYS 212B and MATH 160.

**PHYS 312 Modern Physics w/ Introduction to Fundamentals of Scientific Programming II** **4 credits**

Continuation of PHYS 311. Introduction to atomic theory, wave properties of matter, quantum theory, Schrödinger equation, and the anomalous Zeeman effect. Students will continue to develop their programming skills by constructing computer simulations related to topics presented during lectures and laboratory exercises.

**Prerequisite:** PHYS 311.

**PHYS 313 Electronics w/Scientific Computational Methods I** **4 credits**

Introduction to the physical principles of electronic devices. Topics will include DC and AC circuits, Fourier analysis, and bipolar and field-effect transistors. Computational methods considered during this class will be implemented using programs such as NI Multisim, MATLAB, and Mathematica. **Prerequisites:** PHYS 212B and MATH 160.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**PHYS 314 Electronics w/Scientific Computational Methods II** **4 credits**

Continuation of PHYS 313. Topics will include operational amplifier circuits, active filters, basic digital concepts and circuits, and binary arithmetic, logic, and memory. Computational methods considered during this class will be implemented using programs such as NI Multisim, MATLAB, and Mathematica. **Prerequisite:** PHYS 313.

**PHYS 351 Electrodynamics and Optics I** **4 credits**

Development of Maxwell's equations. This course provides an introduction to electrostatics, special solution techniques, and electric fields in matter. Topics covered in geometrical optics include ray-tracing, aberrations, lens design, and photometry. A variety of the connections between electrodynamics and optics will be explored. **Prerequisites:** PHYS 212B and MATH 323.

**PHYS 352 Electrodynamics and Optics II** **4 credits**

Continuation of PHYS 351 and the development of Maxwell's equations. This course provides an introduction to magnetostatics, electrodynamics, and electromagnetic waves. Topics covered in wave optics include: polarization, interference, Fresnel and Fraunhofer diffraction, and Fourier optics. A variety of the connections between electrodynamics and optics will be explored. **Prerequisite:** PHYS 351.

**PHYS 361 Thermal Physics and Mathematical Methods I** **4 credits**

Studies in theory of heat, first and second laws of thermodynamics, and entropy. In addition, this course presents a broad variety of mathematical techniques essential to the solution of advanced problems in physics and engineering. Topics include complex numbers, linear algebra, and partial differential equations. Application of these topics to the solution of problems in physics and engineering is stressed, and many of these analysis methods will be used to determine solutions to thermal physics problems. **Prerequisites:** PHYS 212B and MATH 160.

**PHYS 362 Thermal Physics and Mathematical Methods II** **4 credits**

Continuation of PHYS 361. Studies in heat engines, Gibbs free energy, and Boltzmann and quantum statistics. In addition, this course presents a broad variety of mathematical techniques essential to the solution of advanced problems in physics and engineering. Topics include vector analysis, Fourier series and transforms, ordinary differential equations, calculus of variation, and series solutions of differential equations. Application of these topics to the solution of problems in physics and engineering is stressed, and many of these analysis methods will be used to determine solutions to problems from a variety of fields in physics. **Prerequisite:** PHYS 361.

**PHYS 381 Analytical and Quantum Mechanics I** **4 credits**

Continuation of the topics introduced in PHYS 211A&B and PHYS 311 and PHYS 312. A broad development of the principles of Newtonian mechanics for the investigation of particle dynamics, central force

problems, and oscillatory motion. These topics are useful for the solution of everyday problems while being essential to understanding the foundations of quantum and statistical physics. Topics: The wave function, time-independent Schrödinger equation, Hilbert space, and quantum mechanics in three dimensions. **Prerequisites:** PHYS 312 and MATH 323.

**PHYS 382 Analytical and Quantum Mechanics II** **4 credits**

Continuation of PHYS 381. A broad development of the principles of Newtonian mechanics for the investigation of calculus of variation, Lagrangian and Hamiltonian dynamics dynamics of rigid bodies, and coupled oscillators. These topics are useful for the solution of everyday problems while being essential to understanding the foundations of quantum and statistical physics. Topics: Identical particles, perturbation theory, the WKB approximation, and scattering. **Prerequisite:** PHYS 381.

**PHYS 422 Advanced Laboratory** **2 credits**

Unique experiments in physics. Experiments in the physics laboratory include spectroscopy and x-ray fluorescence. During the second week of this Block 5 course, a class-trip to Chicago is taken. The trip includes visits to Fermi Lab, Argonne National Laboratory, The Museum of Science and Industry, and other Chicago landmarks. **Prerequisite:** PHYS 312. *Block 5, odd-numbered years.*

**PHYS 481 Senior Project I** **2 credits**


All physics majors must complete a senior project involving research, experimental design and construction, measurement and analysis, concluding with a presentation at the Nebraska Academy of Science spring meeting.

**PHYS 482 Senior Project II** **2 credits**

Second half of the PHYS 481/483 sequence.

## POLITICAL SCIENCE (POLS)

**POLS 200 Introduction to US Politics and Policy Making** **4 credits**

 *Designation: Service Learning*

 *IDEA: Citizenship & Community*

Starting with the origin, structure, and current interpretation of the US Constitution, this course will introduce students to the political institutions, processes, dynamics, and key actors of US politics. We will examine the origins and consequences of political polarization; the functions of, and balance of power between, the various branches of government, and the role each branch plays in making, carrying-out, and interpreting public policy; and the role of lobbyists, interest groups, social movements, and political parties in influencing policy making and the political agenda.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**POLS 201 Research Process in Political Science 2 credits**

 *IDEA: Technology & Curiosity*

In this course, students will develop an understanding of the research process commonly used in political science well enough that they can write their own research proposal. We will examine the relationship between theory, hypothesis, data gathering, and analysis; the logic of research design; issues of conceptualization and measurement; and the writing of literature reviews and research proposals.

**POLS 209 Research Methods in Political Science 4 credits**

 *IDEA: Creativity & Innovation*

In this course, students will develop a critical appreciation for and understanding of the research methods commonly used in political science research and will be introduced to the skills necessary to conduct their own research. We will examine the techniques and theories behind some of the most common political science research methods, both quantitative and qualitative. In the process students will gather data, and analyze it using these techniques. This course introduces students to a statistical analysis software package and walks them through how to use the software to analyze both self-generated and secondary datasets, using a variety of techniques up to and including multiple regression analysis. **No prerequisite**, although students may find this course more useful after taking a statistics course.

**POLS 230 Introduction to Global and Comparative Politics 4 credits**

 *Designation: Service Learning*

 *IDEA: Citizenship & Community*

This course introduces students to basic political concepts and the key characteristics of political systems in different countries. It examines the structure and functioning of government institutions, political parties, interest groups, and factors such as political culture and political participation. The course pays special attention to the way in which domestic policy making is influenced by international factors and critically examines the nature of international relations and global politics in the 21st century. It addresses how countries interact; what is the purpose and structure of international organizations; and what is the role of global actors such as social movements and non-governmental organizations. **No prerequisite.**

**POLS 250 US Public Policy and Its Analysis 4 credits**

 *Designation: Writing*

 *IDEA: Technology & Curiosity*

 *IDEA: Built & Natural Environments*

This course has several components. We examine the rationale for government policy, the circumstances under which policy undergoes significant change, who may be excluded from the benefits of policy, and who the players are who attempt to shape policy. We examine the

development of US economic and domestic policy—everything from immigration policy to Social Security to the Inheritance (“Death”) Tax—and give the student an idea of why current policies are the way they are. Finally, we examine and evaluate several ways that policies can be analyzed, including the Delphi Technique, cost-benefit analysis, feasibility analysis, and ethical analysis.

**POLS 252 Environmental Politics and Policy Making 4 credits**

 *IDEA: Built & Natural Environments*

This course examines the development of environmental policy in the United States, covers how environmental policy is currently made in Congress, the Executive Branch, and the courts, and how interest groups have an impact on that policy making. **No prerequisite**, although POLS 200, POLS 201, and POLS 250 are recommended.

**POLS 300 US Congressional Politics and Policy Making 4 credits**

 *Designation: Writing*

This course systematically examines the structure and function of the US Congress, and the impact of internal and outside pressures on how it makes policy. While we do explore 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, this course is mostly focused on the specific pressures that legislators must respond to: electoral constituencies, donors, lobbyists, partisan strategists, party leaders, committee leaders, presidents, and timing. **Prerequisite:** POLS 200.

**POLS 301 US Executive Politics and Policy Making 4 credits**

This course looks more in depth at the role, structure, and functions of the US presidency and executive branch in how it makes and carries out policy. The course focuses on the development of the presidency, its growth in power, how the current government is structured, and how the other branches and outside forces such as parties, elections, media, and lobbyists influence the actions of the White House and the executive departments and agencies. **Prerequisite:** POLS 200.





**POLS 311 US Parties, Campaigns, Elections, and Public Opinion 4 credits**

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. In particular, the course will examine how economic, social and political conditions, candidate characteristics, party identification, and political ideology mix with campaign rhetoric and advertising to sometimes convince and motivate voters, and sometimes not. **No prerequisite**, although POLS 200 would be useful.



*IDEAs (InterDisciplinary Emphasis Areas)*

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

*Optional Certificates*

	<i>Service Learning</i>
	<i>Diversity</i>

**POLS 330 International Institutions and IR Theory** **4 credits**

 *IDEA: Citizenship & Community*

This course focuses on questions of global governance in the international system. It addresses the way in which international institutions are used at various levels of governance in the international system, with varying degrees of success, to resolve international concerns. The course examines the problems of cooperation in the international system and how institutions are designed and constructed to overcome these problems. Particular emphasis is placed on theories of international relations. Students in the course also have the opportunity to participate in a Model UN conference. The conference takes place in New York city in March of every year, but attendance at the conference is not guaranteed or required. **No prerequisite.**

**POLS 331 US Foreign Policy** **4 credits**

 *Designation: Writing*

 *IDEA: Citizenship & Community*

This course examines American foreign policy from the end of World War II to present day. It covers a basic overview of international relations theory and theories of domestic politics as they apply to US foreign policy. The course examines events that shaped the Cold War, such as the Cuban Missile Crisis, how US interaction with the USSR evolved in the period 1940-1989, and the US contribution to the collapse of the former Soviet Bloc. Finally, the course covers foreign policy from the end of the Cold War until present day, including 9/11, the wars in Afghanistan and Iraq, and the global financial crisis of 2007-2008. Students are encouraged to think about the future of the United States as the world's leader. **Prerequisite:** POLS 230.

**POLS 332 Modern Europe** **4 credits**

 *Designation: Diversity*

The European Union (EU) is an unusual political organization that could be examined as both a federation in the making and as an international organization. This class examines the purpose, nature, and structure of the EU. It focuses on the main EU institutions, the EU policies, and the concepts of shared power and pooled sovereignty. Helps students understand the practical aspects of how the EU works while also examining the role of the EU in global politics and its future. Students have an opportunity to participate in a Model EU conference that takes place in Indiana in the month of April. Attendance at the conference is not guaranteed or required. **No prerequisite**, though POLS 230 and POLS 330 would be helpful.

**POLS 340 International Development** **4 credits**

 *Designation: Diversity*

 *IDEA: Being & Knowing*

 *IDEA: Built & Natural Environments*

This course introduces students to the basic theory, institutional architecture, and practice of international development. It takes an applied approach to the major questions in the field of development: What does development mean; why are some countries persistently poorer than others; how have different stakeholders sought to address the challenges of development in the past; and how are they approaching these challenges now? The course goes beyond traditional dichotomies of government vs. markets, or structure vs. agency, and narrow definitions of progress, wellbeing, and culture. Instead, students develop a more nuanced understanding of international development. To do so, students will participate in a Model Arab League Conference where they will prepare to represent an Arab country in a 3-day long negotiation process. Attendance at the conference is not guaranteed or required.

**POLS 341 Gender and Politics** **4 credits**

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*

 *IDEA: Culture, Structure, & Power*

This course examines contemporary issues related to women's experiences as political actors and subjects from an international perspective: It addresses representation and rights; sex, gender, and the law; politics in transition; political violence; and the global economy. The course focuses specifically on male overrepresentation in politics in a comparative perspective and considers innovative ways to achieve equal political representation. Students engage with representatives of local, national, and international women's organizations to learn from their perspectives and gain a look behind the scenes of the women's movement for equal representation. At the end of the course, students should be able to engage in thoughtful conversations and discussion on men's and women's role in politics, tools to achieve equal representation, and the connection between policy outcomes and gender representation. **No prerequisite.**

**POLS 342 Civil Society in National and Global Politics** **4 credits**

 *Designation: Writing*

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*





 *IDEA: Culture, Structure, & Power*

This course examines the role of formal and informal networks of social movements, interest groups, non-governmental organizations



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

(NGOs), epistemic communities, and other unofficial agents in national politics of the US and other countries, and in global politics. It analyzes the tools, the opportunities, and the limitations for civil society in agenda setting, policy making and governance, transnational diplomacy, and the monitoring and addressing of a number of crucial global issues. The question that this course will address is how civil society organizations function across different conditions, contexts, sectors or regions, and the factors and techniques that allow them to have a real impact on policy making, implementation, and enforcement. The course also takes a practical “lessons learned” approach to help students understand which organizational strategies and tactics are most effective at achieving political outcomes in US politics, whether through lobbying, partisan politics, direct democracy, or unconventional political action. **No prerequisite.**

**POLS 354 Immigration and Homeland Security Policy 4 credits**  
This course examines the development and enforcement of immigration and homeland security policy in the United States and European Union countries. **No prerequisite**, although POLS 250 and POLS 332 are recommended.

**POLS 421 US Judicial Politics and Constitutional Law 4 credits**  
This course examines the institutions of the US judicial system, with particular emphasis on the Supreme Court, and the policy-making role that judges and justices play in US politics and policy making. In particular, it addresses how the US court system developed; how and why judges and justices are elected or appointed and confirmed; why cases go to state courts, administrative courts, or federal courts; and how cases are decided at each level of the court system. The bulk of the course examines how the federal courts have interpreted the Constitution, 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. **No prerequisite**, although POLS 200 is helpful.

**POLS 440 Democratization and Post-Communist Transition 4 credits**



*Designation: Diversity*

This course examines states in transition in Europe and on its periphery. It asks why many states have joined the European Union and the North Atlantic Treaty Organization, while many others have held onto authoritarian means of rule or have been party to armed conflict; why some states have acclimated themselves to many democratic rules relatively smoothly, while others are leaning towards populism and nationalism; what are the challenges of democratization after many years of communist rule; and what explains increasing nostalgia for communist style governance. **No prerequisite.**

**POLS 460 Practicum in Political Science 1-6 credits**  
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 program 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 credits 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.

**POLS 480 Research Capstone in Political Science 2 credits**  
The first half of the capstone course to be completed by all senior majors. Under the close guidance of a faculty mentor, each student will identify a research question that interests them, perform a comprehensive review of the political science literature on that research question, and put together a research proposal that will allow them to answer that research question during their senior year. **Prerequisites:** Senior status and Political Science or International Relations major, or permission of instructor. *Block 1.*

**POLS 481 Analysis Capstone in Political Science 2 credits**  
The second half of the capstone course to be completed by all senior majors. Under the close guidance of a faculty mentor and based on the research proposal developed in POLS 480, each student will gather data, analyze it, and draw conclusions about their research question. All students in this class are required to present their capstone project at an open forum and are encouraged to submit the abstract of the project to a national conference or meeting early in the process. **Prerequisite:** POLS 480. *Block 5.*

## PSYCHOLOGY (PSYC)

**PSYC 100 Introduction to Psychological Science 4 credits**

- IDEA: Citizenship & Community*
- IDEA: Technology & Curiosity*
- IDEA: Being & Knowing*
- IDEA: Culture, Structure, & Power*
- IDEA: Health & Well-Being*

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

### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>



perspectives, research, and application. This is the first in the sequence of core courses in the major; if necessary, can be taken concurrently with PSYC 150 and/or PSYC 200. *Blocks 2, 3, 4, 6, and summer, every year.*

**PSYC 150 Scientific and Information Literacy** **2 credits**

 *IDEA: Technology & Curiosity*

This course will help students develop the scientific knowledge and skills necessary for advanced courses. Students will examine details of various descriptive and experimental methods used in social scientific research. They will develop strategies for accessing scientific information, and will practice reading, critiquing, paraphrasing, and summarizing information found in scholarly journals. Students will also become familiar with basic statistical concepts and how statistics are used to draw conclusions about data. *Blocks 1 and 5, every year.*

**PSYC 200 Professional Development** **2 credits**

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 and job application process. Students will develop an individualized program of preparation for their unique career goals. This course should be taken as soon as possible after the major has been declared. **Prerequisites/Corequisites:** PSYC 100 and PSYC 150. *Block 5, every year.*

**PSYC 204 Introduction to Behavioral Neuroscience** **4 credits**

 *IDEA: Technology & Curiosity*

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*

 *IDEA: Health & Well-Being*


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. *Block 3, every year.*

**PSYC 221/421 Psychological Health and Well-Being** **4 credits**

 *IDEA: Sports & Society*

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*

 *IDEA: Health & Well-Being*

This course is an exploration of 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 emphasize the psychological and behavioral aspects of health care. Attention to the field of positive psychology and the conditions in which individuals and communities thrive is a major focus of the course. The positive effects of exercise, sleep, stress management, and nutrition are explored. Students will be encouraged to explore how research in the field of health psychology may be applied to their own lives. *Block 2, every year.*

**PSYC 223/323 Abnormal Psychology** **4 credits**

A survey of modern concepts of psychopathology with emphasis upon description, symptoms, etiology, and treatment of mental disorders including those associated with mood, psychosis, dissociation, somatoform reactions, personality, substance use and abuse, sexual dysfunction and deviance, eating, aging, child/adolescent development, and brain dysfunction. Additionally, there will be an emphasis on clinical interviewing and testing. *Blocks 2 and 4, every year.*

**PSYC 225 Lifespan Development** **4 credits**

 *Designation: Service Learning*

 *IDEA: Culture, Structure, & Power*

This course involves the exploration of the process of human development from biological, physical, cognitive, emotional, and socio-cultural perspectives from conception through death, with particular emphasis on typical development in infancy/childhood, adolescence, and later adulthood. Emphasis will be placed on theoretical perspectives, guiding principles/themes, and specific topics such as brain development, cognitive processes (e.g., memory, language), parenting, gender role development, technology and the outdoors, food insecurity, childhood obesity, relationships, stress/coping, and optimal aging. In addition, atypical developmental concerns (i.e., developmental disorders such as autism, ADHD; depression, anxiety) will also be examined. Students will complete service learning credits related to their developmental interests. *Block 4 and Summer, every year.*

**PSYC 235 Developmental Disorders and Interventions** **4 credits**





 *Designation: Service Learning*

From a biopsychosocial perspective, students will examine disorders that are usually diagnosed in childhood, including Pervasive Developmental Disorders (e.g., autism), Behavioral Disorders (e.g., attention deficit hyperactivity disorder, conduct disorder), Intellectual Disability and Learning Disorders, Communication Disorders (e.g., dyslexia), 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. Students will examine and evaluate evidence-based intervention strategies, including psychopharmacological, cognitive-behavioral, and public health



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**



	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

approaches, that are tailored to particular individual (or group) needs. Students will complete service learning credits to integrate course material with real-life observations. *Block 3, every year.*

**PSYC 245 Adolescent Development and Emerging Adulthood 4 credits**

-  *Designation: Service Learning*
-  *IDEA: Culture, Structure, & Power*
-  *IDEA: Built & Natural Environments*

Students will examine the biological, cognitive, and social transitions of adolescent development and emerging adulthood. In addition to theoretical perspectives and basic issues, major topics may include brain development, influence of technology and nature, family relationships, peer relations/friendships, identity, autonomy, sexuality and hookup culture, career preparation, and psychosocial problems (e.g., internalizing/externalizing problems, drug/alcohol abuse, stress). Special focus will be placed on legal issues that may result from typical developmental processes and sociocultural forces, particularly within at-risk populations; students will critique the current juvenile justice system and consider evidence-based restorative justice programs, as well as social policy implications. Students will complete service learning credits to integrate course material with real-life observations. *Block 3, every year.*

**PSYC 250/350 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 and Sociology. 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. Only 6 credit hours can be graded; additional credits 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. **Prerequisite:** Permission of instructor. *Arranged.*

**PSYC 300 Psychological Research Methods and Statistics 4 credits**

This course allows students to apply the scientific knowledge and skills gained in previous courses. Students will acquire an in-depth understanding of various descriptive and experimental designs in psychological research. Students will then work in small groups to complete a literature review and to design and conduct original empirical research. They will use inferential and descriptive statistics to analyze the collected data, and individually students will write a formal research report using APA publication style. **Prerequisites:** PSYC 150,

PSYC 200, and MATH 210. This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Blocks 2 and 4, every year.*

**PSYC 305 Disconnect to Reconnect: Technology, Nature, and Human Connection 2 credits**




-  *IDEA: Citizenship & Community*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Being & Knowing*
-  *IDEA: Health & Well-Being*
-  *IDEA: Built & Natural Environments*

Drawing on psychological theory and research, as well as contemporary writings regarding concerns about development in the Digital Age, students in this course will examine the impact of technology on their own and others' lives and will explore the benefits of nature experiences on physical, cognitive, and social-emotional development. In addition to lecture and reading discussions, students will engage in group projects, and will participate in outdoor activities (as weather permits) on campus, at Prairie Loft, and other locations across the state. Overnight travel is required; activity fee (approximately \$300-400) may be required.

**PSYC 311 Organizational Development and Leadership 4 credits**

This course is an examination of the application of scientific methods and psychological principles to behavior within organizations. Topics include employee selection, performance appraisal, work motivation, work attitudes, and organizational culture. Particular attention will be paid to organizational change and development and theories of leadership. The ultimate objective of this course is to explore the conditions in which employee well-being and organizational effectiveness are optimized. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, every year.*

**PSYC 314 Cognitive Processes and Applications 4 credits**





-  *IDEA: Technology & Curiosity*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Built & Natural Environments*

This course provides an overview of topics in the scientific study of mental processes and thinking. Students will scrutinize research support for ideas and formal theories on attention, perception, memory, knowledge, language, reasoning, and problem solving. Students will practice the skills of reading/interpreting scientific journal articles, hypothesizing, and gathering empirical evidence. Students will apply findings to current issues in clinical psychology, neuroscience, education, and criminal justice. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, every year.*



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**PSYC 333 Counseling and Personality Theories and Processes** **4 credits**

This course acquaints the student with the major personality and counseling theories and their theoretical roots and application. The course will take a biopsychosocial approach to the understanding of the development of personality and the application of counseling and strategies and techniques utilized in the clinical setting. A strong emphasis will be on skill development and application. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, every year.*

**PSYC 351 Quantitative Analytics in Sports** **2 credits**

 *IDEA: Sports & Society*

This course is a hands-on exploration of applied statistical analysis in sports. Students will explore the value of quantitative analysis for answering research questions in creative ways. Students will be responsible for building a predictive sports model of team or individual performance from publicly available data. **Prerequisite:** A quantitative course, such as MATH 210, is recommended. This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Blocks 1 and 5, every year.*

**PSYC 355/555 Early Childhood Development** **4 credits**

 *Designation: Service Learning*

From a biopsychosocial perspective, 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 (birth to age 8). Special topics may include attachment relationships, brain development, prenatal development, cognitive processes (memory, language), mindfulness, growth mindset, emotion regulation/self-control, food insecurity/nutrition, peer relations/friends, and the influence of technology and the outdoors on development. We will give special attention to issues related to educational environments (daycare, preschool quality, elementary schools) and focus on evidence-based early intervention strategies. Students are required to write a research paper related to a topic of their interest and will complete service learning credits to integrate course material with real-life observations. **Preferred prerequisite:** PSYC 225 or permission of instructor. **ECH Prerequisite:** EDUC 201. This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, every year.*

**PSYC 400 Senior Seminar in Psychological Science** **4 credits**

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 resume/vita, personal statement, and graduate school/job application materials.

**Prerequisites:** Senior standing and all other core major courses. *Blocks 2 and 3, every year.*

**PSYC 441 Motivation and Performance** **4 credits**

 *IDEA: Sports & Society*

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*

This class is an exploration of the motives underlying human motivation and behavior. We explore individual dispositional and situational factors that affect motivation in various settings. The relationships between motivation and job performance, athletic performance, and other applied areas of performance are discussed. The evidence for various contemporary theories of motivation is critically examined. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, every year.*

**PSYC 450 Field Work/Service Learning** **1-4 credits**

An experiential course that provides personal, on-the-job experience in the student's area(s) of interest. With placement assistance from the professor, students may complete 80-120 credits of fieldwork/service learning with a community organization. The site supervisor will provide guidance and evaluation. Class time will be devoted to acquiring knowledge about the students' chosen career field, professional development (e.g., professionalism, resume/vita), discussion of issues within the field (e.g., ethics), and guided reflection from peers, professionals, and faculty. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, every year.*

**PSYC 480 Advanced Research Methods** **4 credits**

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:** PSYC 300. This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *As needed.*

**PUBLISHING (PUBL)**

**PUBL 217 Typesetting** **4 credits**





 *IDEA: Creativity & Innovation*

Introduction to contemporary book layout and composition, including reading and writing type specifications, conventions of page layout, printing and binding types, and fundamentals of Adobe InDesign.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
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	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**PUBL 234 Book Production** **2 credits**

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.

**PUBL 235 Copy Editing** **4 credits**

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.

## RELIGION (RELG)

**RELG 125 Reading the Old Testament** **4 credits**

Survey of the literature of the Hebrew Bible from the perspective of biblical scholarship. Explore the sources of scripture, what the words meant to the ancient Israelites, and how to read scripture in context. Experiential learning component.

**RELG 135 Reading the New Testament** **4 credits**

Survey of the literature of the New Testament from the perspective of biblical scholarship. Explore the sources of scripture, what the words meant to early Christians, and how to read scripture in context. Experiential learning component.

**RELG 191 Religions of the World** **4 credits**

 *IDEA: Being & Knowing*

An introduction to the role that religion plays in particular cultures and societies from around the world. At least one non-Christian belief system will be explored in depth. Special focus on the ways that religion not only maintains social systems but also can challenge the status quo.

**RELG 220 Spirituality and Health** **4 credits**

 *IDEA: Being & Knowing*

 *IDEA: Health & Well-Being*

Exploration of the intersection of human spirituality and health. Addresses questions such as: What is spirituality? What is health? How are they related? What is the relationship of spirituality to health and disease? Covers a selection of the spiritual traditions in the United States and how these traditions intersect with lay practitioners' beliefs and practices about health. Explores the ways in which these traditions are in harmony with and/or challenge traditional Western medicine. There will be a significant experiential component tailored to

students' reasons for taking the course (including a pre-health care professional option).

**RELG 245/345 Religion, Women, and Change** **4 credits**

 *Designation: Service Learning*

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. Service learning project.

**RELG 246/346 Understanding Christianity** **4 credits**

An exploration of different ways to understand Christian history, thought, and theology. We examine critical turning points in the Christian tradition, the spread of global Christianity, and the rise of various 20th and 21st century liberation perspectives.

**RELG 250/350 Ethics, Morality, and Society** **4 credits**

 *IDEA: Citizenship & Community*

 *IDEA: Culture, Structure, & Power*

We explore what the world's major religions have to say about how a person should live their life in harmony with the divine. We also examine what these religions advocate with respect to social norms and how individuals should interact with each other. What happens when these perspectives collide? What happens when what is seen as ideal clashes with what is actually happening in society? What do these religions have to say in the context of politics, the resolution of conflict, and the meaning of a good life in this world or the next?

**RELG 290/390 Topics in Religion**

This course allows for the in-depth study of a significant topic in religion, chosen by the instructor.

**RELG 292/392 Religion Directed Study**

This course allows for the in-depth study of a significant topic in religion, chosen in consultation with the instructor.

**RELG 295/395 Native American Religions** **4 credits**

 *Designation: Service Learning*





 *IDEA: Built & Natural Environments*

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). Student 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.



### IDEAs (InterDisciplinary Emphasis Areas)

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

### CORE

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

### Optional Certificates

	<i>Service Learning</i>
	<i>Diversity</i>

Students enrolled in RELG 395 will be required to write a final research paper.

**RELG 298/398 Buddhist Religions 4 credits**

 *IDEA: Health & Well-Being*

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. Experiential education component. Students enrolled in RELG 398 will be required to write a final research paper.

**RELG 375 Religion, Art, and Sacred Space 4 credits**

 *IDEA: Creativity & Innovation*

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. Experiential education component to visit art museums and places of worship.

**RELG 386 Jesus and Justice 4 credits**

 *Designation: Service Learning*

 *IDEA: Citizenship & Community*

 *IDEA: Culture, Structure, & Power*

Exploration of Jesus's understanding of the Kingdom of God and of the Christian's responsibility in working for social justice. Particular attention is paid to examining the role of the individual and the church in addressing contemporary social problems such as poverty, hunger, ecological destruction, consumerism, and globalization. Service learning project.

**RELG 400 Research Seminar 2 credits**

This seminar, open to majors and non-majors, serves as a capstone course for Philosophy and Religion 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.

## RUSSIAN (RUSS)

**RUSS 101 Russian I 4 credits**

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Creativity & Innovation*

 *IDEA: Culture, Structure, & Power*

The first part of a two-term 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 term.

**RUSS 103 Russian II 4 credits**

 *Designation: Diversity*

The second part of a two-term 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 term.

**RUSS 204 Advanced Composition and Conversation 4 credits**

 *Designation: Diversity*

This course emphasizes oral and written proficiency, reading and listening skills, and vocabulary-building, using examples from contemporary and popular Russian culture. May be repeated for credit when the topic differs.

## SCIENCE (SCIE)

**SCIE 110 Quantitative Methods for Science 2 credits**

This course is intended for students who plan to major in Biology or Chemistry related majors that need additional support for quantitative analysis. Topics will include scientific methodology, analysis of data, graphing, and equation manipulation.





**SCIE 203 Introduction to Physical Geography 4 credits**

A study of the earth's atmosphere, biosphere, lithosphere, and hydrosphere, focusing on the processes occurring within and between the spheres. The tools and methods scientists use to investigate the earth's air, water, weather, climate, landforms, rocks, soils, biomes, and ecosystems will also be investigated.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>





**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**SCIE 223 Astronomy** **4 credits**

-  *Designation: Quantitative*
-  *IDEA: Technology & Curiosity*
-  *IDEA: Being & Knowing*
-  *IDEA: Built & Natural Environments*

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 laboratory activities.

**SCIE 261 Humans and the Environment with Lab** **4 credits**

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.*

**SCIE 311 Natural History of Sandhills and Pine Ridge Areas of Nebraska** **2 credits**

-  *IDEA: Built & Natural Environments*





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 write a journal-based reflection and research and present an oral report. The course will include a seven-day field-trip. *Block 1.*

**SCIE 313 Human Nutrition** **2 credits**

-  *IDEA: Health & Well-Being*

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.*

**SCIE 353 Environmental Science** **4 credits**

-  *Designation: Service Learning*
-  *IDEA: Citizenship & Community*
-  *IDEA: Culture, Structure, & Power*
-  *IDEA: Built & Natural Environments*

This course introduces students to the basic concepts of environmental science and explores the interaction of living and non-living components of the environment with special emphasis on the impact of humans on these components.

**SCIE 390 Elementary Science Methods** **4 credits**



An introduction to the methods of teaching science in early childhood and elementary classrooms. Emphasis on inquiry and problem-based learning. **Prerequisite:** Leadership of and participation in afterschool science club, admission to the Teacher Education program, and membership in the Student Education Association (SEA).

**SCIE 466 Advanced Medical Biology** **2 credits**

An intensive review of topics in medical biology pertinent to students preparing for medical admissions exams (MCAT and DAT). A course requirement is actual sitting for the exam. **Prerequisite:** Permission of instructor. *Block 5.*




## SOCIOLOGY (SOCY)

**SOCY 100 Introduction to Sociology** **4 credits**

-  *Designation: Writing*
-  *Designation: Diversity*
-  *IDEA: Health & Well-Being*

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. *Blocks 2, 3, and 7, every year.*

**SOCY 113 Cultural Anthropology: Understanding Cultures of the World** **4 credits**

-  *Designation: Service Learning*
-  *Designation: Diversity*
-  *IDEA: Technology & Curiosity*

An introduction to the study of culture cross-culturally. Examination of the ways culture shapes the beliefs and behaviors of humans in all aspects of life including provisioning its members with food, shelter, clothing, and sexual partners. We also look at how culture changes over time and the influence of globalization on cultures worldwide. There will be a service learning component where students learn about cultural diversity through first-hand experience. *Block 2, even-numbered years.*

**SOCY 150 Scientific and Information Literacy** **2 credits**





-  *IDEA: Technology & Curiosity*

This course will help students develop the scientific knowledge and skills necessary for advanced courses. Students will examine details of various descriptive and experimental methods used in social scientific research. They will develop strategies for accessing scientific information and will practice reading, critiquing, paraphrasing, and summarizing information found in scholarly journals. Students will also



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**



	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**



	<i>Service Learning</i>
	<i>Diversity</i>

become familiar with basic statistical concepts and how statistics are used to draw conclusions about data. *Blocks 1 and 5, every year.*

**SOCY 201 Introduction to Criminology** **4 credits**  
A survey of the elements of the criminal justice system. Topics include the police, courts, corrections, theories of deviance, juvenile delinquency, and terrorism. *Block 2, every year.*

**SOCY 203 Non-Violent Alternatives** **4 credits**  
 *IDEA: Citizenship & Community*  
 *IDEA: Being & Knowing*

An introduction to peace studies, conflict resolution, history of non-violent activism, and the philosophies and roots of non-violence. *Block 4, even-numbered years.*

**SOCY 211 Service Learning, Work, and Social Change** **4 credits**  
 *Designation: Service Learning*  
 *IDEA: Citizenship & Community*

An introduction to the principles and practices of service learning. Students will work with nonprofit 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. *Block 2, odd-numbered years.*

**SOCY 255 Diversity, Culture, and Power** **4 credits**  
 *IDEA: Culture, Structure, & Power*

This course examines oppression and privilege, power, and culture from multiple perspectives and with an intersectional approach. *Block 3, every year.*

**SOCY 260 Victimology** **4 credits**  
A survey class focused on the social scientific study of criminal and/or violent victimization. This course helps 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 assists students in relating to victims of crime and violence in a professional manner. *Block 6, odd-numbered years.*



**SOCY 276/376 Chicago Center Internship** **6-9 credits**  
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](http://www.chicagocenter.org). *Fall, Spring, and Summer, every year.*

**SOCY 300 Chicago Communities and Cultures Seminar** **4 credits**  
Study the ethnic, religious, sexual, and racial composition, 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. *Fall, Spring, and Summer, every year.*

**SOCY 302/502 Sociology of Sport** **4 credits**  
 *IDEA: Sports & Society*

This course is sociological analysis of sports and society. To view sports sociologically means to investigate how we think about sports themselves, the individuals who participate in them, and the people who watch them, and how these elements are connected to social norms, practices, and inequalities. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 2, every year.*

**SOCY 303 Social Welfare and Human Services** **4 credits**  
 *Designation: Service Learning*  
 *IDEA: Being & Knowing*





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 nonprofit 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:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, odd-numbered years.*

**SOCY 314 Corrections** **4 credits**  
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



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

be considered. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 3, odd-numbered years.*

**SOCY 324 Sociological Theory** **4 credits**

 *Designation: Writing*

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:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 3, every year.*

**SOCY 334 Theories of Deviance and Crime** **4 credits**

The sociological study of deviant behavior is the scientific study of causes and consequences of social deviance. Topics include theories of crime and deviance, individual and societal reactions to deviance, rationalizing deviance, identity management and social stigma.

**Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, every year.*

**SOCY 350 Sociology of Communities** **2 credits**

 *IDEA: Culture, Structure, & Power*

 *IDEA: Built & Natural Environments*

This experiential course will examine the interdisciplinary study of the relationship between humans and their natural, social, and built environments. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 1, every year.*

**SOCY 361 Social Problems and Social Movements** **4 credits**

 *Designation: Diversity*

 *IDEA: Citizenship & Community*

 *IDEA: Technology & Curiosity*

 *IDEA: Creativity & Innovation*

 *IDEA: Being & Knowing*

This course focuses on social problems, social movements, and social change. Students examine how social problems develop and what groups, societies, organizations, and social movements do to address causes and consequences of social problems. Social change is examined at the levels of interaction, culture, and structure, and we explore how innovation and technology relate to social change. This course is especially useful for those who will pursue careers in public service (politics, education, health, etc.), community organizing, helping professions (such as first responders and human services), social entrepreneurs, and much more. **Prerequisite:** This course is

intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 2, every year.*

**SOCY 364 Policing and Society** **4 credits**

This course covers theories, research, functions, and strategies—as well as current issues and debates—about policing and law enforcement. Topics related to police interaction with adults and juveniles will be addressed. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 3, even-numbered years.*

**SOCY 390 Gender, Race, and Crime** **4 credits**

 *Designation: Diversity*

This course explores the important and under-studied intersections between gender, race, and crime. We will be looking at topics such as gender and race differences in offending, sentencing, and criminal justice work; empirical and theoretical explanations for offending; gender and race in relation to victims of crime and violence; the sexualization and criminalization of bodies and behaviors; and more.

**Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 7, even-numbered years.*

**SOCY 394 Social Stratification** **4 credits**

 *IDEA: Citizenship & Community*

The examination of the unequal distribution of resources in society and the consequences of that inequality. Topics include race, gender, social class, global inequalities, and development. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, even-numbered years.*

**SOCY 400 Chicago Practicum** **3-8 credits**

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.chicagocenter.org](http://www.chicagocenter.org). *Fall, Spring, and Summer, every year.*

**SOCY 401 Chicago Field Research** **4 credits**

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. *Fall, Spring, and Summer, every year.*





**SOCY 469 Qualitative Research Methods** **4 credits**

This course teaches students how to conduct qualitative research in sociology. Students will learn about the major debates, issues, and



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



theories related to qualitative methods, as well as various qualitative methodologies. Coursework is designed to give students direct experience. Students will gather and analyze qualitative data and write a research report. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, odd-numbered years.*

**SOCY 471 Quantitative Research Methods 4 credits**

This course teaches students how to conduct quantitative research in sociology. Students will learn about the major debates, issues and theories related to quantitative methodologies. Coursework is designed to provide students with direct experience, with an emphasis on various forms of survey research. Students will gather and analyze qualitative data and write a research report. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 4, even-numbered years.*

**SOCY 480 Experiential Professional Development 2-4 credits**

This course combines professional development, developing expertise about one's career field, and a career-focused internship. 80-120 hours of the course are spent interning in the field. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 6, every year.*

**SOCY 481 Sociology Capstone 2 credits**





This course will allow students to synthesize knowledge they have acquired in pursuit of their major and integrate cross-disciplinary and interdisciplinary knowledge. Students will produce and present an individualized capstone project. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *Block 5, every year.*

**SOCY 499 Special Topics 2 or 4 credits**

This course will focus on a subject of temporal or special interest that is not already being covered sufficiently or at all in our curriculum. For the first catalog period, the new hire will use this course number for their specialty course. **Prerequisite:** This course is intended for juniors and seniors. Instructor permission required for first-year and sophomore students. *As needed.*

## SPANISH (SPAN)

**SPAN 101 Beginning Spanish I 4 credits**

-  *Designation: Diversity*
-  *IDEA: Citizenship & Community*
-  *IDEA: Creativity & Innovation*
-  *IDEA: Culture, Structure, & Power*

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.

**SPAN 103 Beginning Spanish II 4 credits**

-  *Designation: Diversity*

This course is a continuation of SPAN 101. **Prerequisite:** SPAN 101 or permission of instructor.

**SPAN 201 Intermediate Spanish I 4 credits**

-  *Designation: Diversity*

This is a course with a thorough review of the fundamentals of the Spanish language, with a strong emphasis on conversation, writing, vocabulary building, and cultural materials. This is the ideal course for first-year students with strong interest in Spanish who have already taken 4 years of Spanish at the high school level.

**SPAN 203 Intermediate Spanish II 4 credits**

-  *Designation: Diversity*



This course is a continuation of SPAN 201. **Prerequisite:** SPAN 201 or permission of instructor.

**SPAN 284/384 Culture and Civilization of Spain 2 credits**

-  *Designation: Diversity*
-  *IDEA: Built & Natural Environments*

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. It will be usually taught abroad, in Seville and other cities of Spain.

**SPAN 285/385 Culture and Civilization of Peru 2 credits**





-  *Designation: Diversity*
-  *IDEA: Built & Natural Environments*

This course consists of a journey through the history, geography, and cultural landscape of Peru, at the crossroads of the hybridization of Incan traditions with the Spanish heritage. The course provides an analysis of Peruvian identities, traditions, and ways of life. It will be usually taught abroad, in Cusco, Peru.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**SPAN 304 Advanced Spanish Conversation and Composition** **4 credits**

 *Designation: Diversity*

This course emphasizes oral and written proficiency, reading and listening skills, and vocabulary-building, using examples from contemporary and popular Hispanic culture. Students may repeat the course for credit when the topic differs: Cultures of Spain and Modern Latin America.

**SPAN 310 Spanish Translation in Theory and Practice** **4 credits**

 *Designation: Diversity*

This course helps students at the intermediate level in perfecting their language skills through the challenges posed by translation of a number of texts and documents from very different settings and situations: formal and informal letters and emails, technical translation in different fields, literary translation, or for specific professions (medical, business, sports, legal, etc.). 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, and at the same time 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.

**SPAN 320 Reading in Literary Genres in Hispanic Literature** **4 credits**

 *Designation: Diversity*

This course offers an elementary yet comprehensive introduction to literary analysis, essential for an adequate appreciation of Spanish and Spanish-American literature and culture. This course provides students with intermediate proficiency in Spanish methods for discussing literary texts and other cultural productions and the technical vocabulary to debate literary issues effectively.

**SPAN 330 Advanced Spanish Grammar** **4 credits**

 *Designation: Diversity*

This course is a thorough study of Spanish grammar from the standpoint of the usage of the language. Its aim is to cover all the fundamentals of Spanish grammar in a systematic way, focusing on sentence structure and analysis, pronunciation, morphology, verbs, set phrases, complex sentences, etc.

**SPAN 331/431 Contemporary Hispanic Literature** **4 credits**

 *Designation: Diversity*

This course focuses on specific literary productions of Spain and other Spanish-speaking countries and will provide students with intermediate proficiency in Spanish an opportunity to develop their speaking, reading, writing, and listening skills in the Spanish language through the analysis and discussion of major Spanish literary

productions. Topics: Spanish and/or Spanish American Crime Fiction, Women Writers, Spanish Literary Myths, Hispanic Modernismo, etc. At the 400 level, the course fulfills the capstone requirement for the SPAN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will concurrently work on specific senior projects and portfolios. **Prerequisite** (331): SPAN 201-203 or permission of instructor. **Prerequisite** (431): SPAN 201-203 and at least one 300-level SPAN course, or placement exam; Spanish majors and minors of junior and senior standing only.

**SPAN 332/432 Contemporary Hispanic Film** **4 credits**

 *Designation: Diversity*

Emphasis on film theory and analysis of Spanish-language films. Movies are set in their cultural background, showing the changes in society (family, community, politics, economics, sexuality, urban life). Offered with varying topics. At the 400 level, the course fulfills the capstone requirement for the SPAN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will concurrently work on specific senior projects and portfolios. Topics: Screening Spain, Screening Modern Latin America, Spanish or Spanish American Crime Film, etc. **Prerequisite** (332): SPAN 201-203 or permission of instructor. **Prerequisite** (432): SPAN 201-203 and at least one 300-level SPAN course, or placement exam; Spanish majors and minors of junior and senior standing only.

**SPAN 333/433 Hispanic Cultural Studies** **4 credits**

 *Designation: Diversity*

This course focuses on the analysis and discussion of contemporary popular cultural productions of Spain and Spanish American countries with strong emphasis in visual culture: films, TV programs, music, popular journalism, sports, advertising, corporate branding, etc. The aim is to unveil the political, economic, and ideological currents that are at work in such productions, thus shaping our understanding of life at large. **Prerequisite** (333): SPAN 201-203 or permission of instructor. **Prerequisite** (433): SPAN 201-203 and at least one 300-level SPAN course, or placement exam; Spanish majors and minors of junior and senior standing only.

**SPAN 334/434 Spanish Grammar and Language Studies** **4 credits**





 *Designation: Diversity*

This course studies Spanish grammar from the standpoint of the functionality and usage of Spanish. It covers 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 SPAN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will concurrently work on specific senior projects and portfolios. Topics: History of the Spanish Language; the Spanish Complex Sentence; Literary Translation; Technical Translation, etc. **Prerequisite**



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

(334): SPAN 201-203 or permission of instructor. **Prerequisite** (434): SPAN 201-203 and at least one 300-level SPAN course, or placement exam; Spanish majors and minors of junior and senior standing only.

**SPAN 350 Spanish for the Professions: Medical Spanish 4 credits**

 *Designation: Diversity*

This course strengthens Spanish language proficiency and skills in a professional setting: the medical field. SPAN 350 is an ideal course for students who are native or near native speakers of Spanish, or are minoring in Spanish, or have already a robust knowledge of the language, and are following a nursing or health profession program.

**Prerequisites:** SPAN 201 and SPAN 203 or a placement exam.

## STUDENT SERVICES (STUS)

**STUS 110 Learning Strategies 2 credits**

A class that assists 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. *Fall and Spring.*

**STUS 121 Fellowships Seminar 1 credit**

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.*

**STUS 170 Learning Lab I 1 credit**

Students work with mentors to reinforce writing, time management, and study skills. Students enrolling in a Learning Lab must have permission of the Studio 200 Director.

**STUS 171 Learning Lab II 1 credit**

Students work with mentors to reinforce writing, time management, and study skills. Students enrolling in a Learning Lab must have permission of the Studio 200 Director.

**STUS 200 Job Search Strategies 1 credit**

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.

**STUS 201 Introduction to Personal Finance 2 credits**

To goal of this course is to provide students with an overview of the need for informed personal financial decisions and judgments. Students analyze their personal financial decisions, evaluate the costs and benefits of those decisions, and recognize their rights and responsibilities as consumers. Topics such as budgeting, banking, credit, insurance, spending, savings, investing, and planning will be covered.

**STUS 205 Smart Strategies for Developing Career Confidence 2 credits**

The focus of this course is to support students in their vocational discernment and career and professional development. Students will explore and analyze self, investigate occupations, develop career management capabilities, and create a career development plan that will include immediate and future action steps. (Career management capabilities will involve assignments to develop a resume and cover letter, practice interviewing skills, demonstrate networking abilities, and implement internship and job search strategies.

**STUS 222/333 Peer Mentoring 2 credits**

This course provides students the opportunity to apply knowledge and skills related to leadership within systems engaged in growth and change. Focus will be on personal and professional identity, peer collaboration, and community development. Participants in the course will engage dialogue, facilitation, and reflection to actively demonstrate application level knowledge and understanding. Students who will serve as supervisors should register for STUS 333. *Block 1.*

**STUS 290/490 Internship 1-4 credits**

An internship provides an opportunity for students to earn academic credit for practical work experiences related to a field of study. An internship earning academic credit requires faculty supervision, academic objectives, and an academic plan in addition to the work of the internship. Eligibility is limited to full-time students with at least sophomore standing and a grade point average of at least 2.5. A student earning academic credit will need to work at least 35 hours per credit hour at the internship site. A student that registers for this course will need to complete an orientation and will then need to complete and submit an internship application approved by an academic department, the internship site, and the internship committee to move designation from STUS to the course designation for an academic department. Additional details about internship requirements and application procedures are available in the Internship Guide available from Vocation and Career Services.





**STUS 302 Personal Finance: Protecting Your Financial Resources 2 credits**

Students are faced with financial decisions that will impact their future. This course will explore the influence those decisions have on their financial stability. Topics such as budgeting, identify theft, credit



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

ratings, bank accounts, buying vs. leasing, and owning vs. renting will be explored. **Prerequisite:** STUS 201.

**STUS 303 Personal Finance: Costs and Benefits of Financial Decisions** **2 credits**

This course will explore tools and resources to make wise decisions to meet short-term and long-term financial goals. Topics such as investing, saving, borrowing, wills, and insurance will be covered. **Prerequisite:** STUS 201.

**STUS 304 Personal Finance: Taking Charge of Your Financial Future** **2 credits**

The goal of this course is to develop financially literate students who will be able to navigate the decisions they will make as they begin their professional careers. There are many long-term financial decisions that need to be made when accepting employment and planning for your future. Topics such as employment contracts, employment benefits, retirement planning, investments, and income tax decisions will be explored. **Prerequisite:** STUS 201.

## THEATRE (THRE)

**THRE 101/201/301/401 Production Involvement I-IV** **1 credit**

Participation in theatrical production, with emphasis on design, performance, direction, stage management, marketing, publicity, box office management, house management, lighting, sound, costuming, make-up, set construction, props, and/or scene painting.

**THRE 102/302 Musical** **2 credits**

This course introduces students to techniques used by actors/singers to perform musical theatre believably, honestly, and dynamically. Acting techniques are taught in addition to work in singing, text analysis, movement, and speech. Students begin with script and music analysis, then prepare, rehearse, and present a public production. (Enrollment by audition.)

**THRE 120/320 Explore Theatre Travel I and II** **2-4 credits**

This course examines a prominent theatrical city. Once there, students will research the arts and opportunities available, and then visit and explore the various aspects of theatre available at that location. Other possible opportunities include speaking with professional actors, directors, and designers; touring professional theatre, music, and opera facilities; and developing greater awareness of the histories and practices of different societies/locations, and auditions and portfolio reviews for internships/apprenticeships/jobs for seniors.

**THRE 121 Fundamentals of Acting** **4 credits**

 *Designation: Oral Communication*

 *IDEA: Sports & Society*

 *IDEA: Being & Knowing*

 *IDEA: Health & Well-Being*

Introduction to basic principles of acting theory and accompanying experiential exercises: relaxation, observation, concentration, imagination, alignment, improvisation, etc. The course focuses on physical, vocal, and mental training to develop critical thinking and inspire self and community awareness.

**THRE 124 Stagecraft** **2 credits**

This course introduces students to a practical approach to technical and production aspects of theatre. Students learn the skills needed to construct scenery, hang and focus lighting instruments, implement a sound system, and the basic organization for a theatrical production. Students are trained in the usage of tools, lumber, and machinery. The course also requires extra laboratory hours outside of class time for the college theatre productions.

**THRE 130 Stage Management** **2 credits**

This course introduces students to the theories, techniques, and practices of stage managing a production from its initial stages to the conclusion of the run. The student is exposed to the fundamentals of organizing and implementing rehearsals, production meetings, technical rehearsals and run of a play, musical, opera, dance, and touring production. Working with directors, choreographers, and other members of the production team will be discussed as well as calling shows.

**THRE 134 Costume Construction** **2 credits**

This course uses a hands-on approach to the study and development of costuming techniques, including hand and machine sewing, pattern drafting, alterations, fabric manipulation, and the realizations of designs through the techniques used in drafting patterns, etc. The course also requires extra laboratory hours for the college theatre productions outside of class time.

**THRE 225 Puppetry** **4 credits**





 *IDEA: Creativity & Innovation*

This is a hands-on course that introduces students to the fascinating and enchanting world of Puppetry. Students will learn how to construct and manipulate several styles of puppets (including finger puppets, sock puppets, shadow puppets, and their own Muppet style puppet). Students will also discuss the history of puppetry and puppet acting techniques. The culminating final project in this course is for students to use their puppet creations to perform an original puppet show at the end of the term.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>





**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**THRE 232 Stage Make-up** **2 credits**  
 Hands-on explorations of materials and techniques utilized for stage and film make-up. Background study, period research, design, application technique, and plot execution are foundations of this course. (Laboratory work and make-up kits required.)

**THRE 236 Theatre of Diversity** **4 credits**  
 *Designation: Diversity*  
 *IDEA: Citizenship & Community*  
 *IDEA: Being & Knowing*  
 *IDEA: Culture, Structure, & Power*

Students will explore the cultural, critical, and artistic works of special-interest theatre scripts and styles of performance dealing with such issues as race, gender, sexuality, class, subjectivity, and ideas of belonging, economics, age, etc. Our examination will consider the socio-historical and political contexts engaged through these artists' works. We will also consider the relationship between the construction of identity and strategies of performance used by playwrights/performers.

**THRE 240 Improv** **2 credits**  
 For majors and non-majors, Improv seeks to expand the participant's capability for spontaneity, flexibility of thought, creativity, communication, and teamwork through the use of theatre games and specifically structured improvisation exercises. No previous acting experience is necessary for this course. Every level of performer or non-performer will have something to contribute and learn from this experience. Topics such as the impact of status on relationships, non-verbal communications, staying positive, building on ideas offered by others, and developing narratives will be explored throughout this class.

**THRE 304 Scenic Design** **4 credits**  
 *IDEA: Creativity & Innovation*  
 *IDEA: Built & Natural Environments*

This course introduces students to the basics of scenic design through projects in scale models, drawings, research, and storyboards. A survey of design history and period styles will be examined through lectures, design projects, and critiques. Students will also study the collaborative process among scene designers, directors, costume designers, and lighting designers. The course also requires laboratory hours outside of class time for the college theatre productions. **No prerequisite.**

**THRE 305 Costume Design** **4 credits**  
 This course introduces students to the appreciation of the costume design process as part of the dramatic production. Students will study the principles of line, texture, and color as well as the history of costume from the Renaissance through the 18th century through

lectures, design projects, and critiques. Students will also study the collaborative process among scene designers, directors, costume designers, and lighting designers. The course also requires laboratory hours outside of class time for the college theatre productions. **No prerequisite.**

**THRE 306 Lighting Design** **4 credits**  
 *IDEA: Technology & Curiosity*

This course introduces students to the practical and artistic elements of theatrical lighting design. The course will include topics in color theory, form, movement, composition, and the creative process. Through analyzing the script and studying light in nature, film, and art, students will prepare projects that explore the possibilities of light in the theatre. Students will also study the collaborative process among scene designers, directors, costume and lighting designers. The course also requires laboratory hours outside of class time for the college theatre productions. **No prerequisite.**

**THRE 307 Sound Design** **4 credits**  
 *IDEA: Technology & Curiosity*

This course introduces students to sound editing and sound design. The course examines the place of sound in theatre and film, both artistic and technological. The course will cover the basics of sound, microphones, speakers, and creating your own sound effects. Lectures, readings, and film clips will be used to illustrate the language of theatre and film sound, as practiced by theatre and film directors, sound designers, and editors. Students will learn to edit sound assignments with current technologies. The course also requires laboratory hours outside of class time for the college theatre productions. **No prerequisite.**

**THRE 310 Script Analysis and Criticism** **4 credits**  
 *Designation: Writing*





This course focuses on reading a script theatrically with a view to mounting a coherent production while exploring its performance values and aesthetics. Through careful, intensive reading of a variety of plays from different periods, students learn to discern the existing parameters for interpreting a script. Topics include discussion of options for interpreting a script for performance; and critical analysis of structure, character, theme, dialogue, genre, and style, from the point of view of the actor, director, designer, or critic.

**THRE 330 History of Musical Theatre** **4 credits**  
 This course explores musical theatre from its recorded beginnings of music and drama in Italy (c.1600) through the American musical comedies of Rodgers & Hart (c.1940) and the contemporary musicals of today. Genres explored will include opera, operetta, burlesque, pantomime, vaudeville, tin pan alley, the minstrel show, revue, and musical comedy. Major figures discussed will include composers, lyricists (including librettists/book-writers), producers, directors,



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	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
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	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

choreographers, performers, and conductors. The literature will be explored within a social-historical context. This course is a requirement for the Musical Theatre minor.

**THRE 334 Directing** **4 credits**

Introduction to the principles of script analysis, actor coaching, and direction for the theatre. Theoretical exploration of composition, picturization, movement, rhythm, and pantomimic dramatization. Practical application of such theories and considerations through related exercises, research, and historical study. The course culminates in the direction of a 10-minute scene.

**THRE 335 Movement for the Stage** **4 credits**

- IDEA: Sports & Society*
- IDEA: Health & Well-Being*

This course will train and develop the actor's body for optimal range of movement and creative physical potential. Topics include kinesthetic awareness, physical methods of character creation, stage combat, and improvisation. The course analyzes and describes the interdependence of all physical elements used on the stage employing stage movement to express thoughts, feelings, and actions. **No prerequisite.** Course fee applies.

**THRE 420 Teaching Theatre: Methods and Measurements** **4 credits**

Modern approaches to the teaching of theatre in the secondary school. This course is required of all Theatre Education 7-12 minors. **Prerequisite:** Admission to the Teacher Education program. As needed.

**THRE 424 Advanced Acting for Stage and Screen** **4 credits**

- Designation: Oral Communication*

Continued in-depth study of various acting styles through text, topic, participation, and practical application of acting theory and techniques. Students participate in rehearsal, development, and workshop presentations of audition monologues, voice-over work, podcasting, acting for the cinema, and scene study. **Prerequisite:** THRE 121.

**THRE 450 Survey of Theatre History** **4 credits**

- Designation: Diversity*
- Designation: Writing*

This course explores the expression of life and culture from theatre's origins in primitive ritual, through its many developments in entertainment, education, social critique, and commercial enterprise. The course requires historical text readings, period research, script analysis, and written work. A final presentation in conjunction with a paper is used as mid-assessment for Theatre majors.

**THRE 484 Capstone** **4 credits**

This is the culminating project for the senior Theatre major. Students select or write a play and cast, direct, design, and present a production of their choice. This course is a culmination of work done throughout the student's academic career. Future career choices are also discussed. This course is intended as a final assessment for Theatre majors. **Prerequisite:** Junior or senior standing and approval of department.

**THRE 490 Internship** **1-4 credits**

Theatre Internship provides students with the opportunity to explore career interests, merging learned classroom knowledge and skills in a practical work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides a foundation to build professional networks.

## WRITING (WRIT)

**WRIT 100 Developmental Writing** **4 credits**

This course prepares students for college-level writing. In particular, it focuses on advanced reading skills and writing process and form.

**WRIT 200 Academic Writing** **4 credits**

- Designation: Writing*

WRIT 200 is Hastings College's foundational academic writing course, focusing on interpretation and argument. This course builds upon the lessons taught in CORE 100 and CORE 101 and enhances students' understanding of conventions of the English language, analysis, synthesis of sources, and cohesion and clarity of written communication. Special topics may be introduced into this course to meet needs of particular disciplines.

**WRIT 201 Newswriting Fundamentals** **4 credits**

Introduction to basic techniques of news gathering and journalistic writing/editing, including assessing news value, interviewing, fact-checking, and applying AP style.

**WRIT 280 Introduction to Creative Writing** **4 credits**

- IDEA: Creativity & Innovation*

Students will explore existing work in a range of genres (poetry, fiction, creative non-fiction, etc.) and experiment with producing their own. This course will also introduce students to the model of the writers' workshop as a space for developing their craft in collaboration with others. Themes and topics may include nature writing, YA and children's literature, reimagining existing stories, and literary activism.

**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>

**WRIT 300 Rhetoric, Writing, and Culture** **4 credits**

 *Designation: Writing*

WRIT 300 is a milestone course and can be scaffolded between WRIT 200 and WRIT 350 for the greatest impact. WRIT 300 focuses on best practices in writing studies and emphasizes original student research and self-direction in writing development.

**WRIT 350 Advanced Rhetoric and Composition** **4 credits**

WRIT 350 focuses on the advancement of writing skills using principles from contemporary rhetorical theory. Students from all disciplines can utilize this course to polish their analytical, research, and writing abilities. Student produce an original research project.

**WRIT 381 Creative Writing: Fiction** **4 credits**

 *IDEA: Creativity & Innovation*

This course introduces students to a range of approaches to writing fiction through examining examples by contemporary and earlier authors and practicing new techniques that emerge from this reading. Students will participate in workshops, providing feedback to each other as they develop a portfolio of work through a sustained process of revision. The focus will primarily be on the short story with some discussion of other genres of prose fiction such as the novel.

**WRIT 382 Creative Writing: Poetry** **4 credits**

 *IDEA: Creativity & Innovation*

This course introduces students to a range of approaches to writing poetry through examining examples by contemporary and earlier authors and practicing new techniques that emerge from this reading.

Students will participate in workshops, providing feedback to each other as they develop a portfolio of work through a sustained process of revision. The focus will be on multiple genres and styles of poetry.

**WRIT 383 Creative Writing: Nonfiction** **4 credits**

 *IDEA: Creativity & Innovation*

This course introduces students to a range of approaches to writing creative non-fiction through examining examples by contemporary and earlier authors and practicing new techniques that emerge from this reading. Students will participate in workshops, providing feedback to each other as they develop a portfolio of work through a sustained process of revision. Emphasis will be on both personal and documentary forms of writing, ranging from the memoir to literary journalism.





**WRIT 385 Creative Writing: The Profession** **2 credits**

Open to students who have previously taken a Creative Writing course or who have independently developed a portfolio of work in any genre (poetry, fiction, creative non-fiction, etc.). The goal of this course is to support emerging creative writers in their professional development. Topics covered include researching and submitting to appropriate publication venues, curating and practicing readings, applying to MFA programs, leading pedagogical workshops, and developing a public profile. **Prerequisite:** WRIT 280, WRIT 381, WRIT 382, WRIT, 383, or permission of instructor.



**IDEAs (InterDisciplinary Emphasis Areas)**

	<i>Being &amp; Knowing</i>
	<i>Built &amp; Natural Environments</i>
	<i>Citizenship &amp; Community</i>
	<i>Creativity &amp; Innovation</i>
	<i>Culture, Structure, &amp; Power</i>
	<i>Health &amp; Well-Being</i>
	<i>Sports &amp; Society</i>
	<i>Technology &amp; Curiosity</i>

**CORE**

	<i>Experiential Travel</i>
	<i>Oral Communication</i>
	<i>Quantitative</i>
	<i>Writing</i>

**Optional Certificates**

	<i>Service Learning</i>
	<i>Diversity</i>



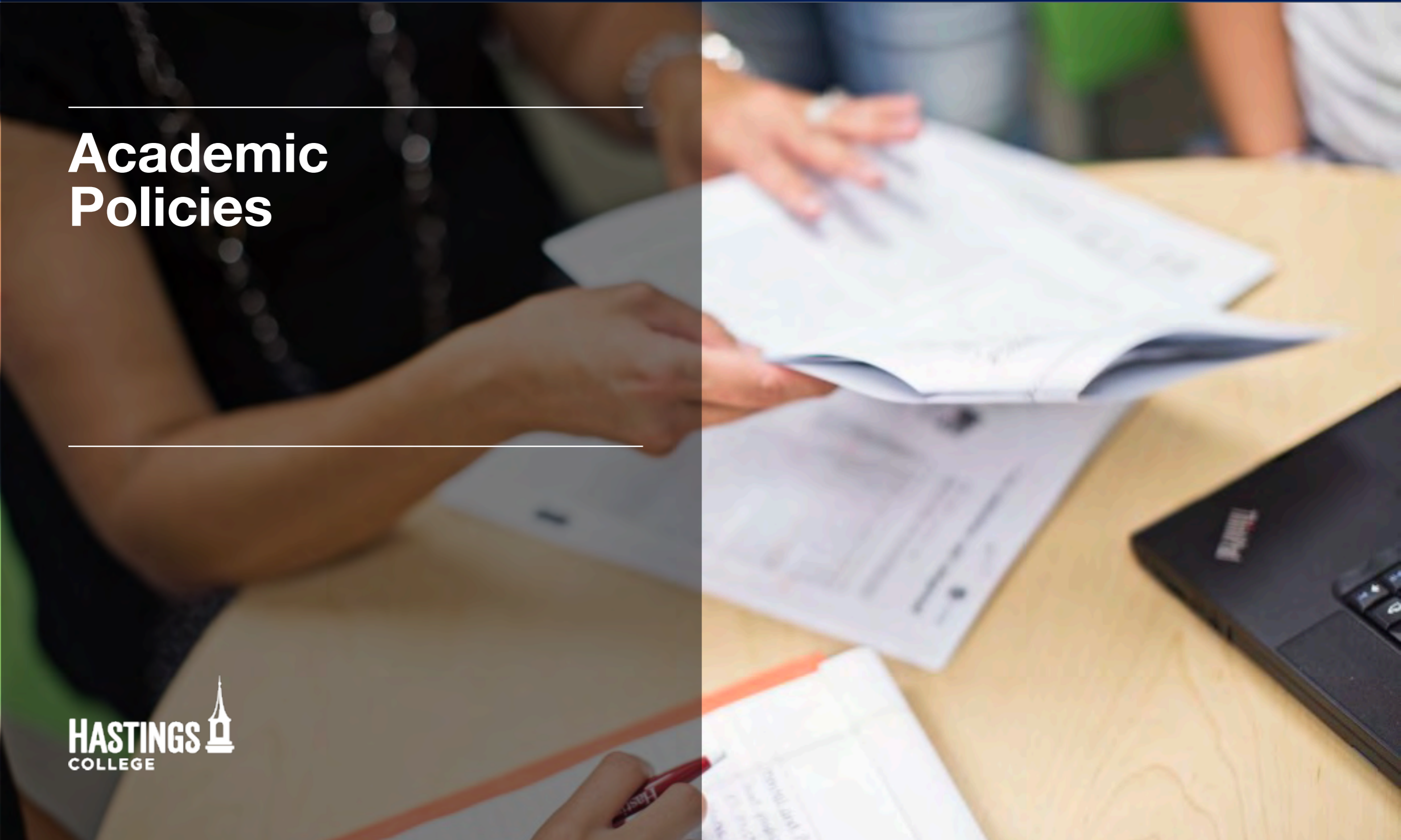


## Chapter 3

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# Academic Policies

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# Degrees

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 credits 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 120 credits 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 36 credits of upper-division work (courses numbered 300 or above).

Degrees are awarded three times per year: December, May, and August. Commencement activities are celebrated in May. Students who complete requirements during the summer session or at mid-year will graduate on their transcript and may choose to participate in the May commencement.

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 semester before the 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 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 deadline will receive an empty folder instead of a diploma and will not be eligible for official conferral of the degree until the next regularly scheduled graduation date. The official list of Hastings College degree recipients for each term is available upon request from the Office of the Registrar and a statement to that effect appears in the commencement program.

Before registration each academic year, 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 minors can be found in the [program listings](#).

## Section 2

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### Advising

Upon enrollment to the college, all students will be assigned an academic advisor. The academic advisor is a faculty member who serves as a guide to the student. The advisor is assigned once all admissions procedures are completed and the new student requests an appointment to register.

When students formally declare a major, they will be assigned an advisor from within the discipline of the major. Declaring students may be assigned to a general advisor. Students will meet with their advisor prior to registration to plan and/or confirm the student's class schedule. However, the advisor's role does not end with registration. During the course of the year, the advisor is available for conferences with the student on academic and other matters. A change of advisor may be accomplished by the student through the Request for Change of Advisor and/or Major form available in the Registrar's Office.

# Course Load and Classification

### STUDENT LOADS

A full-time student load is defined as 12-18 credits during the Fall and Spring semesters. Students carrying fewer than 12 credits during the Fall and Spring semesters are considered part-time. Students who wish to exceed 18 credits during the semesters must have the permission of the Vice President for Academic Affairs and will be assessed overload charges.

### CLASSIFICATION OF STUDENTS

Students are classified according to credits completed as follows:

- First-Year: 0-26 credits
- Sophomore: 27-56 credits
- Junior: 57-86 credits
- Senior: 87+ credits
- Special: Not pursuing a degree

### 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. 100 minutes of classroom or direct faculty instruction and a minimum of 200 minutes of out-of-class student work each week for approximately 7 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs.

## Section 4

# Student Rights Under FERPA

The Federal Education Rights and Privacy Act (FERPA) affords students certain rights and protection with respect to their education records. Hastings College follows all current FERPA guidelines, which can be found on the web site for the [Department of Education \(ed.gov\)](http://www.ed.gov). 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 they believe is inaccurate or misleading. The student should make the request in writing to the Registrar clearly identifying the part of the record they want 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 their 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 and/or appropriate academic officers.
3. The student may not inspect certain records according to FERPA including the following:
  - a. Financial information submitted by their parents.
  - b. Confidential letters and recommendations associated with admissions criteria, employment or job placement.
  - c. Honors to which the student has waived their 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 that 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.
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:
  - a. Name
  - b. Date and place of birth
  - c. Local address
  - d. Previous educational institution most recently attended
  - e. Local phone number, extension, or cell phone
  - f. Level of education classification (first-year through grad.)
  - g. E-mail address
  - h. Dates of attendance
  - i. Permanent address
  - j. Parent/guardian's name
  - k. Academic major(s) and minor(s)

- l. Degree/honors/awards received
  - m. Participation in collegiate activities/athletics
  - n. 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

## Section 5

# Grades, Transcripts, and Academic Dishonesty

### 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 their control is unable to complete all course requirements and has satisfactorily completed 70% of the course requirements may be given a grade of Incomplete. The instructor, not the student, makes this decision. The deadline for Incompletes to be removed is six weeks after the last class day of the block in which the course is taken. If the course is not completed during that time, a grade of F will be submitted 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, the better of the two grades will count for credit and in the grade point average. A student's grade point average is calculated by dividing the total number of hours of credits into the total grade points received according to the following table:

- A - 4 grade points
- B - 3 grade points
- C - 2 grade points
- D - 1 grade point

Pluses and minuses are recorded on the transcript but do not affect the grade point average.

### PROCEDURE FOR CHALLENGING A GRADE

Challenging a grade awarded by a course instructor is a serious matter because it may question 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, students may file a Request for Special Academic Consideration (R-SAC) form, in which they indicate what the grade should have been and supply 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 Vice President for Academic Affairs.
5. The Vice President for Academic Affairs 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 academic 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 [hastings.edu/transcripts](https://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 be used only 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 credits in the sophomore year and up to four credits in any semester of the junior and senior years, to a total of 16 credits. 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 Core, IDEA, 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 their 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 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. The faculty may report the issue to the Student Concerns Committee.
2. Some possible consequences a faculty member might exercise:
  - a. Redo the assignment.
  - b. Fail the assignment.
  - c. Fail the course.
3. If penalties are imposed by the faculty member, they should file a written report of the incident with the Vice President for Academic Affairs, who will verify the offense by letter to the student.
4. Any repeat offenses will be addressed by the Vice President for Academic Affairs and the Academic Affairs Committee.
5. Some possible consequences the Vice President for Academic Affairs and the Academic Affairs Committee might exercise:
  - a. A notation made in the student's personal file.
  - b. Probation.
  - c. 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.

# Academic Progress

### **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 67% of their courses.
2. Minimum cumulative and semester grade point averages as follows:
  - a. 1.65 after one semester
  - b. 1.8 after two semesters
  - c. 1.9 after three semesters
  - d. 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.
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 credits, or directed to meet with their academic advisor and/or the Student Engagement Team 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 credits graded on the traditional A-F scale. Summer-school grades are not used in compiling the Dean's List. Students with grades of Incomplete 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 credits of coursework in the semester in which they are eligible, and met 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.

# Transfer and Exam Credits

### 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 120 credits required for a degree: 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

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 4 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 Vice President for Academic Affairs 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 VPAA 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	Credits
2-D Art and Design	ARTH 101	4
3-D Art and Design	ARTH 102	4
Art History	ARTH 310	4
Biology	BIOL 100	4
Calculus AB	MATH 150	4
Calculus BC	MATH 160	4
Chemistry	CHEM 111	4
Comparative Government and Politics	POLS 230	4
Computer Science A	CSCE 210	4
Drawing	ARTS 111	4
English Language/Composition	WRIT 200	4
English Literature/Composition	ENGL 110	4
Environmental Science	SCIE 261	4
European History	HIST 002	4
French Language/Culture	FREN 101	4

Advanced-Placement Examination	Corresponding Hastings College Course	Credits
German Language/Culture	GERM 100	4
Human Geography	HIST 242	4
Latin	LATN 104	4
Macroeconomics	ECON 213	4
Microeconomics	ECON 211	4
Music Theory	MUSC 111	4
Physics 1	PHYS 201	4
Physics 2	PHYS 202	4
Psychology	PSYC 100	4
Spanish Language/Culture	SPAN 101	4
Spanish Literature/Culture	SPAN 103	4
Statistics	MATH 210	4
U.S. Government/Politics	POLS 200	4
U.S. History	HIST 214 and HIST 216	8
World History	HIST 004	4

## 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 credits 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	Credits
Biology S-L	BIOL 100	4
Biology H-L	BIOL 100	4
Chemistry S-L	CHEM 100	4
Chemistry H-L	CHEM 100	4
Dance S-L	PEHP elective	1
Dance H-L	PEHP elective	2
English S-L	WRIT 200	4
English H-L	WRIT 200 and ENGL 110	8
Film S-L	ENGL elective	2
Film H-L	ENGL elective	3
French S-L	FREN 101	4
French H-L	FREN 101	4
German S-L	GERM 100	4
German H-L	GERM 100	4
History S-L	HIST 290	4
History of Americas H-L	HIST 214	4
Latin S-L	LATN 104	4
Latin H-L	LATN 104	4

IB Course	Corresponding Hastings College Course	Credits
Math Studies S-L	MATH 100	2
Math Studies H-L	MATH 210	4
Mathematics S-L	MATH 100	2
Music S-L	MUSC elective	2
Music H-L	MUSC 111	4
Physics S-L	PHYS 201	4
Psychology S-L	PSYC 100	4
Psychology H-L	PSYC 100	4
Spanish S-L	SPAN 101	4
Spanish H-L	SPAN 101	4
Theatre S-L	THRE elective	2
Theatre H-L	THRE elective	3
Visual Arts (A) S-L	ARTH 101	4
Visual Arts (A) H-L	ARTH 102	4
Visual Arts (B) S-L	ARTH elective	4
Visual Arts (B) H-L	ARTH elective	4
Theory of Knowledge	(DEPT) 270	1
Extended Essay	(DEPT) 270	3

## 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 Teacher Education Policy Council.

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 College.

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 credits 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 College record as P.

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 Health Systems 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 60 additional hours (at least 30 in upper-division courses) all Core, IDEA, minor field, and major field requirements, and the 120-hour graduation requirement.



# 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 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 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 one week from the start of the 7-week block. 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 fourth (4th) day of classes of a 7-week block (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 5th day of classes (7-week block) 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:

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

Participation is NOT:

1. Student's self-certification of attendance or participation
2. Living in Hastings College housing or having a Hastings College meal plan

3. Logging into class to view class materials
4. 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 Dean of Students for special consideration. Refund exceptions are rare and typically made only 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.

After this time, students will be graded in course.

Important Dates	Block 1, 5 (2-Week Course)	Block 2, 3, 4, 6 (7-Week Course)
	Not available once term begins	Not available once term begins
Last day at ADD a course online	1 class day 2 signatures (instructor and advisor)	5 class days 2 signatures (instructor and advisor)
Last day to DROP a course with no notation	1 class day	5 class days
Last day to DROP a course with a W (Withdraw notation)	5 class days	25 class days

# Other Policies

### INSTITUTIONAL CHARGES REFUND POLICY

See [Financial Aid section](#) in this catalog.

### 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 contacting their professor using their HC email address.

Hastings College students have the opportunity to participate in a variety of college-related activities that may occasionally take students away from regularly scheduled classes. As a courtesy, faculty and staff sponsors fill out an off-campus form, with the support of the Vice President for Academic Affairs Office, a list of the students who will be absent and the dates and times of the absences. This form is available for reference to all faculty and staff and the 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 credits and doing satisfactory work in them at the time of participation.

### 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 help to implement policy changes for a local agency. Through community engagement, students gain deeper understandings of themselves, the academic content of their courses, their community, and the process of problem solving.

Students can find out more about service learning course opportunities in the course catalogue and the schedule of classes. Courses with a service learning component are designated. Beginning with the graduating class of 2020 students who have completed 18-20 credits of designated service learning course work (with at least one class at the 300 level or higher) will receive a Service Learning certificate. Opportunities are available locally, nationally, and internationally. Students are also encouraged to design their own projects in consultation with

faculty members. Please contact the Director of Service Learning for more information.

## **STUDENT LIFE**

See [Student Handbook](#).

# Admissions

### GENERAL POLICY

Admission to Hastings College is based on academic achievement, 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.

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. The residency policy can be found in the student life section of the catalog.

### APPLICATION PROCEDURE

The application for admission should be completed and submitted as early as possible. Application forms and submission information can be found at [hastings.edu/apply](https://hastings.edu/apply). Students may also apply through the Common App.

These are application deadline dates for the following enrollment terms: Block 1 start: July 15; Block 4 start: December 1. (Separate deadlines apply for international students. Those are included below.)

Hastings College requires applicants to provide all official transcripts of high school and previous college work and the results of ACT or SAT examinations. For transfer students, failure to list ALL colleges/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.

Test-optional acceptance is available for students with a high school GPA of 3.0 or above. Submission of writing samples and an interview with the Hastings College Transition Specialist are required.

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 admission to Hastings College.

### INTERNATIONAL STUDENTS

Hastings College encourages students from other countries to apply for admission. The following information is required:

1. A completed student application. (Deadline for the Fall semester: July 1; Spring semester: November 1.)
2. Official, certified copy of all secondary school work, translated into English by World Education Services or, if a student athlete, Incredevals.
3. Results from TOEFL or ACT/SAT exams. Exceptions will be made at the discretion of the Dean of Admissions and Director of International Programs.
4. 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 military veterans. Upon enlistment for active or reserve

service, new soldiers are referred by military recruiters to ConAP colleges in their home area. Eligible individuals 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.

## **ENROLLMENT FEE**

An enrollment fee of \$200 is payable any time after admission to establish priority in selecting a residence hall and registration for classes. This fee is refundable through May 1.

## **REGISTRATION**

Registration is 12 to 18 credits for each of the Fall and Spring semesters.

Full-time, degree-seeking students new to Hastings College will start in Block 1 (Fall semester) or Block 4 (Spring semester).

## **READMISSION**

Hastings College students who have been absent for at least one regular semester must complete an application for readmission. Decision to re-admit will be determined by the readmission committee.

Decision for students wishing to return to intercollegiate athletics must also include athletic department administration and coach of student's chosen sport.

## **INTERNATIONAL EXCHANGE PROGRAMS**

Short-term international exchange students (those staying at Hastings College one year or less) will be required to fill out a standard application. Acceptance to programs will be based on memorandums of understanding signed with individual exchange programs.

# Financial Aid

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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. The College's institutional scholarships are available for Fall and Spring semesters.







# Financial Aid Offers

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.

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 1.

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.

Changes in enrollment status, financial status, residence or marital status should be reported to the financial aid office.

The amount of institutional financial aid is based on full-time enrollment status. Changes in enrollment status after the original award was presented may result in changes in eligibility. If a student is in their last semester before graduation, institutional scholarships will be prorated.

The entire financial aid award may be voided if intentional false information is provided on the FAFSA.

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 and/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 U.S. 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 full-time and part-time students who withdraw. If federal financial aid has been credited to a student's account, the student may have to pay back all or part of the federal aid, depending on the amount of aid earned at the time of withdrawal.

Refunds will be based on the full term's institutional charges. The following refund schedule will apply.

Through the 1st day of class	100%
2nd day of class through 15 class days	75%
After 15 class days	no refund

## RETURN OF TITLE IV AID POLICY AND CALCULATION

When a student withdraws or is expelled prior to attending at least 60% of the total calendar days that cover the total scheduled in the enrollment period (or semester), in accordance with federal regulations, a Title IV refund calculation must be performed for students that are recipients of federal aid. Please see [Withdrawal Policy](#) for how the withdrawal date is determined. Hastings College does not have a Leave of Absence Policy.

If a student receives less assistance than the amount they have earned, a student may be able to receive those additional funds. If a student receives more assistance than they have earned, the excess funds must be returned by the school and/or the student. Hastings College will return any unearned Title IV funds it is responsible for returning as soon as possible, but no later than 45 days after the date the school determined the student withdrew, and offer any post-withdrawal disbursement of loan funds within 30 days of that date.

The Title IV programs included in this calculation are: Federal Pell Grants, TEACH Grants, Federal Direct Loans, Federal PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG).

The Financial Aid Office will use the following steps.

### **Step 1: Student's Title IV Information**

Total amount of Title IV aid that could have been disbursed (if any) for the semester the student withdrew OR the total amount of Title IV aid that was disbursed for the semester the student withdrew.

### **Step 2: Percentage of Title IV Aid Earned**

The number of calendar days completed by the student divided by the total number of calendar days in their initially scheduled semester.

$$\text{days attended/days in semester} = \% \text{ completed}$$

If the calculated percentage exceeds 60%, then the student has earned 100% of their Title IV aid for that semester.

### **Step 3: Amount of Title IV Aid Earned**

The percentage of Title IV aid (calculated in Step 2) multiplied by the total amount of Title IV aid that could have been disbursed or that was disbursed.

### **Step 4: Amount of Title IV Aid To Be Returned or Post-withdrawal Disbursement**

IF total aid disbursed equals the amount of total earned aid, no further action is taken.

IF the total aid disbursed is greater than the amount of total earned aid, the difference must be returned to the Title IV program. The student is responsible for paying all charges on their student account if this return creates a balance owed.

IF a student has earned aid that could have been disbursed, this is considered a post-withdrawal disbursement. The post-withdrawal disbursement

could contain loan funds and the student will have to provide written notification if they would like to accept the Title IV aid loan funds. If after 30 days, written notification has not been provided, these loan funds will be cancelled.

\*Hastings College may automatically use all or a portion of a student's post-withdrawal disbursement (including loan funds) for tuition, fees, or room and board charges. Some types of Title IV aid may not be available to the student once they have withdrawn because of other eligibility requirements.

#### **Step 5: Title IV Aid Order of Return**

1. Federal Direct Loan, unsubsidized
2. Federal Direct Loan, subsidized
3. Direct (parent) PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. 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.

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:

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

5. Participating in an online discussion about academic matters
6. 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.

### **A SAMPLE CALCULATION**

A student is enrolled in the following credit hours:

Block 1 = 2 credits

Block 2 = 8 credits

Block 3 = 8 credits

When federal aid was disbursed during Block 1, the student was enrolled full time and his Title IV aid (pell grant and subsidized loan) were based on this enrollment status. The student's pell grant was \$3,098 and subsidized loan net amount was \$1,732.

On September 5, the student completes an official withdrawal form at the HC Registrar's Office. All federal and institutional financial aid was disbursed during Block 1, based on full-time enrollment status.

Before the R2T4 calculation can take place and since the student did not begin all blocks, his enrollment status is changed to less than part time. His new pell grant award is \$775.

1. Pell grant \$775 and subsidized loan \$1,732. Total amount disbursed \$2,507.
2. Start date, August 14 and scheduled end date December 13, 2019, and date of withdrawal September 5. Completed days = 23 + Total days in the fall semester 117 = 19.66%.
3.  $19.66\% \times \$2,507 = \$492.88$ .
4.  $\$2,507 - \$492.88 = \$2,014.12$ .
5. Institutional charges tuition and fees \$15,780.  $(100\% - 19.66\% = 80.34\%)$ .  
 $\$15,780 \times 80.34\% = \$12,677.65$ .

Use the lesser amount between \$2,014.37 and \$12,677.75. This is the amount of federal aid that must be returned = \$2,014. Student loan is returned and \$264 of the federal pell grant is returned.

## Section 3

# 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 based upon full time for undergraduates. Detailed information about costs and related fees can be found at [hastings.edu/admissions/cost-aid/cost-of-attendance](https://hastings.edu/admissions/cost-aid/cost-of-attendance).

### BILLING AND PAYMENT 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 August 1 for the Fall semester and January 1 for the Spring semester. To make a payment on your account, login to Self Service at [ourhc.hastings.edu/](https://ourhc.hastings.edu/).
2. Five-Month Payment Plans per semester. Payments are due the first of each month beginning in August (for the Fall semester) and January (for the Spring semester). To sign up, login to Self Service at [ourhc.hastings.edu/](https://ourhc.hastings.edu/).

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.

### OUTSTANDING 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's account is delinquent for Fall, 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 information can be viewed online by logging in to Self Service at [ourhc.hastings.edu/](https://ourhc.hastings.edu/).

# 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, attending either part time or full time, to successfully complete courses for which aid is received.

**Below are the required minimum standards for students who are receiving federal or state 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, 1.80
- After three semesters, 1.90
- After four or more semesters, 2.0

### QUANTITATIVE REQUIREMENTS

“Pace” refers to the 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

Students must complete a minimum number of 120 credits to complete a baccalaureate degree. The maximum time for the completion of a student’s academic program is 150% of this standard: 180 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 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 hours exceed their limit. **There is NO warning semester for maximum time frame. However, a student may appeal.**

### 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 the student’s Hastings College email account. Students will be able to receive their federal and state financial aid (if they are otherwise eligible) during their warning semester while they work to restore their academic progress standing. If a student fails 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’s federal financial aid will be suspended. The Financial Aid Office will notify the student by HC email and by mail to their permanent address.

## REGAINING ELIGIBILITY

Students can still enroll at Hastings College without federal or state financial aid and independently pay for enough credits until they once again meet the SAP standards. Students can enroll at another institution for a semester and through transfer work accepted by Hastings College meet the SAP standards. A student could also complete a successful appeal process to regain their eligibility.

## APPEAL

Students in suspension status may appeal by completing a Satisfactory Academic Progress Appeal Form. It should be submitted to the Financial Aid Director as soon as possible. It is recommended that the appeal be made before the start of the subsequent semester. 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 financial aid.

## APPEAL APPROVAL (PROBATION)

If a student's appeal is approved by the SAP 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 SAP 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 SAP 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.

### *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 latest 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 semester: Fall, Spring, and Summer terms.

### *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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# Directories

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## Section 1

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