



2018-19
Master of Arts in Teaching
Catalog

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Hastings College General Information

The College

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

Hastings College is an accredited, private, coeducational college, which 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.

Hastings College Mission (Purpose and Philosophy)

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

Accreditation

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

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

of Independent Colleges and Universities of Nebraska, and numerous other educational organizations.

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

The standards that guide the Teacher Education program were developed by the Interstate Teacher Assessment and Support Consortium (InTASC). The ultimate goal of our program, guided by the InTASC standards, is the impact our candidates will have on P-12 students and their learning. The ten InTASC standards comprise the program outcomes for Hastings College.

Title II Report

A copy of the Hastings College Title II report with data on our program is available in the Teacher Education office and on our <https://www.hastings.edu/consumer>.

MAT General Information

Program Purpose

The primary purpose of the graduate program at Hastings College is the preparation for classroom teaching in elementary and secondary schools of America. The program is designed with two groups in mind:

1. Persons with a baccalaureate degree but no professional education who would like to pursue initial certification in an endorsement area offered at the College.
2. Those undergraduate candidates with senior status whose academic major(s) precludes their being able to complete both the teaching major(s) and the required professional education courses within a four-year time frame. It is also designed for senior candidates in good standing who choose to both begin a teaching certification program during their senior year and wish to complete the MAT degree.

MAT Degree

The State of Nebraska approves the MAT Degree at Hastings College as an initial teaching certification program. Therefore, Hastings College MAT candidates must identify an emphasis area in an identified endorsement area offered by the College.

Emphasis

Candidates must determine their emphasis, which will be identified as the emphasis on the official transcript for the Masters of Arts in Teaching. The emphasis is identified as the teaching endorsement that they seek as part of their MAT program. If candidates have more than one emphasis, a minimum of 9 hours must be identified on the Program of Study to be listed as the emphasis on the official transcript.

Note: Candidates may meet certification requirements for an additional endorsement that is not a part of their emphasis during their MAT program.

Certification Requirements

All requirements pertaining and leading to licensure and certification are items falling under the purview of the undergraduate Teacher Education Policies Commission. See the Hastings College Catalog for admission and retention requirements for Teacher Education.

Governance of Graduate Teacher Education

The Graduate Council is the authorized governing body for graduate teacher education at Hastings College. The Council has as its charge the formulation and the achievement of goals and policies. It is further charged with the fixing of responsibility in all matters relevant to programs and problems, the utilization of institutional resources required for the program, the screening of candidates, and the evaluation and modification of the program.

Unclassified Graduate Candidates

Candidates who do not plan to pursue the MAT degree may take graduate courses if they have earned a baccalaureate degree and have the necessary prerequisites for courses they wish to take. (Certain courses are restricted and require admission to the Teacher Education Program.) These

candidates may register for classes as an unclassified (non-degree seeking) graduate after completing the application form and submitting the matriculation fee.

Admission, Retention and Degree Requirements

Admission Requirements

All candidates seeking admission to the Master of Arts in Teaching program will be required to meet or exceed the following admission requirements:

1. Completed application form and \$50 matriculation fee. (The \$50 matriculation fee is waived for Hastings College graduates.)
2. Baccalaureate degree from a regionally accredited college or university.
3. Official transcripts from all previously attended colleges and universities. (International applicants must also arrange with an independent credential evaluation service to provide a course-by-course evaluation of your secondary school and undergraduate program prior to being admitted to Hastings College. Contact the Education Department for a list of acceptable evaluation service providers.)

Note: In order to seek teacher certification in the state of Nebraska, an individual must have a valid social security number.

4. 2.5 undergraduate GPA on a 4.0 scale. If necessary, post-bachelor's degree coursework may be considered.
5. State of Nebraska required *Praxis*TM Core Academic Skills for Educators basic skills test (or passing scores for the Praxis I (PPST) if taken prior to September 1, 2014).
 - a. Passing scores from the Educational Testing Service (ETS) must be received by the Education Department by August 1 for fall semester admittance and January 11 for spring semester admittance (dates subject to change). It can take up to 3 weeks to receive scores so plan to take the test early enough for scores to be received by our department.
 - b. Testing centers at colleges and universities will provide information and study guides for the PRAXIS tests. Information may also be obtained in the Career Services Office, Teacher Education Office, or Studio 200. Registration for the Praxis is done at www.ets.org.
6. Two letters of recommendation or completed recommendation form from school administrators or college professors, attesting to academic potential to do master's level work.
7. At the discretion of the emphasis department, a personal interview may be required.

Upon receipt and review of all information and supporting documents by the Graduate Council, a candidate will be notified of the admission status by letter and an advisor will be assigned. Both the candidate and the advisor will receive an advising guide. The advising guide should be followed carefully. When questions arise regarding a candidate's status or program of study, the candidate and the advisor should contact the Graduate Studies Coordinator.

Application and Admission to the Teacher Education Program

In addition to formally applying to the MAT program, the accepted candidate must also apply and be accepted to the Teacher Education Program at the conclusion of the first semester of work in the MAT program. Application materials are available from the Education Department. Admission requirements for the Teacher Education program are provided in the College Catalog and in the Teacher Education Department Handbook.

Passage of all sections of the *Praxis*TM Core Academic Skills for Educators basic skills test is a requirement for admission to the Teacher Education Program (or passing scores for the Praxis I (PPST) if taken prior to September 1, 2014). Each student must also demonstrate proficiency in English composition and speech communication through coursework, as part of the requirements for admission to the Teacher Education Program and for approval to student teach. Mathematics and PED 102, Issues in Wellness are also student teaching requirements. Check with the Education Department to see if these requirements were met in your undergraduate program.

General MAT Degree Requirements

1. 33 semester hours of graduate credit, which must include a minimum of 18 graduate hours earned after acceptance to the MAT program.
2. Cumulative GPA of 3.0.
3. A maximum of two courses with a grade of C may be counted towards the degree.
4. No credit will be given for grades below C; courses in which a D or F is earned must be retaken.
5. Attendance at a minimum of three MAT presentations prior to the culminating experience.
6. Successful completion of the culminating presentation (see next section).
7. All work for the degree must be completed within a five-year period. In exceptional circumstances, a one-year extension may be granted.

Culminating Presentation

The successful completion of a culminating presentation is a program completion requirement for all degree-seeking MAT candidates. The candidate will make a 45-50 minute presentation based on the proposed topic related to the emphasis area. The presentation must be supported by a review of literature evidenced by a correctly formatted reference page. Research for the oral presentation may include surveys or interviewing, in which case the MAT student will be expected to submit a proposal to the Committee on Human Subjects Research. A candidate will demonstrate ability to formulate a research question, may conduct research as a part of the

investigation, and present results. (With approval from the Graduate Studies Coordinator and the academic advisor, individuals seeking the MAT in Music may present a music lecture/performance in lieu of the final presentation.)

The selection of the culminating presentation topic will be made in conjunction with the emphasis advisor and requires the advisor’s approval.

Important Dates

Action	Fall Semester	Spring Semester
Notify Graduate Studies Coordinator of semester for presentation	May 1 (of the year prior to graduation)	May 1 (of the year prior to graduation)
Presentation Proposal Form due	September 15*	First day of J-Term*
Presentation dates	During the month of November – Dates scheduled by the Graduate Studies Coordinator	During the month of March –Dates scheduled by the Graduate Studies Coordinator
Presentation revisions deadline – all work completed and submitted	December 15	April 15
* Once filed with the Graduate Studies Coordinator changes will not be allowed.		

Transfer Credit and Directed Study Hours

The following limitations apply:

1. A maximum of 9 graduate semester hours earned at other accredited colleges and universities may be transferred to Hastings College. These hours must be approved, in writing, by the candidate’s advisor and the Graduate Studies Coordinator.
2. Transfer hours taken prior to seven years before the candidate’s expected graduation date will not be counted toward the degree requirement.
3. Transfer courses with grades below a B- will not be accepted.
4. Transferred coursework must significantly address the Program of Study area(s) of emphasis.
5. Transfer courses taken for Pass/Fail credit will not be accepted.
6. Only official and final college or university transcripts will be accepted for the awarding of transfer credit.
7. No more than 6 hours of directed study at Hastings College may be applied to the Program of Study.
8. No more than a total of 12 hours of combined transfer and directed study coursework may be applied to the Program of Study.

Tuition and Fees

Full time (9 hours and above) graduate candidates will be assessed the same special fee amounts as undergraduates. In addition they will be responsible for:

- A Matriculation Fee of \$50, required with each application and non-refundable (waived for Hastings College graduates)
- Tuition (based on a per-credit-hour charge and subject to change)
- Graduation Fee (based on current year charges)

Graduate and Undergraduate Tuition Policy

Graduate candidates who have been formally accepted into the MAT program will be charged the current graduate rate per credit hour for all coursework taken.

Undergraduate candidates who have been formally accepted into the MAT program will be charged at the undergraduate rate for the first 127 hours of coursework (generally four years of undergraduate work). Coursework in excess of 127 hours will be charged at the regular MAT rate.

Graduate candidates who have not been formally accepted into the MAT program will be charged the current graduate rate per credit hour for graduate courses (courses numbered 500 and above), and the current undergraduate rate for all other courses.

Candidate's Graduate Advisor

The College has long recognized that there is a strong positive correlation between good academic advising and candidate success. With this in mind, each graduate candidate shall be advised according to the following guidelines:

1. Each MAT candidate will have a graduate advisor from the candidate's area of emphasis.
2. The candidate's advisor will be named by the Graduate Studies Coordinator after consultation with the appropriate department chair.
3. All planning with respect to the candidate's graduate program must involve the advisor. The MAT Candidate/Advisor Guide should be followed carefully.
4. The culminating presentation topic must be approved by the candidate's advisor.

Retention in the MAT Program

The candidate must maintain a 3.0 GPA and evidence satisfactory progress in the program of study.

The candidate must also meet all retention requirements of the Teacher Education program as stated in the College Catalog and in the Teacher Education Handbook.

If a candidate is removed from the MAT program due to an ineligible GPA, that candidate may re-apply once she/he has achieved a cumulative 3.0 GPA in degree-eligible coursework. Only one re-admittance is allowed.

Academic Dishonesty

As stated in the Hastings College Manual of Operations and the Alpha Chi brochure, the *Challenge of Academic Integrity*, ethics are of concern to a liberally educated individual, and institutions dedicated to the education of these people should make clear the concern for ethical behavior. The ethical person assumes responsibility for her or his own behavior while giving credit to others for their ideas and accomplishments.

Academic plagiarism and cheating will not be tolerated, and violators are subject to disciplinary action. Faculty members are encouraged to discuss plagiarism and cheating with their classes at the start of each term and to emphasize the value of academic integrity and honesty. In the event that academic dishonesty is suspected, the following procedure is recommended.

1. Hold a private conference with the candidate. It would be desirable that the problem be resolved at this point to the satisfaction of both the faculty member and the candidate.
2. Some possible consequences a faculty member might exercise:
 - o Redo the assignment.
 - o Fail the assignment.
 - o Fail the course.
3. If penalties are imposed by the faculty member, he/she should file a written report of the incident with the Graduate Studies Coordinator, the Education Department chairperson, and the Associate Vice President for Academic Affairs.
4. Repeat offenses will be addressed by the Graduate Studies Coordinator and the Associate Vice President for Academic Affairs and may result in removal from the program.
5. The appeal process for the candidate is through the Graduate Council.

Code of Conduct and Other Campus Policies

[College Catalog, p. 163-164](#)

Hastings College is an educational institution in which there is an atmosphere of learning, as well as a sense of community. The College prides itself upon the principles of academic integrity, self-respect, and individual responsibility.

Hastings College strives to provide a community environment that will reflect the finest traditions of our Western-Christian Heritage. It seeks to do this through the example of its administration and faculty, the philosophy and quality of its educational program, its deliberate attempt to apply the Christian Gospel to everyday life, and the high expectations it holds for all its students.

Student Code of Conduct

Students who enroll at Hastings College assume an obligation to conduct themselves in a manner compatible with commonly accepted moral and ethical standards and in a manner which will bring credit to themselves and to the College. The College Administration reserves the right to suspend or otherwise administratively withdraw any student whose conduct is deemed to be an affront to the history and traditions of the College or whose behavior brings discredit to the College or who poses by reasonable assumption a threat of danger or harm to self or any member of the College community.

The Student Code of Conduct includes minimal regulations for Hastings College students. Many aspects of student conduct are deliberately not covered by the Code of Conduct since the College expects its students to exercise common sense in observing commonly accepted moral and ethical standards. Specific misconduct outlined in the Code of Conduct includes acts of dishonesty (including academic dishonesty); disruption or obstruction of teaching; physical and verbal abuse; harassment or bullying; sex or gender based discrimination, harassment or sexual misconduct; stalking; threats; theft; hazing; failure to comply with directions of college staff; unauthorized use of college keys; violations of the campus policies on possession and use (including distribution) of alcohol and drugs; illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals; participation in campus demonstrations which disrupt the normal operations of the college; disorderly conduct; theft or abuse involving computers, telephones, cell phones, electronic devices or equipment; abuse of the college judicial system; violation of Hastings college policies, rules or regulations including rules adopted from time to time governing campus residential facilities; and violations of local, state and federal law. The Code of Conduct applies to all students, as well as their guests. The complete Code of Conduct is in the Hastings College Student Handbook/Planner and on the Hastings College website.

Generally, Hastings College jurisdiction and discipline shall be limited to conduct which occurs on college premises or which adversely affects the Hastings College community and/or the pursuit of its objectives. Hastings College does have jurisdiction to sanction a student for activities that take place off campus when those activities adversely affect the interests and/or reputation of the College or cause injury or harm to any person.

Students violating the Code of Conduct or commonly accepted more and ethical standards may be subjected to disciplinary proceedings by one of the Student Judicial System's judicial bodies, (the respective Residence Hall Councils, the Student Judiciary Council, or the Administration of the College) depending on the type of infraction and where the violation occurs. All students are expected to comply with the procedures and decisions of these judicial bodies. Sanctions may include: warning, loss of privileges, fines, restitution, discretionary sanctions (such as service or work assignments), administrative or conduct probation, campus housing suspension/withdrawal or expulsion, and college suspension/withdrawal or expulsion.

Alcohol Policy

Alcoholic beverages are prohibited in all buildings on the main campus of the college including the residence halls. Alcoholic beverages are allowed within the confines of individual Hastings College Bronco Village apartments or campus houses only if all residents of that particular apartment/house are of legal drinking age and have applied for, been granted and display alcohol permit. Alcoholic beverages may not be consumed in individual Hastings College Bronco Village

apartments or campus houses if minors are present. In locations where alcohol is allowed, students are expected to observe all laws and to exercise mature judgment and social responsibility when making decisions regarding its use.

The College's policy on "Possession and Use of Alcohol and Other Drugs" is in the Hastings College Student Handbook/Planner and on the Hastings College website. The college reserves the right to adjust its alcohol policies governing residential areas as situation warrant.

Vehicle and Bicycle Registration

The use of automobiles, motorcycles, bicycles and other vehicles on the College campus is considered a privilege. Students operating such vehicles must register them with the Student Life Office at the beginning of the school year and must obey all parking and driving regulations as set forth by the College and the City of Hastings. Gas-powered scooters may not be stored inside campus buildings. Bikes, longboards, scooters and other wheeled transportation are not to be used inside campus buildings.

Other Campus Policies

Hastings College is concerned about the safety and welfare of all campus members and guests, and is committed to providing a safe and secure environment. In pursuit of these objectives, and in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act, Hastings College collects and publishes safety and crime data. Additionally, a Drug-Free Schools and Campus Policy is distributed in accordance with the Drug-Free Schools and Communities Act Amendments of 1989.

Please refer to the [Student Handbook](#) for more information and for additional campus policies and regulations.

The Master of Arts in Teaching Plan I

This program is designed for persons with a baccalaureate degree but no professional education who would like to pursue initial certification in an endorsement area offered at the College. Each candidate's program will be developed in consultation with the candidate's graduate advisor. The program will incorporate the requirements for the endorsement sought and will be planned to meet the candidate's needs. The program of study must be approved by the Graduate Studies Coordinator by October 1 for fall semester and March 1 for spring semester.

Those certified and practicing teachers who wish only to renew their certificate or enhance their professional skills may enroll in appropriate graduate classes as "unclassified", non-degree seeking graduate candidates.

Curricular Requirements for Plan I:

- 9 graduate level semester hours in Professional Teacher Education
- 15-18 graduate level semester hours in an emphasis area. These courses, which are identified on the appropriate state approved endorsement sheet for the emphasis, will be chosen after consultation with the advisor.

- 6-9 graduate level semester hours in related areas of study
 - 1-6 hours of thesis (optional depending upon the candidate's interest and the emphasis department requirements) Note: A thesis written for these hours does not take the place of the culminating presentation.
-
- 33 minimum total graduate hours needed

The Master of Arts in Teaching Plan II

This program is designed specifically for those candidates with senior status whose academic major(s) precludes being able to complete both the teaching major(s) and the required professional education courses within a four-year time frame, or who choose to begin a teaching certification program during their senior year and plan to complete the MAT degree.

A Hastings College senior in good standing may, when appropriate, petition the Graduate Council to take up to 6 hours of graduate level courses. These courses may not be counted toward the baccalaureate degree; however, they may be applied later toward the MAT. The interested senior should be aware that he/she might need to seek an additional or supplemental teaching endorsement to satisfy the 15 graduate hour minimum requirement in the area of emphasis for the MAT program of study. For example, if a senior is a history major and wants now to seek a teaching endorsement at the graduate level, there may not be courses and credit hours left in history to take for the endorsement requirements at the graduate level. In this example, the senior would be advised to seek the social science field endorsement since there would be enough courses required to satisfy the 15 graduate hour minimum in the area of emphasis.

For further information, contact the Graduate Studies Coordinator.

Course Descriptions

Only those hours approved are listed herein. For a complete list of departmental graduate courses, please consult the department chair. The following course numbers are uniform in all departments: Directed Study (DS) = 570; Workshop = 588; Independent Study (IS) = 670; Internship = 690; and Thesis = 700.

Art Studio -- ART

ART 503 Drawing II

3 hours

Life drawing is a continuation of studies begun in Drawing I, and an introduction to drawing the human figure. Special attention is given to understanding skeletal and muscular anatomy.

Prerequisite: Art 111. Spring semester.

ART 511, 512, 513, 514 Intermediate Sculpture

3 hours each

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

ART 527, 528, 529 Advanced Ceramics

3 hours each

Students in Advanced Ceramics will develop basic skills acquired in Introduction to Ceramics. Students will learn to throw more complex forms, larger pieces, and sectional work. Course work includes study of glaze formulas, firing methods, and alternative claywork. As advanced technical skills are developed, students will develop content in their work by writing a series of papers. These papers will address art-versus-craft issues, personal experiences, universal themes, and out-of-character experiences. The course work will evolve into explorations of the students' interest and their philosophy of claymaking. Each semester.

ART 531 Drawing III

3 hours

Advanced drawing with emphasis on drawing as an expressive medium. **Prerequisite:** ART 111 and 203/503.

ART 553 Intermediate Digital Photography

3 hours

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

ART 555 Printmaking: Etching

3 hours

This is a study of the intaglio printing processes, including drypoint, engraving, line etching, soft ground, and aquatint techniques.

ART 565 Printmaking: Woodcut

3 hours

Relief printing (popularly known as woodcut) will be used to produce single-color and multiple-color images.

ART 566 Printmaking: Lithography**3 hours**

This is a course in stone and plate lithography, as it is used to produce hand drawn and photographic images.

ART 571, 572, 573 Advanced Painting**3 hours each**

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

ART 574 Printmaking: Silkscreen**3 hours**

This is a study of silkscreen printing. Several methods of image formation are considered. Among them are paper stencils, lacquer film, touche resist, and photographic emulsion.

ART 615, 616, 617 Advanced Glass**3 hours each**

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

ART 653 Advanced Photography**3 hours**

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

Digital Media -- ADM**ADM 523 Digital Art and Graphic Design II****3 hours**

This is a continuation in the study of graphic design. This course offers a more in-depth study of typography and design, and will offer a hands-on approach to design problem solving. Design in the world of advertising and media will also be explored. Additional graphics programs will be introduced in this course. **Prerequisite:** ADM 225 or permission of instructor. Spring semester.

ADM 541 Digital Art and Graphic Design III**3 hours**

A continuation of the previous course, this course will explore in-depth graphic design methods, color basics, visual communication, and final production techniques. Skills in computer graphics programs will also be further developed. **Prerequisite:** ADM 323/523 or permission of instructor. Fall semester.

ADM 583 Digital Art and Graphic Design IV**3 hours**

This is an advanced course in the study of graphic design. Emphasis will be on honing typographic skills and design disciplines. Course objective will be the extensive exploration of

real world problem-solving through hands-on projects. Students will also be required to seek freelance work for course assignments. **Prerequisite:** ADM 341/541. Offered by arrangement.

Art History and Theory -- AHT

AHT 584 Greco-Roman Art History **3 hours**

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

AHT 590 Art for Elementary Teaching **3 hours**

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

AHT 594 Medieval Art History **3 hours**

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

AHT 614 Italian Renaissance Art History **3 hours**

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

AHT 620 Secondary Art: Methods and Measurements **3 hours**

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

AHT 624 Special Topics in Art History **3-4 hours**

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

AHT 634 History of Art Since 1945 **3 hours**

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

Biology

BIO 504 Developmental Biology **3 hours**

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

BIO 514 General Botany

4 hours

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

BIO 521 Microbiology

5 hours

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

BIO 554 Parasitology

3 hours

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

BIO 562 Aquatic Ecology: Theory

1 hour

This lecture/discussion course focuses on applications of ecology to aquatic systems and seminal studies of aquatic systems that have shaped ecological theory. Students should plan to take the companion course, BIO 563 in the summer session. Spring, even-numbered years.

BIO 563 Aquatic Ecology: Method

3 hours

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

BIO 571 Cell Biology

4 hours

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

BIO 584 Invertebrate Zoology

4 hours

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

BIO 590 Biology for Elementary Teachers**3 hours**

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

BIO 591 Biology for Elementary Teachers Lab**1 hour**

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

BIO 604 Biochemistry**4 hours**

(Also CHM 604)

This course will examine basic principles of biochemistry, including the structure and function of biological molecules, enzyme kinetics, bioenergetics and metabolism. Three lectures and one laboratory weekly. **Prerequisite:** CHM 363 or permission of instructor. Fall semester.

BIO 605 Advanced Biochemistry**4 hours**

(Also CHM 605)

An extension of BIO/CHM 604, this class will deal with a variety of advanced topics in Biochemistry. A more detailed examination of additional metabolic pathways, biochemical thermodynamics, and biochemical aspects of gene expression will be undertaken. Students will utilize the primary literature to examine the development of our understanding of biochemistry. The laboratory component of this class will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO/CHM 604 or permission of instructor. As needed.

BIO 614 Medical Anatomy & Physiology I**4 hours**

Organization, function and integration of organ systems is emphasized as well as clinical dysfunctions. Topics include tissues, skeletal, muscle, and nervous system physiology. The laboratory exposes students to details of human anatomy, focusing on skeletal and muscular structures. Three lectures and one laboratory weekly. Fall semester.

BIO 624 Medical Anatomy & Physiology II**4 hours**

Continues a survey of major organ systems: cardiovascular, respiratory, endocrine, immune, reproductive, urinary, and digestive. Laboratory investigations focus on the principles of physiologic measurement and data interpretation. Three lectures and one laboratory weekly. **Prerequisite:** BIO 614. Spring semester.

BIO 634 Ecology**4 hours**

A study of the interrelationships among organisms and relationships between organisms and their environment. Ecology seeks to explain both the abundance and distribution of species, and their origins. Unique to ecology is the study of communities connected by predator-prey, competitive,

mutually beneficial, and parasitic interactions. We will study local flora and fauna as well. Much of ecology has implications for the survival of our species and our stewardship of others. Three lectures and one laboratory weekly. Fall, odd-numbered years.

BIO 644 Evolution

4 hours

A study of the factors in the continuity and modification of life through time; hereditary basis of evolution; effect of environment change; diversity and the origin of life on earth. Theories of evolution from Lamarck and Darwin to the modern synthesis and theories on extinction will also be considered. Three lectures and one lab weekly. Spring, even-numbered years.

BIO 659 Molecular Biology

4 hours

A detailed examination of the structure, replication, expression, and regulation of genes in viral, prokaryotic and eukaryotic systems. **Prerequisite:** BIO 474/674 or permission of instructor. Fall, even-numbered years.

BIO 664 Immunology

3 hours

An introduction to the discipline and study of the basic mechanisms of the vertebrate immune system. Investigation will focus on the development and physiology of the immune response. The application of immunologic principles to diagnostic, therapeutic, and research techniques will be addressed throughout the course. Three lectures weekly. Fall, odd-numbered years.

BIO 674 Genetics

4 hours

A study of the mechanisms underlying the process of heredity including classical, molecular and population genetics. The patterns of inheritance in cells, individuals and populations will be considered, with an emphasis on classical genetics and cytogenetic processes. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO 103 or permission of instructor. Fall semester.

BIO 676 Mammalogy

4 hours

Classification, evolution, distribution, and life history of mammals with emphasis on plains species. The laboratory will concentrate on identification of Nebraska species, collection techniques and unique life history patterns. Three lectures and one laboratory weekly.

BIO 678 Animal Behavior

4 hours

The behavior of the individual is a manifestation of that species' "behavioral repertoire", the "what" of behavior. The "how" involves physiology, sensory capabilities, anatomy, and biochemistry. The "why" explores the selective advantage of the behavior in ecological and evolutionary terms. Tools used in animal behavior range from DNA analysis to binoculars and notepads. Three lectures weekly. Lab meets weekly March through April and culminates in a 5-day field trip in early May. Spring, odd-numbered years.

BIO 690 Internship

SCI 620 Secondary Science Education Methods

3 hours

See course description under Science section.

Business & Economics

ACC 521 Federal Income Tax (Preparation and Planning) 3 hours

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

ACC 542 Accounting for Governmental & Not-For-Profit Organizations 3 hours

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

ACC 551 Cost Accounting 3 hours

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

ACC 573 Accounting Information Systems 3 hours

A review of concepts critical information flow and communication processes in business organization. Systems analysis, flowcharting, and computerization. **Prerequisite:** ACC 110, BUS 250 and permission of instructor. Each semester.

ACC 641 Advanced Accounting 3 hours

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

ACC 664 Advanced Professional Accounting 1-4 hours

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

BUS 503 Nonprofit Organizations and Fundraising 3 hours

(Also MKT 503)

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

BUS 511 The Legal Environment & The Uniform Commercial Code 3 hours

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

BUS 513 Commercial Law**3 hours**

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

BUS 530 Management and Leadership Principles**3 hours**

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

BUS 534 Operations Management**3 hours**

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

BUS 551 Human Resource Management**3 hours**

A study of special management issues relating to human resource planning. Labor relations, legislation, and trends pertinent to the field are explored. Fall semester.

BUS 620 Teaching Business: Methods and Measurement**3 hours**

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

BUS 662 Business Ethics**3 hours**

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

BUS 665 Entrepreneurship & Small Business Management**3 hours**

(Also MKT 665)

This course examines new venture creation and issues of particular concern to entrepreneurs and small business owners. Topics include screening venture opportunities, business plans, challenges of entrepreneurship, financial considerations, and location selection. **Prerequisite:** ACC 100 and MKT 340/540 highly recommended. Fall semester.

BUS 673 Seminar in Human Resource Management**3 hours**

Seminar focuses upon legal and ethical aspects of managing human resources. Applicable statutes, administrative regulations, and judicial decisions will be surveyed. Topics include unions, equal employment opportunity, testing standards, workers' compensation, and other topics of current interest. **Prerequisite:** BUS 551 or permission of instructor. Spring semester.

BUS 683 Strategic Management and Policy**3 hours**

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

ECO 513 Intermediate Macroeconomics**3 hours**

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

ECO 531 Economics of Money and Financial Markets**3 hours**

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

ECO 544 International Economics**3 hours**

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

ECO 548 Economic Development**3 hours**

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

ECO 574 Quantitative Techniques for Business/Economics**4 hours**

(Also MTH 574)

Analytical approaches to business/economic problems with emphasis on construction and application of mathematical models for managerial decision making. Topics include linear programming and related models, decision theory, forecasting and inventory models, queuing theory. **Prerequisite:** MTH 210 or SOC 295/595. Fall, odd-numbered years.

ECO 614 History of Economic Thought**3 hours**

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

MKT 503 Nonprofit Organizations and Fundraising**3 hours**

(Also BUS 503)

A course on the practical aspects of management and fundraising for nonprofit organizations. Students will participate in an actual fundraising campaign as part of the course. Topics include: structure and organization of nonprofits, legal and tax issues, the role of strategic planning,

annual fund tactics, essentials of planned giving, stewardship, donors' motivations, ethics of donor relations, special events, material design, capital campaigns, documentation of activities, relationships with the governing board, and preparation of grant applications. Spring semester.

MKT 540 Marketing Principles

3 hours

An introduction to marketing principles and practices viewed within the context of the economic system as a whole. Topics include consumer behavior, product development, pricing strategies, the promotional mix, and channels of distribution. Each semester.

MKT 564 Digital Marketing

3 hours

This course will introduce students to the opportunities and challenges of digital marketing. Working from a foundation of marketing theory, strategic digital marketing planning with social media and mobile technology will be explored. This course examines the use of digital technologies for marketing, data analytics, and digital storytelling. **Prerequisite:** MKT 340/540. Spring, even-numbered years.

Graduate candidates will be required to complete a case study which will include research (at least 5 sources), a written case analysis not to exceed 8 pages in length, and a presentation. The topic will be assigned by the instructor at the start of the semester.

MKT 650 Market Research

3 hours

An examination of investigative and analytical approaches utilized in gathering information necessary to make effective marketing decisions. This includes the planning, proposing, and evaluating of marketing information and marketing research efforts. **Prerequisites:** MKT 340/540; and it is highly recommended to have taken MKT 341 and either MTH 210 or SOC 295/595 prior to taking this course. Fall semester, even-numbered years.

MKT 665 Entrepreneurship & Small Business Management

3 hours

(Also BUS 665)

This course examines new venture creation and issues of particular concern to entrepreneurs and small business owners. Topics include screening venture opportunities, business plans, challenges of entrepreneurship, financial considerations, and location selection. **Prerequisite:** ACC 100 and MKT 340/540 highly recommended. Fall semester.

Chemistry

CHM 561 Organic Chemistry I

4 hours

Atomic and molecular structural theory and basic chemical principles are utilized to explain the reactions of simple organic functional groups. The effect of the three-dimensional structure of organic molecules on the products of organic reactions will be considered. The basic principles of spectroscopy (IR, NMR, Mass Spec) are introduced. Three lectures and one laboratory weekly. **Prerequisite:** C or better in CHM 153 (or equivalent course). Fall semester.

CHM 571 Analytical Chemistry

4 hours

Theory and practice of analytical chemistry including application of chemical equilibrium in acid-base, complexometric, potentiometric, spectrophotometric, and chromatographic

determinations. Laboratory experiments emphasize volumetric methods and the instrumental methods of spectrophotometry, potentiometry, and chromatography. This course will also combine aspects of biochemistry, analytical chemistry, and physical chemistry, and will cover selected aspects of thermodynamics and kinetics. Spectrophotometric and other biochemical analytical and instrumental techniques will be discussed and employed in the laboratory. Three lectures and one laboratory weekly. **Prerequisite:** CHM 153. Spring, even-numbered years.

CHM 584 Physical Chemistry I

4 hours

A study of equilibrium and change which constitute macroscopic properties of matter and the changes that occur in physical and chemical systems. This also includes properties of gases, equations of state, laws of thermodynamics and the behavior of pure systems and mixtures at equilibrium. Three lectures and one laboratory weekly. **Prerequisites:** CHM 153, MTH 150 (may be concurrent), PHY 201 or PHY 211 (may be concurrent). Fall, even-numbered years.

CHM 586 Physical Chemistry II

4 hours

A study of structure, which constitutes quantum mechanics. This includes the description of atomic and simple molecular structure, and spectroscopy. Statistical thermodynamics, which constitute the explanation of thermodynamic properties from molecular properties and transport properties. Three lectures and one laboratory weekly. **Prerequisite:** CHM 384/584. Spring, odd-numbered years.

CHM 604 Biochemistry

4 hours

(Also BIO 604)

This course will examine basic principles of biochemistry, including the structure and function of biological molecules, enzyme kinetics, bioenergetics and metabolism. Three lectures and one laboratory weekly. **Prerequisite:** CHM 363 or permission of instructor. Fall semester.

CHM 605 Advanced Biochemistry

4 hours

(Also BIO 605)

An extension of BIO/CHM 604, this class will deal with a variety of advanced topics in Biochemistry. A more detailed examination of additional metabolic pathways, biochemical thermodynamics, and biochemical aspects of gene expression will be undertaken. Students will utilize the primary literature to examine the development of our understanding of biochemistry. The laboratory component of this class will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO/CHM 604 or permission of instructor. Spring semester as needed.

CHM 672 Instrumental Methods

3 hours

The qualitative and quantitative spectroscopic methods of analysis. Optical and magnetic methods (primarily FT-IR, NMR, MS) will be emphasized for the structural determination of organic compounds. A combined lecture and laboratory format will give theory and experience in modern methods. **Prerequisites:** CHM 153. J-term, periodically.

SCI 620 Secondary Science Education Methods

3 hours

See course description under Science section.

Communication Studies

COM 504 Persuasion

3 hours

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

COM 514 Argumentation and Debate

3 hours

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

COM 520-530 Special Topics in Communication Studies

3 hours

These courses are designed to reflect current issues in communication studies. Previous classes have focused on the study of deception (COM 520), performance (COM 521), health professions (COM 522), gender (COM 523), instructional communication (COM 525), and directing forensics (COM 530). As needed. See College catalog for sample class descriptions.

COM 533 Intercultural Communication

3 hours

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

COM 544 Research Methods in Communication

3 hours

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

COM 560 Advance Public Address

3 hours

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

COM 633 Principles of Communication Theory

3 hours

An examination of the behavioral and the theoretical aspects of communication. Designed for all students interested in oral communication, mass communication, political communication, and/or organizational communication. **Prerequisite:** Permission of instructor. Spring semester.

COM 654 Rhetoric and Communication Criticism

3 hours

Students will learn a variety of approaches to the study of communication from classical to contemporary traditions. Fall, odd-numbered years.

COM 664 Organizational Communication

3 hours

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

COM 690 Communication Studies Internship**1-6 hours**

As needed.

Computer Science**CSC 531 Structured Programming****4 hours**

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

CSC 533 Data Structures**4 hours**

Design and implementation of abstract data types. Review of linked lists, stacks, and queues. Binary trees, balanced trees, and B-trees. Directed and undirected graphs. Hash tables and dictionaries. Additional topics as time allows. **Prerequisite:** CSC 331/531 (with C or better). As needed.

CSC 544 Operating/Networking Systems**4 hours**

An introduction to the basic concepts of operating systems and networking, including security considerations. Topics include hardware and OS architecture, traps and interrupts, processes, memory management, and file systems; network protocols and layers, addressing, routing, DNS, transport, and NAT; authentication and authorization. **Prerequisite:** CSC 331/531 (with C or better). Fall, odd-numbered years.

CSC 554 Database Concepts**4 hours**

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

CSC 566 Programming Network-Based Systems**4 hours**

Programming web-based applications, including databases, using such tools as HTML, XML, ASP, Javascript, MySQL and PHP. **Prerequisite:** CSC 354/554 (with C or better). Spring, odd-numbered years.

CSC 664 Systems Analysis and Design**4 hours**

Methods for the analysis, design, and implementation of computer-based information systems, including modification of existing systems. Topics include methodologies, requirements determination, analysis, system design, implementation considerations, deployment, testing, and project management. **Prerequisite:** CSC 331/531 (with C or better). Spring, even-numbered years.

CSC 674 Advanced Topics in Computer Science**2-4 hours**

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

CSC 684 Senior Project**1-3 hours**

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

Education**ED 140g Educational Laboratory****1 hour**

(Taken concurrently with ED 100)

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

ED 340g Elementary Education Clinical**1 hour**

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

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

ED 350g Secondary Education Clinical**1 hour**

This secondary education field experience course gives the candidate the initial teaching experience within the teaching major. Each candidate will be assigned to a master teacher where she/he will integrate theory and practice. Candidates must be admitted to Teacher Education.

The Secondary Clinical (ED 350) experience is taken concurrently with, or following the completion of the respective content methods course (denoted by course numbers 390 or 420). **Concurrent enrollment in the following courses is strongly recommended:** ED 542S, ED 544S, and ED 610. **Prerequisites:** ED 100/140, 300/500, 310/510. Membership in SEA is required.

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

ED 500 Growth and Learning**3 hours**

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

ED 507 The Ponca Trail of Tears: Standing Bear and the Nebraska Indian Removal (also HIS 507) **3 hours**

This experiential course will focus on the historical, cultural, and political circumstances surrounding the Nebraska Indian removal of the nineteenth century. Particular attention will be paid to the hardships endured by the Ponca, under the leadership of Chief Standing Bear, on their 1877 forced march from their Niobrara homeland to the Indian Territory in Oklahoma. Students will be introduced to the history and traditions of the Pawnee, Otoe-Missouria, Omaha, and Ponca Indians and will, in the travel section of the course, retrace the footsteps of Standing Bear and his people from northeast Nebraska to present-day Ponca City, Oklahoma. Attention will also be paid to the historic 1879 Standing Bear trial that produced the first civil rights legislation in the United States, but with tragic results for the chief himself.

ED 510 Introduction to Special Education **3 hours**

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

ED 511 Mathematics Methods for Elementary and Early Childhood Teaching **3 hours**

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

ED 520 Children's Literature **3 hours**

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

ED 521 Methods of Teaching Social Studies **3 hours**

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

ED 523 Instructional Content & Practice for Children & Youth with Disabilities **3 hours**

Implementation of comprehensive individualized education programs. Emphasis on selection and implementation of age/developmentally appropriate instructional methods and intervention strategies (including affective and behavioral) selection and adaptation of materials to support

students' learning, behavior and social adjustment in inclusive classroom settings. Practicum Lab ED 564 is to be taken during the J-Term immediately before or during the semester with ED 523. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED561.

ED 525 Principles and Characteristics of Early Childhood Education 3 hours

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

ED 530 The Teaching of Language Arts 3 hours

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

ED 531 Developmental Reading & Methods of Teaching Reading 3 hours

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

ED 533 Diagnostic and Corrective Reading 3 hours

Diagnostic, corrective, and remedial reading strategies are applied by the regular classroom teacher within the framework of daily instruction, incorporating professional and Nebraska K-12 Standards. Knowledge of response to intervention, curriculum-based measure and analysis of scores to determine reading intervention is the learning focus. Practice on individual case work is also required in a classroom setting. **Prerequisites:** ED 530 and 531. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester or have instructor's permission.

ED 534 Field Experience 3 hours

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

ED 535 Methods in Early Childhood Education 3 hours

This course introduces and gives practice to candidates in curriculum, program planning, materials, and individualization in Early Childhood Education. **Prerequisites:** ED 525 or

permission of instructor and concurrent enrollment in ED 536. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester.

ED 536 Early Childhood Practicum

1 hour

This is a field experience component (45 clock hours minimum) in Early Childhood Education. Candidates will observe and participate in early childhood program settings serving young children aged PK-grade 3. **Prerequisites:** ED 525, permission of instructor and concurrent enrollment in ED 535. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester. Membership in the Student Education Association (SEA) is required.

ED 538 Topics in Early Childhood

3 hours

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

ED 541 Transitional Services and Career and Vocational Education for the Student with Disabilities

2 hours

Emphasis is on preparing leaders in special education who will implement or develop practices relevant to the provisions of special integration, inclusion, transition, and integrated service delivery. The curriculum is designed to provide background information in vocational/career education for the student with special needs. Vocational services, vocational evaluation, vocational counseling, work-study programs, job placement and follow-up, lesson plans, and current models and materials used are included in the curriculum. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 562.

ED 542E/542S Classroom Management and Organization-Elementary/Secondary 2 hours
(E-Elementary Education Emphasis; S-Secondary and PK-12 Education Emphasis)

The focus of this course is to help candidates develop skills in three areas: planning, management and instruction. The course will emphasize methods of facilitating positive PK-12 student behavior and achievement. Topics include: positive PK -12 student-teacher relationships, positive peer relationships, working with parents, motivation, discipline, rules and procedures, problem solving, school violence and school-wide discipline. **Prerequisite:** ED 100/140g, 500 and 510. Candidate must be admitted to Teacher Education. (Special Education majors will substitute PSY 513 for this course).

ED 544E/544S Educational Assessment-Elementary/Secondary

1 hour

(E-Elementary Education Emphasis; S-Secondary and PK-12 Education Emphasis)

This course is designed to help candidates synthesize their knowledge and skills in the area of assessment. Course topics include: linking assessment to teaching and learning; constructing and selecting high-quality classroom-based assessments; interpreting test data, including group and individual standardized test data; and implementing assessments required by the state of Nebraska. Candidate must be admitted to Teacher Education. Secondary and PK-12 majors: Concurrent enrollment in ED 610 is strongly recommended. Elementary, K-6 and K-12 SPED, and Elem/SPED majors: Recommended concurrent enrollment in ED 621.

ED 548 Developing Cultural Infrastructure

3 hours

The focus of this course is to support education majors/graduates in developing an effective transition plan to first-year teaching. The *cultural infrastructure* of a classroom is generated through the practices a teacher engages to create a safe place where students are seen, valued, and learn to respond to one another with mutual respect. Summer.

ED 551 Characteristics of Children & Youth with Disabilities **2 hours**

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

ED 552 Instructional Tools **3 hours**

Effective teachers possess many diverse skills. They must be efficient in the management of administrative affairs, dynamic in instructional delivery and knowledgeable in instructional techniques to facilitate student learning. The activities of this course align with Nebraska Technology Standards and the International Society for Technology in Education (ISTE) Standards and address ways technology can be utilized to improve teacher effectiveness in all three of these critical areas. Participants will develop a portfolio that demonstrates products and skills that will serve in future contexts such as candidate teaching and professional teaching. Music majors should register for MU 552.

ED 553 Assessment, Diagnosis, and Evaluation for Elementary and Secondary Students
2 hours

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

ED 554 Emerging Technologies I **3 hours**

This course provides opportunities for students to identify, research, gain experience and knowledge of, and participate in discussion about emerging technologies and their use and impact in classroom teaching and learning. Summer.

ED 555 Emerging Technologies II **3 hours**

This course continues to provide opportunities for students to identify, research, gain experience and knowledge of, and participate in discussion about emerging technologies and their use and impact in classroom teaching and learning. Content in this course will differ from content in ED 554 and ED 556. Summer.

ED 556 Emerging Technologies III **3 hours**

This course continues to provide opportunities for students to identify, research, gain experience and knowledge of, and participate in discussion about emerging technologies and their use and impact in classroom teaching and learning. Content in this course will differ from content in ED 554 and ED 555. Summer.

ED 557 Emerging Technologies IV**3 hours**

This course continues to provide opportunities for students to identify, research, gain experience & knowledge of, and participate in discussion about emerging technologies and their use and impact in classroom teaching and learning. Content in this course will differ from content in ED 554, ED 555, and 556. Summer.

ED 559 Differentiation in Instruction**3 hours**

Differentiation is a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students. This course will provide current research supporting various teaching strategies directly applicable to classroom instruction. In supporting effective teaching, topics of study will include readiness, multiple intelligences, learning styles, and gender.

ED 560 Sped Pre-Practicum**3 hours**

Beginning exploratory field experience in the area of special education. Candidates will be assigned a cooperating resource teacher for this experience. Membership in the Student Education Association (SEA) is required. **Prerequisite:** ED 510. J-Term and spring semester.

ED 561 Sped Practicum K-6**1 hour**

Candidate is provided field experience in the Special Education major at the K-6 level to develop a working knowledge of special education processes. Field experiences are tied to assessment, behavior intervention, and methods as related to mild/moderate disabilities. Placement to include inclusive regular education settings. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 523 and ED 553.

ED 562 Sped Practicum 7-12**1 hour**

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

ED 566 Inquiry in Action, Level I**3 hours**

The role of a teacher leading learning through inquiry-based curriculum is different than that of a teacher leading learning through conventional practices. Inquiry-based learning begins with an unresolved question at the center of study that then requires explorative investigation, a process of deeper questioning and active research. Participants in this course will study question development, query management, dialogic reflection, progress monitoring, and resolution through discovery by engaging in their own inquiry-driven experience.

ED 582 Educating a Multi-Cultural Society**3 hours**

An awareness and understanding of the diversity present in a pluralistic society and an examination of how this diversity relates to the educational system. Various field experiences are required which involve observation and participation in classrooms of diverse learners. Enrollment in the J-Term requires an off-campus field experience at additional cost.

Prerequisite: ED 100/140g, 500 or 510, or concurrent enrollment in 500 or 510. Membership in the Student Education Association (SEA) is required.

ED 610 Reading in the Content Field (Secondary and PK-12 Art, Music, or PE) **1 hour**

A study of content literacy the ability to use reading and writing to learn subject matter across the curriculum. Issues include language, literacy, reading strategies, reading/writing connections, text structure, and authentic assessment. **Recommended:** Concurrent enrollment in ED 544S, ED 350g, Secondary Clinical and/or the appropriate 620 methods course, and ED 542S. Candidate must be admitted to Teacher Education.

ED 611 Cross-Cultural Communication **3 hours**

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

ED 620 General Secondary Methods **3 hours**

This general secondary methods course is designed for students planning to teach at the middle and/or high school level. It provides background in practical and theoretical approaches to curriculum and lesson planning, policy issues, and professional concerns. Required course activities, such as 7-12 classroom visits or field trips, may take place outside of the regular course meeting times. Taken concurrently with Secondary Block courses. With department approval, a teacher candidate may substitute this course for special content methods (a 620 course in the teaching major). Candidate must be admitted to Teacher Education.

ED 621 Collaborative Partnerships **2 hours**

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

ED 625 Coordination of Work-Based Learning **3 hours**

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

Graduate requirements: Students taking the course for graduate credit will research and present the history of career education and relevant legislation impacting CTE programs today.

ED 680 Assessment and Evaluation of Second Language Learners **3 hours**

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

ED 640/640m Elementary/Elementary SPED Student Teaching **10 hours**

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

ED 650/650m Secondary/Secondary SPED Student Teaching **10 hours**

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

ED 641/641m Elementary/Elementary SPED Student Teaching I **5 hours**

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

ED 651/651m Secondary/Secondary SPED Student Teaching I **5 hours**

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

**ED 642/642m Elementary/Elementary SPED Teaching Practicum or
ED 652/652m Secondary/Secondary SPED Teaching Practicum** **3 hours**

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

ED 653 Teaching Practicum **1 hour**

This is a shortened student teaching experience for candidates adding an additional subject or supplemental endorsement, or for candidates seeking additional experience in the areas of endorsement. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is

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

ED 631 Early Childhood Student Teaching

3 hours

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

ED 674/674m Post-Practicum Field Experience

1-3 hours

A post-candidate teaching experience that is an extension of a senior level teaching practicum. Membership in the Student Education Association (SEA) is required. (For graduate candidates, the field experience may include action research leading to the culminating MAT presentation.)

ED 700 Thesis

1-6 hours

English

ENG 500 Literary Theory and Critical Methods

3 hours

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

ENG 505 Theory and Critical Methods of Visual Culture

3 hours

Introduction to theories of visual culture and cultural studies with an emphasis on writing methods. As needed.

ENG 513 Shakespeare and the Film

4 hours

Study and analysis of selected Shakespearean comedies, histories, and tragedies, with an emphasis on film adaptations. Required weekly film viewing outside of class. As needed.

ENG 516 Topics in Anglophone Literature

3 hours

A topics course with varying emphases on British, North American, and other Anglophone writers from the 18th to the 21st centuries. Topics may include Twentieth-Century American poetry; postcolonial fiction; modernism in Ireland; Joyce and Woolf. Students may repeat the course for credit if the topic differs. As needed.

ENG 524 Topics in the Novel

3 hours

A study of the history and the form of the novel. Emphasis on different national literatures, literary periods from the 18th century to the present, subgenres, authors and themes. Topics may include the Victorian novel, the novel and the city, the Gothic novel, modernism and the novel, and the marriage-plot novel. Students may repeat the course for credit if the topic differs. As needed.

- ENG 526 Great Plains Literature and Popular Culture** **3 hours**
Selected topics in Great Plains literature and popular culture. Topics may include myths of the Great Plains, Native American writers, and the Great Depression. Students may repeat the course for credit if the topic differs. As needed.
- ENG 528 Regional Modernisms** **3 hours**
An interdisciplinary approach to modernism as a regional and/or rural phenomenon. Primary texts may include poetry, fiction, architecture, painting, music, and film. As needed.
- ENG 554 Literature of North American Diversity** **3 hours**
Late 20th- and early 21st-century literature of American ethnic diversity and diverse religious backgrounds and sexual identities. Varying emphases and writers. Fall semester.
- ENG 557 Young Adult Literature** **3 hours**
Selected topics in young adult literature with an emphasis on theories of literacy and pedagogy. Authors may include J.K. Rowling, Neil Gaiman, Stephanie Meyer, Ray Bradbury, and Sherman Alexie. Spring, even-numbered years.
- ENG 560 The English Language** **3 hours**
A survey of the history, dialects, and grammatical structure of the English language, with an introduction to the methodology and terminology of linguistics as a discipline. Fall semester.
- ENG 566 Introduction to Old English** **3 hours**
Grammar basics, historical contexts, and translation of literary texts. As needed.
- ENG 567 Introduction to Middle English** **3 hours**
Grammar basics, historical context, and translation of literary texts. As needed.
- ENG 583 Advanced Composition** **3 hours**
Development of writing skills, using principles from contemporary rhetoric. Must be taken in conjunction with ENG 583W. Spring semester.
- ENG 583W Advanced Composition Workshop** **1 hour**
Workshop time for individual and group work with instructor feedback. Accompanies ENG 583. Spring semester.
- ENG 584 Creative Writing: Fiction** **3 hours**
Workshop-based instruction and practice in fiction writing, with an emphasis on the short story. Fall, odd-numbered years.
- ENG 585 Creative Writing: Poetry** **3 hours**
Workshop-based instruction and practice in poetry writing, including lyric, narrative, and dramatic forms of poetry. Spring, even-numbered years.
- ENG 587 Creative Writing: Nonfiction** **3 hours**
Workshop-based instruction and practice in writing creative nonfiction, with varying emphases on memoir, biography, and the essay. As needed.

ENG 600 Seminar**4 hours**

Capstone course for all English majors, with a substantial research and writing requirement. Intensive study of a literary or filmic theme, writer or period. Examples: Arthurian literature; apocalyptic literature; classic and contemporary fairy tales; contemporary women's literature; the Victorian novel; Charles Dickens' *Great Expectations*; beyond Hollywood; theories of children's literature; and popular culture and small town, U.S.A. **Prerequisite:** English majors and graduate students. Non-majors by permission. Limited to 15 students. Spring semester.

ENG 620 Teaching English: Methods and Measurements**3 hours**

Emphasis on modern approaches to teaching literature, language, composition, and reading. Students must be admitted to Teacher Education to enroll in this course. Spring semester.

Foreign Language & Teaching English as a Second Language**ED 680 Assessment and Evaluation of Second Language Learners****3 hours**

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

FLL 620 Teaching English as a Second Language**3 hours**

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

SPN 620 Spanish Teaching Methods**3 hours**

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

SPN 634 Special Topics in Spanish Grammar**3 hours**

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

History**HIS 504 World Geography for M.A.T. Candidates****3 hours**

A study of the major geographic qualities of human society on the planet Earth. Particular attention is paid to the breakdown of the globe and its peoples into definable regions, and to the interaction between the physical features of the landscape and human activity that has given those regions such definition. In addition to mastering the geographic concepts presented in the course, students will familiarize themselves with state standards for secondary education in geography and develop their own undergraduate curricula.

HIS 506 The Greek and Roman World**3 hours**

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

HIS 507 The Ponca Trail of Tears: Standing Bear and the Nebraska Indian Removal (also ED 507) **3 hours**

This experiential course will focus on the historical, cultural, and political circumstances surrounding the Nebraska Indian removal of the nineteenth century. Particular attention will be paid to the hardships endured by the Ponca, under the leadership of Chief Standing Bear, on their 1877 forced march from their Niobrara homeland to the Indian Territory in Oklahoma. Students will be introduced to the history and traditions of the Pawnee, Otoe-Missouria, Omaha, and Ponca Indians and will, in the travel section of the course, retrace the footsteps of Standing Bear and his people from northeast Nebraska to present-day Ponca City, Oklahoma. Attention will also be paid to the historic 1879 Standing Bear trial that produced the first civil rights legislation in the United States, but with tragic results for the chief himself.

HIS 516 Barbarians and Crusaders **3 hours**

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

HIS 518 Survey of British History **3 hours**

A survey of the English, Irish, Scottish, and Welsh peoples from the Roman invasion of Britain to the present. Spring, even-numbered years.

HIS 524 Renaissance, Reformation, and Baroque **3 hours**

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

HIS 534 The French Revolution **3 hours**

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

HIS 544 Modern Europe **3 hours**
(Also PLS 344)

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

HIS 552 The U.S. to 1877**3 hours**

This course will survey the first half of American history ranging from the Native societies of the Americas and the first contact of the Native peoples with the European explorers to the creation of a new American nation, the expansion of this nation, its near demise with the Civil War, as well as its reconstruction. Graduate students will work with faculty to develop teaching competency in specific areas of their choice. Fall, even-numbered years. (Note: Graduate students will attend HIS 251, participating in course activities and assignments and completing graduate requirements.)

HIS 555 Natives and Nebraskans**3 hours**

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

HIS 557 Medieval Christianity**3 hours**

(Also REL 357)

A history of Christianity from its development during the Roman Empire to the eve of the Reformation, emphasizing spiritual, intellectual, and institutional aspects of the Christian experience in the Middle Ages. Fall, even-numbered years.

HIS 558 The U.S. Since 1877**3 hours**

This course will survey the second half of American history beginning in the year 1877 through the first decade of the new millennium. We will study the political, economic, cultural, and social influences behind the ideas, people, and events that helped shape the trajectory of modern American history, while keeping a focus on the idea of the “Good Society,” also known as “American exceptionalism.” Graduate students will work with faculty to develop teaching competency in specific areas of their choice. Spring, odd-numbered years. (Note: Graduate students will attend HIS 253, participating in course activities and assignments and completing graduate requirements.)

HIS 564 The Revolution and American Identity**3 hours**

This course will focus on the social, institutional, and intellectual development of the United States of America from its colonial roots in the French and Indian War to its inception in the American Revolution and as it expanded across the North American continent throughout the Early Republic. Close attention will be paid to the emerging ideas that helped shape our nation and how these ideas, in theory and in practice, influenced the lives of not just our nation’s leaders and elite citizens but also the common, everyday people and the disadvantaged groups that formed the backbone of the nation during the early national period. Fall, odd-numbered years.

HIS 582 Lincoln and the American Dream**3 hours**

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

HIS 681 Senior Research Seminar**3 hours**

A capstone course for history majors taught in rotation by members of the department. The subject matter will be based on areas of specific interest to the instructor. **Corequisite:** HIS 482 Senior Research Workshop. **Prerequisite:** HIS 286 and 287 (waived for Social Science Field Endorsement) and permission of the instructor. Fall semester.

HIS 682 Senior Research Workshop**3 hours**

A writing-intensive class designed to provide additional support for majors taking the Senior Seminar. **Corequisite:** HIS 681 Senior Research Seminar. **Prerequisites:** HIS 286 and HIS 287 (waived for Social Science Field Endorsement), and permission of instructor. Fall semester.

Mathematics**MTH 501 - Designing and Coordinating a Dual Credit Calculus I Course** **1 hour**

This course is for secondary teachers of Calculus, whose schools have entered a dual credit agreement with Hastings College. The teachers will work with Hastings College Math Department faculty to create the curriculum, establish assessment practices, select course materials, and coordinate interaction between the high school classes and HC Math faculty for the participating high schools' dual credit Calculus I course.

MTH 502 Geometry**3 hours**

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

MTH 503 Designing and Coordinating a Dual Credit Calculus I Course – Part II **1 hour**

This course is for secondary teachers of Calculus, whose schools have entered a dual credit agreement with Hastings College, and which have completed at least one year in the program. The topics covered will be:

- Assessment – Too much or too little? How frequent and how big?
- Technology – How to use technology for your presentations, tests, and so forth.
- Schedule – Reviewing and revising class schedules, based on previous years' experience..
- Calculus Topics – Topics that the instructors would like to refresh on, talk about lesson planning for, talk about assessing, and whatever else may be useful.
- Communication – Discussion of school-year communication between course instructors and college faculty, determining what has and has not worked, planning for future communications.

MTH 508 Logic, Sets and Methods of Proof**3 hours**

Theory and practice of mathematical proof and its foundation in symbolic logic. Construction of proofs about sets, relations, functions, real numbers, and integers. **Prerequisite:** MTH 150 (with C or better). J- term.

MTH 510 Teaching Math Foundations: Numbers & Patterns**1 hour**

Course for prospective teachers of mathematics. Students will participate in all aspects of MTH 110 and will assume responsibility for teaching at least two segments of the course under supervision of the instructor. **Prerequisite:** Permission of instructor. Concurrent with MTH 110.

MTH 513 Linear Algebra with Applications **4 hours**

A study of systems of linear equations, matrices, determinants, vector spaces, inner product spaces, eigenvalues, eigenvectors, and linear transformations, all with applications. **Prerequisite:** MTH 150 (with C or better). MTH 308/508 recommended. Spring semester.

MTH 514 Probability Theory **4 hours**

A calculus-based study of discrete and continuous probability distributions, combinatorial methods, conditional probability, and multivariate distributions with applications. **Prerequisite:** MTH 150 (with C or better). Spring, odd-numbered years.

MTH 520 Teaching Math Foundations: Geometry & Algebra **1 hour**

Course for prospective teachers of mathematics. Students will participate in all aspects of MTH 120 and will assume responsibility for teaching at least two segments of the course under supervision of the instructor. **Prerequisite:** Permission of instructor. Concurrent with MTH 120.

MTH 523 Differential Equations with Applications **4 hours**

Solution of differential equations with applications. Differential operators. Laplace transforms, and power series. Linear algebra as it applies to theory, solutions and systems of differential equations. **Prerequisites:** MTH 160 (with C or better), MTH 313/513 recommended. Spring semester.

MTH 534 Abstract Algebra **4 hours**

Study of algebraic structures: introduction to theory of groups and rings, properties of the complex number system, polynomial and matrix rings. **Prerequisite:** MTH 308/508 (with C or better). Fall, odd-numbered years.

MTH 544 Numerical Analysis **4 hours**

Numerical approximation techniques: location of roots, differentiation, integration, solution of differential equations, curve fitting, and solution of systems of equations. **Prerequisites:** MTH 160, 313/513 or 323/523, CSC 210 (all with C or better). Spring, odd-numbered years.

MTH 554 Mathematical Modeling **4 hours**

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

MTH 574 Quantitative Methods in Business/Economics **4 hours**

(Also ECO 574)

Analytical approaches to business/economic problems with emphasis on construction and application of mathematical models for managerial decision-making. Topics include linear programming and related models, decision theory, game theory, time series, queuing theory. **Prerequisite:** MTH 210 or SOC 295/595. Fall, odd-numbered years.

MTH 604 Real Analysis**4 hours**

A rigorous development of properties of the real number system and functions of a real variable. Topics include limits, continuity, differentiation, Riemann integration, and number sequences.

Prerequisite: MTH 308/508 (with C or better). Fall, even-numbered years.

MTH 606 Introduction to Complex Analysis**4 hours**

A study of functions of a complex variable. Topics include properties of the complex field, analytic functions, integration, and the calculus of residues. **Prerequisite:** MTH 308/508 (with C or better). As needed.

MTH 620 Teaching Mathematics: Methods and Measurements**4 hours**

Capstone course for prospective secondary mathematics teachers. Topics include: curriculum/course design, textbook selection and use, teaching strategies, and assessment theory and practice. Emphasis on student presentations. **Prerequisites:** Admission to Teacher Education or permission of instructor. Fall, even-numbered years.

MTH 674 Advanced Topics in Mathematics**2 hours**

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

MTH 685 Independent Project in Mathematics**1-3 hours**

Student will work with a faculty member to research a mathematical topic, and will make a public presentation of the results of the study during the semester in which credit is awarded.

Prerequisite: Advanced standing and permission of the department.

Music

MU 503 Pre-School/Elementary/Middle School Music Methods**3 hours**

Methods and materials used for teaching and supervising music in elementary and middle schools. For music majors only. Includes pre-student teaching experiences in the public schools. Spring semester.

MU 510 Voice Pedagogy and Literature**2-3 hours**

Techniques and materials for teaching voice. Demonstrations and readings in physiology of voice and voice classification. Includes pre-student teaching experiences. Credit determined by specific program requirements. Spring, odd-numbered years.

MU 511/513 Performance**1-3 hours**

These courses are designed to fill the performance demands of each student's major or secondary performing area. **All registrations for performance courses are approved through the chair of the department.** Students must register according to the semester of instruction. Detailed course requirements are available from the individual teacher. Offered each semester by

arrangement unless indicated. Variable credit (1-3 hours) based on degree requirements and department chair approval. Performance instruction, literature, study of historical performance practices, and basic pedagogical concepts are offered in the following areas: *Organ 511a, 513a; Piano 511b, 513b; Strings 511c, 513c; Voice 511d, 513d; Brass 511e, 513e; Woodwinds 511f, 513f; Percussion 511g, 513g; Guitar 511h, 513h; Composition 511i, 513i; Chamber Music 511j, 513j; Diction 511k, 513k; Conducting 511m, 513m.* *Italics* indicate lab is required.

MU 531 Advanced Theory **3 hours**

A course designed to deal with advanced analysis techniques and tonal forms, particularly as applied to 20th century music. The culmination of the course will include teaching practicum of first-year theory class.

MU 541a Strings Methods **2 hours**

A survey of the pedagogical problems associated with teaching stringed instruments through actual use in the class; survey of solo and study literature. Fall, even-numbered years.

MU 541b Woodwind Methods **2 hours**

A survey of the pedagogical problems associated with teaching woodwind instruments through actual use in the class; survey of solo and study literature. Fall, odd-numbered years.

MU 543a Brass Methods **2 hours**

A survey of the pedagogical problems associated with teaching brass instruments through actual use in the class; survey of solo and study literature. Spring, odd-numbered years.

MU 543b Percussion Methods **2 hours**

A survey of pedagogical problems associated with teaching percussion instruments through use in the class; survey of solo and study literature. Spring, even-numbered years.

MU 552 Instructional Tools –Music **3 hours**

(Also ED 352/552)

Performers and educators in music possess many diverse skills. They must be efficient in the management of administrative affairs, dynamic in instructional delivery and knowledgeable in instructional techniques to facilitate student learning, and acquainted with the applications of technology to music. The activities of this course align with Nebraska Technology Standards, ISTE Standards, and standards established by the National Association of Schools of Music. Participants will develop a portfolio that demonstrates products and skills that will serve in future contexts such as teaching, music research, and music technology application. For music majors only--this course is best taken concurrently with MU 131 or MU 133. (Meets requirements for ED 352/552.) Each semester.

MU 553 Choral Conducting **2 hours**

Continuation of Basic Conducting. Emphasis on score reading and analysis, rehearsal procedures, choral techniques, and repertoire. **Prerequisite:** MU 351. Spring semester.

MU 555 Instrumental Conducting **2 hours**

Continuation of Basic Conducting. Emphasis on score reading and analysis, memorization, use of the baton, and orchestral and/or band technique. **Prerequisite:** MU 351. Spring semester.

MU 560 History and Literature I (Grad): Medieval/Renaissance Music **3 hours**

The course serves as both an introduction to the study of music history and a thorough investigation of music from the ancient eras to 1600. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts as well as an introduction to music research, bibliography, and writing style as it pertains to music. Spring semester.

MU 561 History and Literature II: Baroque/Classic Music **3 hours**

This course is a thorough investigation of Western art music from approximately 1600 to 1850. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts. **Prerequisite:** MU 263/560. Fall semester.

MU 563 History and Literature III: Romantic/20th Century/Contemporary Music **3 hours**

This course is a thorough investigation of Western art music from approximately 1850 to the present. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts. **Prerequisite:** MU 361/561. Spring semester.

MU 580 Accompanying **1 hour each**

A. General: A course to give training in the art of accompanying. Specific assignments will be made to prepare for class and studio accompanying. Each semester.

B. Vocal: A course to give training in the art of accompanying vocal performers. **Prerequisite:** MU 380a/580a. Each semester.

C. Instrumental: A course to give training in the art of accompanying instrumental performers. **Prerequisite:** MU 380a/580a. Each semester.

D. Ensembles: A course to give training in the art of accompanying ensembles. **Prerequisite:** MU 380a/580a. Each semester.

MU 590 Music for Preschool/Elementary/Middle School Teaching **2 hours**

A course in methods of teaching music in elementary and middle schools designed for classroom teachers who are not majoring in music. Required for all elementary education majors. **Prerequisite:** ED 300/500. Each semester.

MU 594 Advanced Piano Pedagogy **3 hours**

Advanced techniques and materials for teaching piano, with emphasis on advanced repertoire. **Prerequisite:** MU 391 & MU 393. Fall, odd-numbered years.

MU 620 Teaching Music: Methods and Measurements **3 hours**

Methods and materials used for teaching and supervising music in middle school, junior high and senior high schools. Includes a minimum of 10 hours of pre-student teaching experiences in the public schools and video-taped lab sessions. **Prerequisite:** MU 233/Students must be admitted to Teacher Education. Fall semester.

MU 633 Choral Arranging **2 hours**

Scoring and arranging for choral ensembles. Study of ranges and characteristic timbres, and utilization of music technology. Some original work required. **Prerequisite:** MU 233 or permission of instructor. Fall semester.

MU 635 Instrumentation/Orchestration **2 hours**

Scoring and arranging for band, orchestra, and smaller instrumental ensembles and/or choral ensembles. Study of ranges and characteristic timbres, and utilization of music technology. Some original work required. **Prerequisite:** MU 233 or permission of instructor. Spring semester.

MU 661 Cultural Perspectives and World Music **3 hours**

This course will investigate World Music (music of different cultures) and its relationship to various facets of human existence and the “human experience”. Fall semester.

MU 666 Fretted Instruments in Education 100-level course **1 hour**

The basic instrument is guitar. A survey of the pedagogical techniques associated with the use of fretted instruments in the music classroom; survey of solo and study literature.

MU 670 Independent Study: Music Literature **1-3 hours**

Independent research culminating in a research paper and/or a public presentation/performance/lecture. Individual project to be selected by the student in collaboration with the instructor and department chair. Offered by arrangement. Credit determined by specific program requirements. a. Baroque Period; b. Classical Period; c. Romantic Period; d. 20th Century Period; e. Keyboard Literature; f. Vocal/Choral Literature; g. Strings Literature; h. Winds Literature; i. Organ Literature; j. Recital Literature; k. Special Topics; l. World Music; m. Technology; n. Chamber Music; o. Church/Sacred Music; p. Improvisation; q. Art Song/Song Cycle Literature; r. Operatic Literature; s. Instrumental duo/sonata Literature. **Prerequisite:** Permission of the instructor and department chair.

MU 680 Seminars **3 hours**

a. Opera Workshop; b. Marching Band Techniques; c. Survey of American Music; d. Science of Sound/Music Technology; e. Instrumental Music Seminar; f. Choral Seminar; g. Jazz Techniques: Literature & History; h. Women in Music; i. Advanced Conducting; j. Directed Reading in Music; k. World Music; l. Commercial/Business Music; m. Church Music; n. Improvisation; o. Music Education; p. Popular Music; q. Vocal Literature. J-Term offerings or arranged.

MU 700 Thesis/Recital/Lecture **1-6 hours**

Designed to give musicians the opportunity to present themselves to the public as performing artists and educators. Students are required to prepare, perform, and explain why they are working in their chosen area.

MU 670K Special Topics In Music Education I **3 hours**

MU 671K Special Topics In Music Education II **3 hours**

Physical Education

PED 501 Biomechanics/Kinesiology

3 hours

Designed as a study of human movement through the application of mechanical analysis to the structural components of the human body, including bones, muscles, and joints. The course will predominantly focus on the analysis and study of movements common to human performance and sport. **Prerequisite:** SCI 108/PED 308/508 and 352/552 or equivalent. Spring semester.

PED 502 Sociology of Sport

3 hours

(also SOC 502)

This course is designed to orient you with the sociological study of sport. 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 cannot be separated from social norms, practices, and inequalities. In this class, we will cover a wide range of social phenomena as they relate to the consumption and performance of sport in American culture. Understanding the role that sports play in our society is important in that we can learn much about our culture and ourselves. We will utilize sociological concepts, theories, and research to critically examine social issues in sport. These issues include, but are not limited to: (a) racism; (b) sexism; (c) classism; (d) discrimination; (e) homophobia; (f) violence; (g) the media; and (h) the influence of sport on youth culture, family life, and the economy.

PED 508 Structure and Function

4 hours

A survey of the structural and functional relationships of organs and organ systems in the human body. Special emphasis will be placed on the muscular and skeletal systems. Normal functioning as well as common disease and injury states will be discussed. This course is designed for those who are majoring in Physical Education, Coaching and Health. Fall semester

PED 510 History and Principles of Physical Education

3 hours

A study of the background and principles upon which sound practices of physical education are based. The course will study the aims and objectives of modern physical education programs as well as the history of physical education from ancient Greece to modern time. Fall semester.

PED 517 Lifetime Activities

3 hours

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

PED 530 Exercise for Special Populations

3 hours

Designed to familiarize students with the effects exercise, or the lack of exercise, has on the aging adult and special populations. Special attention will be given to the physiological aspects of aging, exercise programming, and health and safety concerns specific to the older adult and special populations. **Prerequisites:** 301/501, 308/508, 362/562. Spring semester.

PED 531 Adapted Physical Education**3 hours**

Designed to analyze the common handicapping conditions and the adaptation of physical education and sport activities, games, and rhythms. The course also briefly explains the laws, policies, and processes that affect handicapped students. Fall semester.

PED 534 Assessment and Evaluation in Physical Education**2 hours**

Designed as an application of basic principles and techniques of assessment and evaluation based on state and national standards in the field of Physical Education. Students discuss the concepts of test construction, administration, and evaluation, using a classroom theory with opportunities to apply learned concepts to an elementary or secondary classroom setting. **Prerequisite:** Required completion of PED 390/590 or 420/620. Must be taken concurrently with PED 400/600. Spring semester.

PED 539 Exercise Evaluation and Prescription**3 hours**

Designed to introduce the methods and means of evaluating individuals to determine personal fitness and the manner and methods of prescription available to help individuals improve their level of fitness. Focus will be on both Aerobic & Anaerobic conditioning. Lab time outside of class will be required. **Prerequisite:** 301/501, 308/508, 362/562. Spring semester.

PED 552 Motor Learning**3 hours**

Designed as an examination of perceptual-motor development in children and adults and the role of play in learning. Students will observe developmental and perceptual-motor activities at various pre-school, recreation and/or elementary school locations. The course is a combination of lecture and application. **Strongly recommended:** Previous completion of SCI 108/PED 308/508 or the equivalent. Fall semester.

PED 562 Exercise Physiology**3 hours**

Designed as a study of the physiological response of the human body to exercise and the physiologic adaptation of organ systems to training. Emphasis is placed upon the changes of consequence to human health and performance. **Prerequisite:** SCI 108/PED 308/508 or equivalent. Fall semester.

PED 590 Methods of Teaching Elementary Physical Education**3 hours**

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

PED 600 Physical Education Curriculum & Essentials**3 hours**

This is the culminating class for the Physical Education major. Students will be required to do a Physical Education Portfolio to use as a teaching tool during the student teaching experience. The graduate level student will be required to attach a scope and sequence of activities as well as common assessments. Time will be spent in preparation for the Praxis II. **Prerequisites:** PED 390/590 and/or PED 420/620. Must be taken concurrently with PED 334/534. Spring semester.

PED 620 Methods of Teaching Secondary Physical Education**3 hours**

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

PED 654 Administration of Physical Education & Sport **3 hours**

Designed to examine administrative techniques for programs, policies, personnel and public relations within the fields of physical education, sport and recreation. Spring semester.

PED 684 Seminar in Strength & Conditioning **3 hours**

Designed as a capstone course to prepare students for certification as personal trainers and strength and conditioning specialists. Specifically, this class will serve as a preparation course for the certified strength and conditioning certification (CSCS) offered through the national strength and conditioning association (NSCA). Course content includes exercise science concepts, nutrition, exercise techniques, and program design. Recommend completion of, or concurrent enrollment in PED 301/501 and 362/562. Fall semester.

Physics

PHY 514 Analytical Mechanics **4 hours**

Formal development of the principles of Newtonian mechanics. Topics: Particle dynamics, central force problems, oscillatory motion, rigid body motion and Lagrangian dynamics.

Prerequisite: PHY 213 and MTH 323/523. Spring, even-numbered years.

PHY 524 Thermodynamics **4 hours**

Studies in theory of heat, first and second laws, entropy, Carnot cycle, and statistical mechanics.

Prerequisites: PHY 213 and MTH 323/523. Fall, odd-numbered years.

PHY 534 Electricity and Magnetism **4 hours**

Development of Maxwell's equations. Microscopic descriptions of electric and magnetic properties of matter. Theory of electrostatic potential, dielectrics, and field theory. Laboratory included. **Prerequisites:** PHY 213 and MTH 323/523. Fall, odd-numbered years.

PHY 544 Electronics **4 hours**

Introduction to physical principles of electronic devices. Topics: Semi-conductor and circuit theory, digital techniques, and special types of integrated circuits. Laboratory included.

Prerequisites: PHY 213 and MTH 160. Spring, even-numbered years.

PHY 564 Mathematical Physics **4 hours**

(Also MTH 364)

Emphasis placed on the role of mathematics in the development of physical principals. Topics: Series, complex variables, variational calculus, special functions, special differential equations, and transforms. Spring, odd-numbered years.

PHY 574 Modern Physics **4 hours**

Provides a broad foundation in the fundamentals of atomic principles. Topics: Relativity, atomic theory of matter, and quantum theory. Laboratory included. **Prerequisite:** PHY 213. Fall, even-numbered years.

PHY 584 Modern Physics

4 hours

Continuation of PHY 574 with emphasis on fundamental concepts of quantum mechanics. Topics: Schroedinger's Equation, barrier potential problems, and nuclear models. Laboratory included. **Prerequisite:** PHY 374/574. Spring, odd-numbered years.

PHY 622 Advanced Laboratory

3 hours

Unique experiments in physics. Experiments in the physics laboratory including topics in mechanics, optics, spectroscopy, nuclear excitation and modern physics not covered in the regular courses. **Prerequisite:** PHY 374/574. J-Term, odd-numbered years.

SCI 620 Secondary Science Education Methods

3 hours

See course description under Science section.

Political Science

PLS 533 Judicial Politics and Constitutional Law

3 hours

This course examines the institutions of the U.S. judicial system, with particular emphasis on the Supreme Court, and the policy-making role that judges and justices play in U.S. politics. We also explore how the courts have interpreted the Constitution in applying judicial review to federal and state laws, and use court procedures and case law to reach our own conclusions about current cases and issues before the court. **Prerequisites:** PLS 160, or permission of instructor. Spring, even-numbered years.

PLS 565 Teaching American Political Institutions

3 hours

This course will examine how to present the institutions of the American Congress, the Presidency, and the bureaucracy to high school students. It also explores how to teach about the theories of how political institutions are structured, how they change, and what their structure means for representation. The course also explores how to use classroom simulation to teach how public policy is made by Congress and the Presidency. **Prerequisite:** PLS 140, 150, or 160. Fall semester. **(Note: Graduate students will attend either PLS 303 or 304 while completing graduate requirements.)**

Psychology

PSY 502 Disconnect to Reconnect: Technology, Nature and Development **3 hours**

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 Lied Lodge. Overnight travel to Arbor Day Farm/Lied Lodge (Nebraska City, NE) is required. Activity fee: \$300.

Graduate-Level Credit: Students who are enrolled at the graduate level will complete an Outdoor Classroom Design project + grant proposal.

PSY 511 Industrial/Organization Psychology **3 hours**

This course is an examination of the application of scientific methods and psychological principles to industrial and organizational behavior. Topics include job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. Fall semester only.

PSY 513 Behavioral Intervention **3 hours**

Behavioral Intervention focuses on theories of learning, their application to behavioral change strategies, and intervention for maladaptive behaviors. The class will focus on applied behavior analysis and behavior therapy. Techniques that will be applied include behavioral modeling and classical and operant conditioning. Each semester. **SPECIAL NOTE for students in K-6, 7-12, and K-12 Special Education Field Endorsements only:** This course substitutes for ED 342/542.

PSY 531 Cross-Cultural Psychology **3 hours**

This class will provide a multicultural perspective on the understanding of human behavior. It is the study of how and why culture, ethnicity, and ecological factors affect human behavior at the level of the individual and the group. Specific emphases will be on cultural metaphors, individualist and collectivist cultures, high-context and low-context cultures, and on cultural comparisons. Fall semester only.

PSY 533 Counseling Theories and Process **3 hours**

This course is designed to acquaint the student with the major counseling theories, and their theoretical roots and application. Emphasis is placed on the use of these strategies and techniques in the clinical setting and on skill development and application. Spring semester only.

PSY 545 Early Childhood Development **3 hours**

Students in this course will examine theories of developmental psychology, as well as seminal and current research focusing on various topics in infancy and early childhood. Students are required to write a research paper related to a topic based on their interests and/or engage in research projects (for which laboratory work may be required). Additional requirements (agreed upon by professor and student) are required for graduate-level credit. **Preferred prerequisite:** PSY 210 or permission of instructor. Spring semester only.

SPECIAL NOTE: This course is required for the **Early Childhood Education (ECH) Supplemental Endorsement**. **ECH Prerequisite:** ED 300/500 (Growth and Learning).

PSY 573 Psychological Research Methods and Statistics **3 hours**

This course is designed to provide theoretical knowledge and practical skills related to the most common descriptive and experimental designs in psychological research. Students will work in small groups on all aspects of research projects, from conceptualization to data analysis to

writing APA-style manuscripts. Students must enroll in PSY 575 (Lab) concurrently. **Prerequisite:** PSY 200 and Statistics (either SOC 295/595 or MTH 210). Each semester.

PSY 575 Psychological Research Methods Lab **1 hour**

This lab is an extension of PSY 573, and involves the direct implementation of psychological research methods. This course must be taken concurrently with PSY 573. Each semester.

PSY 650 Field Work Practicum **1-3 hours**

This course is designed to provide personal, on-the-job experience in a student's interest area. Each academic credit hour requires 40 clock hours of on-site, documented work. **Prerequisite:** 6 hours of Psychology courses or permission of instructor. Each semester.

PSY 673 Advanced Research Methods **3 hours**

This course allows students to work in the laboratory or field to develop competencies in the following areas: (1) statistical concepts and techniques beyond the initial course in statistics; (2) field or laboratory research design and implementation involving bivariate or multivariate designs; and (3) publication writing using APA format. **Prerequisites:** PSY 373/573 and PSY 375/575. Fall semester only, alternate years.

Science

SCI 511 Natural History of the Sandhills & Pine Ridge Areas of Nebraska **4 hours**

A field study of the ecology and natural history of the Nebraska sandhills and adjacent Pine Ridge including origin and geology, wetlands, riparian areas, grasslands, national forest, rivers, lakes and streams, land use, museums and historical sites. Students will research and present an oral report. The course will include a seven-day field-trip before the start of the first semester and three 50-minute lectures a week during the fall semester. Fall, even-numbered years.

SCI 513 Human Nutrition **3 hours**

A study of dietary requirements of the human body. The assimilation, storage, and utilization of nutrients by the body, and the effects of nutritional deficiencies and excess will be examined. **Does not apply to the Biology major.** Fall semester.

SCI 590 Physical Science for Elementary Teachers **3 hours**

A basic laboratory science course designed to meet the needs of persons preparing to teach in elementary schools. The student is provided with a broad foundation in the basic physical sciences including such topics as matter, energy, light, heat, chemistry, and machines. Scientific method, applications of science, and technology will also be addressed. Students will gain skills in the practice of teaching and awareness of related policy issues. Candidate must be admitted to the Teacher Education Program. Spring semester.

SCI 591 Physical Science for Elementary Teachers Lab **1 hour**

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

instruction, assessment, and administration of hands-on physical science activities are also addressed. Candidate must be admitted to Teacher Education. Spring semester.

SCI 620 Secondary Science Education Methods

3 hours

This course is designed for students planning to teach any science at the middle and/or high school level. It provides background in practical and theoretical approaches to curriculum planning, policy issues, and professional concerns. Other required course activities may also take place outside of the regular course meeting times. This course should be taken concurrently with ED 350/350g and ED 410/610. One three-hour class weekly. **Prerequisite:** Candidate must be admitted to the Teacher Education Program. Fall semester.

SCI 620L Safety in the Science Classroom

1 hour

This course will prepare students to design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to: manage physical spaces within which science learning occurs, demonstrate proper treatment and ethical use of living organisms, and demonstrate safety in all areas related to science instruction. This course is recommended for any 7-12 science endorsement. Concurrent enrollment in SCI 620 or with permission of the instructor.

Sociology

SOC 502 Sociology of Sport

3 hours

(also PED 502)

This course is designed to orient you with the sociological study of sport. 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 cannot be separated from social norms, practices, and inequalities. In this class, we will cover a wide range of social phenomena as they relate to the consumption and performance of sport in American culture. Understanding the role that sports play in our society is important in that we can learn much about our culture and ourselves. We will utilize sociological concepts, theories, and research to critically examine social issues in sport. These issues include, but are not limited to: (a) racism; (b) sexism; (c) classism; (d) discrimination; (e) homophobia; (f) violence; (g) the media; and (h) the influence of sport on youth culture, family life, and the economy.

SOC 503 Applied Sociology and Human Services

3 hours

The focus of this course is the development, practice, and theory of human services. Students will focus on social welfare and human services, ethics, team building, fundraising, grant-writing, strategic planning, and the field of non-profit organizations. Students will examine the development and function of human services in a variety of fields, settings, and contexts, including shelter, mental health and/or addiction treatment, correctional services, victim services, medical services, services for the aged, and community services. **Prerequisite:** SOC 100. Fall even-numbered years.

SOC 524 Sociological Theory

3 hours

This course provides students with a comprehensive introduction to the historical developments in the field of sociological thought with special attention to the dominant modes of contemporary

sociological thought and theory. **Prerequisite:** SOC 100 or permission of the instructor. Spring semester.

SOC 551 Organizational Behavior

3 hours

The literature and research from sociology and psychology applied to the individual, social, and formal systems of organizational life. **Prerequisite:** SOC 100 or permission of the instructor. Fall, odd numbered years.

SOC 594 Social Stratification

3 hours

An examination of the unequal distribution of resources in society and the consequences of that inequality. **Prerequisite:** SOC 100 or permission of instructor. Spring, even-numbered years.

SOC 595 Behavioral Statistics

3 hours

An introduction to the basic statistics employed in data analysis, including measures of central tendency, measures of variability, correlation, and inferential statistics. Emphasis upon applying and understanding the proper use of statistics and statistical problems. Students taking this course will be expected to do an additional research project or additional work beyond the course requirements. Each semester.

Theatre Arts

THR 504 Scenic Design

3 hours

This course is a survey of design styles and approaches and a study of the necessary theory and skills required to execute a scenic design. It includes drafting and color theory. Extra class laboratory hours for college productions are required. Spring, odd-numbered years.

THR 506 Lighting and Sound Design

3 hours

A study of the skill and aesthetics associated with sound and lighting design. The course includes a limited study of physics as it applies to stage lighting and sound as well as work with computer assisted drafting. Fall, odd-numbered years.

THR 620 Teaching Theatre: Methods and Measurements

3 hours

Modern approaches to the teaching of theatre in the secondary school. This course is required of all Theatre Education majors. Students must be admitted to Teacher Education. As needed.

THR 624 Advanced Acting

3 hours

The course presents the major prevailing theories of acting through readings from various acting texts. Monologues and scenes will be performed testing these theories. A monologue or scene will be filmed and critiqued relating film and stage acting. Finally, the career choices for a professional actor will be discussed. **Prerequisite:** THR 221.

THR 644 Theatre History I

3 hours

A study of the theatre as an expression of life and culture from primitive ritual to Elizabethan Era theatre. The course requires historical playscript readings and historical research. A final

presentation in conjunction with a paper is used as mid-assessment for Theatre majors. Fall, odd-numbered years.

THR 654 Theatre History II

3 hours

A study of the modern theatre and its influences. This course begins with the English Restoration Era theatre and proceeds to the theatre of today. The course requires historical playscript readings, historical research and a final project/presentation. Spring, even-numbered years.

THR 684 Capstone Project

3 hours

A performance, directing or design project for Theatre Majors in their junior or senior year and MAT students with Theatre emphasis which is intended to draw together the student's talent and experiences. Future career choices will also be discussed. This course is intended as a final assessment for Theatre majors. Graduate students will do additional analysis and/or a teaching unit in the class. **Prerequisite:** Open to Theatre Majors and MAT students with Theatre emphasis only.

Additional Helpful Information for M.A.T. Students

Parking Permits (required for on-campus parking) can be obtained during the first week of the fall semester, and otherwise, at the Student Life Office in Hazelrigg Student Union (HSU).

Student Photo ID Card should be obtained during the first week of the semester of admittance to the MAT program) at the Helpdesk in HSU . The student ID also gives students access to library borrowing privileges, and the student photo is required for campus security purposes.

Security Fob – A security fob (for printing, and for 24-hr access to HSU) will be issued the semester of admission to the MAT program.

Bronco Bookstore – Hazelrigg Student Union
Regular Hours: M-Fri 9:00a-5:00p; open on select Saturdays
Go to shopbroncobookstore.com for book lists and more.

The Business, Financial Aid, and Registrar's Offices are all located on the first floor of Hurley-McDonald.

Campus E-mail Account – This will be set up for you when you are admitted to the M.A.T. program, and you will receive your login and a temporary password at that time. If there is a problem with your email account, please contact the IT Helpdesk at 402.461.1337 or helpdesk@hastings.edu.

Perkins Library
Regular library hours are Monday-Thursday: 7:30 am-11:00 pm, Friday: 7:30 am-5:00 pm, and Sunday 4:00 pm-11:00 pm. Hours are extended for midterms and finals week.

Library Card – Your student photo ID card is your library card. Bring it to the library for borrowing privileges. If you do not have a student ID card but are enrolled in a class at Hastings College, a temporary card can be obtained at the library.

Meal Plan – All meals are served in the Hazelrigg Student Union Dining Room. Meal plans can be purchased at the Business Office.

New Student Days Registration – Location: Hazelrigg Student Union during the weekend before fall classes begin (Call the Student Life Office, ext. 7305, for specific times).