

# Chadron State College

## 2015-2017 Undergraduate Catalog



2015-2017  
**UNDERGRADUATE CATALOG**



CHADRON STATE COLLEGE  
Chadron, Nebraska

**A member of the Nebraska State College System**



All qualified applicants for admission or employment will receive consideration without regard to age, race, marital status, gender, religion, national origin, sexual orientation, gender identity, or disability. No person attending Chadron State College shall on grounds of age, race, marital status, gender, religion, national origin, sexual orientation, gender identity, or disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity. The College is an affirmative action/equal opportunity employer.

This catalog is an official publication of Chadron State College and is intended to provide general information. Although the policies, procedures, and descriptions are current and accurate at the time of publication, the College and the Nebraska State College System Board of Trustees reserve the right to make changes at any time to facilitate the delivery of high-quality educational services. The information in this catalog, therefore, is subject to change and does not constitute a contract between the College and any other party. Students are responsible for adhering to regulations and completing requirements for their program of study.

# Table of Contents

|   |    |
|---|----|
| Directory   | 1  |
| Student Information Calendar                          | 1  |
| General Information                                   | 1  |
| Program Authorization and Institutional Accreditation | 1  |
| Governance and Organizational Structure               | 1  |
| History   | 2  |
| Vision and Mission                                    | 3  |
| Admissions  | 4  |
| Technology Requirements                               | 4  |
| Costs and Financial Aid                               | 5  |
| Registration  | 5  |
| Expectations and Academic Conduct                     | 5  |
| Academic Policies                                     | 6  |
| Definitions of CSC Course Formats                     | 6  |
| Course Credit Alternatives                            | 7  |
| Experiential Learning                                 | 8  |
| Undergraduate Degrees                                 | 10 |
| Essential Studies Program                             | 12 |
| Programs of Study                                     | 21 |
| Agriculture   | 29 |
| American Indian Studies                               | 34 |
| Art   | 34 |
| Biology   | 39 |
| Rural Health Opportunities Program                    | 48 |
| Public Health Early Admission Student Track (PHEAST)  | 49 |
| Business  | 49 |
| Career and Technical Education                        | 56 |
| Communication   | 57 |
| Education   | 59 |
| English   | 68 |
| Family and Consumer Sciences                          | 71 |
| Health, Physical Education, and Recreation            | 79 |
| History   | 86 |
| Interdisciplinary Studies                             | 89 |
| Justice Studies                                       | 90 |
| Mathematics   | 94 |
| Military Science Leadership – ROTC Program            | 96 |
| Museum Studies  | 99 |
| Music   | 99 |

Physical Sciences 108  
Psychological Sciences 114  
Social Science 116  
Social Work 119  
Special Education 123  
Technical Occupations 127  
Theatre 128  
Administration and Faculty 228



## Directory

Visit the College directory via its website at: <http://www.csc.edu/directory/index.csc>.

## Student Information Calendar

Visit the College calendar via its website at: <https://www.csc.edu/academics/calendar/>. Note that CSC reserves the right to make necessary changes in the calendar. Always check the website calendar for the most up-to-date information.

## General Information

For general information about the College, visit: <https://www.csc.edu/about/>.

## Program Authorization and Institutional Accreditation

Chadron State College (CSC) is authorized by the Nebraska Legislature to offer undergraduate programs and master-level programs. Continuation and development of applied research and public services activities are additional, legislatively mandated priorities.

CSC is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; 1-800-621-7440) to confer residential and online baccalaureate degrees, the Master of Education degree, the Master of Arts in Education degree, the Master of Business in Administration degree, and the Master of Science in Organizational Management degree. CSC is also accredited by the National Council for the Accreditation of Teacher Education, the Council on Social Work Education, and Accreditation Council for Business Schools and Programs.

## Education Accreditation

The National Council for Accreditation of Teacher Education (NCATE) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. NCATE and the TEAC/NCATE consolidation into the Council for the Accreditation of Educator Preparation are recognized by the Council for Higher Education Accreditation (CHEA).

## Social Work

The Council on Social Work Education (CSWE) is a nonprofit national association. The Association's Commission of Accreditation is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. CSWE is recognized by CHEA.

## Business

The Accreditation Council for Business Schools and Programs (ACBSP) accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. ACBSP is recognized by CHEA.

## Governance and Organizational Structure

Chadron State College is governed by the Board of Trustees of the Nebraska State Colleges. The Nebraska State College System (NSCS) is comprised of the three regional, comprehensive institutions of Chadron State College, Peru State College, and Wayne State College. At CSC, twelve academic departments are located within the three academic schools listed below with their associated academic dean:

## **School of Liberal Arts**

The School is administered by the Dean of Essential Studies and the School of Liberal Arts. Departments within the School include:

- Communication and Social Sciences
- English and Humanities
- Justice Studies
- Music
- Visual and Performing Arts.

## **School of Business, Entrepreneurship, Applied and Mathematical Sciences, and Sciences**

The School is administered by the Dean of Graduate Studies and the School of Business, Entrepreneurship, Applied and Mathematical Sciences, and Sciences. Departments within the School include:

- Applied Sciences
- Business
- Mathematical Sciences
- Physical and Life Sciences.

## **School of Education, Human Performance, Counseling, Psychology, and Social Work**

The School is administered by the Dean of Curriculum and Accreditation and the School of Education, Human Performance, Counseling, Psychology, and Social Work. Departments within the School include:

- Counseling, Psychological Sciences, and Social Work
- Education
- Health, Physical Education, and Recreation.

## **History**

The mission of CSC has evolved from its state-normal-school heritage, which prepared teachers, primarily, to its present role as the only four-year college serving the western half of Nebraska, a rural area in the High Plains. The State Board of Education selected Chadron as the site of a normal school in western Nebraska in 1910 and acquired eighty acres of land south of Chadron, including the grounds of Chadron Congregational Academy, which closed in the spring of 1910. Nebraska State Normal School was founded in Chadron in 1911.

In 1921, the Nebraska State Legislature changed the institution's name to Chadron State Teacher's College. As the name suggested, the primary purpose of the institution was teacher preparation; however, a statement in the 1921 catalog suggested a slightly expanded role: "to promote the educational interests of western Nebraska." The institution was granted the authority to confer the baccalaureate degree in education at this time. In 1949, an act by the State Legislature allowed the College to grant the degree of Bachelor of Arts in Arts and Sciences. Students could now enroll at Chadron and pursue curricula other than teacher training. However, the College continued to define itself as primarily a teacher's college, and the majority of the school's graduates were prepared for a teaching career.

In 1964, the State Legislature changed the name of the institution to Chadron State College. Since that time, the mission of CSC has changed from teacher education to a comprehensive institution offering liberal arts-based and pre-professional programs in a variety of disciplines. CSC has offered a Master of Education since 1956. In 1984, a Master of Business Administration was approved by the Board of Trustees. A Bachelor of Applied Sciences was approved in 2001. And a Master of Science in Organizational Management was approved in 2006.

Western Nebraska is recognized as having a personality that is distinct from the eastern half of the state. As a result of location, this region plays a significant role in efforts of the United States and the world to solve the needs for food and energy while preserving the natural environment and improving the living and working conditions of people in

both industrialized and developing nations. The College mission anticipates a continuing need for higher education in the High Plains. CSC also serves a significant number of students from the surrounding states of Colorado, Wyoming, and South Dakota.

## **Vision and Mission**

### **Vision Statement**

Chadron State College aspires to be a premiere institution of higher education in the western High Plains states, innovatively pursuing excellence in teaching, scholarship and service.

### **Mission Statement**

Chadron State College will enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region.

### **Nondiscrimination Policy/Equal Education and Employment Opportunity Policy**

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures that will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status and that is consistent with nondiscriminatory policy including Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, as amended, and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources along with the provisions of the Americans with Disabilities Act, and the rights provided.

The following people have been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice regulations:

- Program access - Vice President for Academic Affairs, Sparks Hall, (308) 432-6203
- Physical access - Vice President for Administration and Finance, Sparks Hall, (308) 432-6202
- Employee access – Associate Vice President of Human Resources; Sparks Hall, (308) 432-6224

### **Equal Opportunity**

CSC is an equal opportunity institution. It does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated two individuals to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504.

Reports regarding discrimination or harassment may be directed to one of the following Compliance Coordinators. Visit CSC's equal opportunity statement via its website: <http://www.csc.edu/hr/disclaimer.csc>.

In addition, inquiries regarding non-discrimination policies and practices may be directed to one of the Compliance Coordinators:

Associate Vice President of Human Resources  
Chadron State College  
1000 Main Street  
Chadron, NE 69337  
(308) 432-6224

Senior Director, Student Affairs  
Chadron State College  
1000 Main Street  
Chadron, NE 69337  
(308) 432-6280

## Use of Humans and Animal Participants in Research

Federal Laws require research involving human participants to be afforded protection of rights, as possible. Vertebrate animal subjects are also assured humane treatment. Research involving human or animal participants must have research procedures and protocols approved by the CSC Institutional Review Board prior to the commencement of research. The policies and procedures regarding human or animal participants apply to projects for classes, independent study, thesis or scholarly projects, faculty- or staff-directed research or any other situation regarding human or animal participant research or study. For additional information, see: <http://www.csc.edu/irb/4/>.

## Admissions

To apply for college admittance, visit: <http://www.csc.edu/admissions/apply.csc>. For general admissions information, visit:

<http://www.csc.edu/admissions/>. For information on specific categories, visit:

- Freshman - <http://www.csc.edu/admissions/>
- Freshman International - <http://www.csc.edu/international/apply/undergrad/>
- Transfer - <http://www.csc.edu/admissions/transfer/>
- Transfer International - <http://www.csc.edu/international/apply/undergrad/>
- Returning to CSC (Re-admit) - <http://www.csc.edu/admissions/>
- Early Entry - <http://www.csc.edu/marketdev/dualcredit/index.csc>

To find out more about the matriculation fee, visit: <http://www.csc.edu/admissions/>. For information on the New Student Orientation (NSO) Fee, visit: <http://www.csc.edu/readytoregister/orientation/>.

## Technology Requirements

### MyCSC Student Access

CSC students are required to use the electronic resource MyCSC to access information. The following websites provide general access information:

Visit <https://mycsc.nebraska.edu/psp/mycsc/NBC/ENTP/?cmd=login> to gain MyCSC access.

From MyCSC, students will be able to:

- Check their “to do” list
- View their bill
- Add and drop courses
- Accept and decline financial aid
- Change contact information
- View their advisors
- Check their academic requirements.

How to log in to MyCSC:

1. Go to <http://www.csc.edu>
2. Under the “Current Students” tab, select the MyCSC link
3. Enter your NUID and password

### EagleMail

Every student applicant is given an EagleMail account. Students’ EagleMail account is the official and only email address for all communication from CSC offices and instructors. Students are strongly encouraged to check their EagleMail account frequently and check email settings to ensure all @csc.edu addresses are received.

Students can contact the IT Help Desk by calling 308-432-6311 or emailing [helpdesk@csc.edu](mailto:helpdesk@csc.edu) for assistance with EagleMail username and password difficulties.



## CSC Online

If students are required to complete coursework online, they will be provided access to CSC Online. Login information is sent to students' EagleMail accounts after students have registered for courses. For more information, visit <http://www.csc.edu/technology/>.

## Costs and Financial Aid

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges. Specific courses may have additional assessed fees. Online courses are assessed at a combined-tuition-and-fees set rate per credit hour. The current tuition and fees schedule may be obtained online. On-campus housing rates are also available from the Business Office or its website. Payment plans are available upon discussion with the CSC Business Office. Account information is distributed through MyCSC. Students should check their account balance regularly. For more information about costs, visit <http://www.csc.edu/businessoffice/tuition.csc>.

## Financial Aid

Students seeking financial aid must complete the admissions requirements for the degree program and the Free Application for Federal Student Aid (FAFSA) to qualify for consideration. Applications are available online at <http://www.fafsa.ed.gov>. For information about the financial aid programs that are available — including information about students' rights and responsibilities as a financial aid recipient and other pertinent information — contact the CSC START Office or visit the website at <http://www.csc.edu/start/finaid/>. For questions concerning Financial Aid or scholarships, contact the Financial Aid Office.

## Registration

- Advising - <http://www.csc.edu/start/advising/index.csc>
- Academic Requirements - <http://www.csc.edu/start/enrollment/requirements/index.csc>
- Schedule of Classes - <http://www.csc.edu/start/enrollment/index.csc>
- Changes to Class Schedules - <http://www.csc.edu/registrar/withdrawal.csc>
- Grade Level/Classification - [http://csc.edu/registrar/general.csc#Grade\\_Level](http://csc.edu/registrar/general.csc#Grade_Level)
- Course Numbers - [http://csc.edu/registrar/general.csc#Course\\_Numbers](http://csc.edu/registrar/general.csc#Course_Numbers)
- Course Sections - [http://csc.edu/registrar/general.csc#Course\\_Sections](http://csc.edu/registrar/general.csc#Course_Sections)
- Catalog Assignment - [http://csc.edu/registrar/general.csc#Catalog\\_Assign](http://csc.edu/registrar/general.csc#Catalog_Assign)

## Expectations and Academic Conduct

- Grades - <http://csc.edu/registrar/general.csc#Grades>
- Petitioning for Incomplete - <http://csc.edu/registrar/general.csc#Petition>
- Grade Point Average - <http://csc.edu/registrar/general.csc#GPA>
- Grade Appeals - [http://csc.edu/registrar/general.csc#Grade\\_Appeals](http://csc.edu/registrar/general.csc#Grade_Appeals)
- Audit Registration - <http://csc.edu/registrar/general.csc#Audit>
- Academic Honors - [http://csc.edu/registrar/general.csc#Academic\\_Honors](http://csc.edu/registrar/general.csc#Academic_Honors)
- Graduation Honors - <http://www.csc.edu/registrar/graduation.csc>
- Academic Probation & Suspension - <http://csc.edu/registrar/general.csc>
- Academic Amnesty - <http://csc.edu/registrar/general.csc>
- Academic Honesty - <http://www.csc.edu/library/research-tutorials/ethics-and-plagiarism/academic-honesty/>

## Civility

Civil behavior enhances the learning environment and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment.

## **Class Attendance and/or Participation Policy**

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

## **Academic Policies**

- Student Right to Know - <http://csc.edu/ir/righttoknow.csc>
- Family Educational Rights & Privacy Act (FERPA) - <http://www.csc.edu/ir/righttoknow.csc>
- Academic Probation & Suspension - <http://csc.edu/registrar/general.csc>
- Financial Aid Probation & Suspension - <http://csc.edu/documents/start/sap-undergraduates.pdf>
- Financial Aid Return to Title IV - <http://www.csc.edu/start/finaid/refund/index.csc>

## **Student Services**

- Advising Center - <http://www.csc.edu/start/advising/index.csc>
- Student Transition and Registration Team (START) - <http://www.csc.edu/start/index.csc>
- Career Services - <http://www.csc.edu/careerservices/>
- Financial Aid - <http://www.csc.edu/start/finaid/available/index.csc>
- Scholarships - <http://www.csc.edu/start/finaid/scholarships/index.csc>
- Tutoring/Learning Center – <http://www.csc.edu/learningcenter/peertutoring.csc>
- Health Services
- Nurse: <http://www.csc.edu/healthserv/>
- CSC Clinic: <http://www.csc.edu/healthserv/clinic.csc>
- Personal Counseling & Disability Services: <http://www.csc.edu/healthserv/counseling/index.csc>
- Housing - <http://www.csc.edu/housing/requirements.csc>
- Residence Life - <http://www.csc.edu/housing/residence-life/index.csc>
- Campus Activities - <http://www.csc.edu/modules/clubs/information/campus-activities-board>
- The Library Learning Commons - <https://www.csc.edu/library>
- Project Strive/TRiO - <http://www.csc.edu/projectstrive/>
- Office of International Education - <http://www.csc.edu/international/office/index.csc>
- Graduation Requirements - <http://www.csc.edu/registrar/graduation.csc>

## **Definitions of CSC Course Formats**

Students are expected to achieve course learning outcomes irrespective of the course delivery formats or modality of instruction. Significant factors in student achievement of outcomes or competencies include active participation and focused effort. At a minimum, one course credit consists of a 45-hour time commitment that includes:

- Designed learning activities (e.g. lectures, peer teaching, presentations, student group work) that are the equivalent of at least 15 hours of instruction and student work
- Student effort involving a *minimum* of 30 hours of preparation, practice, review, and study beyond the designed learning activities.

The completion of the 45-hour time commitment does not ensure a passing grade. Achievement of the course outcomes or competencies must be demonstrated.

## **Classroom-based Courses**

Classroom-based courses require participation within the traditional classroom; these are *not* distance learning courses. Listed below are CSC course numbers that may be characterized as “classroom-based.”

| Number | Type         | Description  |
|--------|--------------|--|
| 01-10  | Face-to-Face | These course sections are conducted in an onsite face-to-face format or mode of instruction.   |
| 99     | Hybrid       | These sections are conducted in an onsite face-to-face format or mode of instruction that includes a virtual learning experience and/or component. |
| 89     | Blended      | These sections accommodate both on-campus and distance learners; see the following section for an expanded description.                            |

### Distance-Learning Courses

Distance learning courses are fully online and can be completed without onsite classroom meetings. The following course sections are available entirely on the Internet:

| Number | Type    | Description  |
|--------|---------|--|
| 79     | Online  | These sections require that all students participate completely online and interact with one another and with their instructors.   |
| 89     | Blended | These sections are designed to accommodate both distance learners and onsite learners. Distance learners access all course materials online. Required participation is electronically mediated. Onsite learners have online access to course materials, but are required to attend regularly scheduled face-to-face classroom instruction. |

### Off-Campus Onsite Courses

Off-campus onsite course sections are conducted in a classroom geographically separate from the CSC campus in Chadron, NE. These locations do not have a full range of administrative and student services staffed by the facilities personnel. Such services are provided in Chadron. A facility may provide access to instruction requiring students to be present at a physical location that receives interactive video or other forms of web-based instruction. The following course sections are characterized as off-campus onsite courses:

| Number | Type  | Description                                       |
|--------|---|---|
| 40     | Face-to-Face, Synchronous, or Interactive Video | These sections are conducted in Scottsbluff, NE.  |
| 65     | Face-to-Face, Synchronous, or Interactive Video | These sections are conducted in North Platte, NE. |

### Dual-credit (ACES) Courses

ACES (Access to College Engagement to Success) or dual-credit refers to courses taught to high school students for which the students receive both high school credit and college credit.

| Number | Type         | Description  |
|--------|--------------|--|
| 48     | Face-to-Face | These sections are conducted in an approved high school. |

## Course Credit Alternatives

### Advanced Placement

College credit may be earned through the Advanced Placement (AP) program.

All advanced placement test scores accepted by Chadron State College must be a score of 3 or higher.

Other policies may apply.

Contact the Records Office for more information, <http://www.csc.edu/registrar/>.

## College Level Examination Program - CLEP

Chadron State College accepts College Level Examination Program (CLEP) credit toward degree completion. Students must be enrolled at CSC to receive CSC credit for CLEP.

CLEP tests must be completed before an individual has taken any college level course in the discipline in which credit is sought.

A maximum of 18 CLEP credit may be applied to a degree. A CLEP credits may contribute to a maximum of 42 credits of experiential learning credit.

Other policies may apply.

Contact the Office of International Education in Crites Hall for more information,

<http://www.csc.edu/international/office/>.

## Course Challenge

Students enrolled at Chadron State College can earn college credit by “challenging” selected courses listed within the undergraduate catalog.

- Requests to challenge a course must be made to the dean of the school in which the course is listed.
- The dean and the appropriate department will determine if the course is available for challenge and whether the challenge shall be by comprehensive examination and/or by some other evidence of competence in the subject matter of the course.
  - Exceptions:
    - When the course is a prerequisite to a course already taken
    - When the course has been taken previously for audit or credit
    - When the course has been determined to be ineligible for challenge by the academic school.
- Credit will be granted only if the grade received on the challenge is a “C” or above.
- The credit will be recorded on transcripts and calculated into earned CSC course credits.
- Forms for course challenges are available from the Records Office, <http://www.csc.edu/registrar/>.
- Fees are determined annually and are charged through the Business Office, <http://www.csc.edu/businessoffice/>.
- Other policies may apply.

## International Baccalaureate Credit-IB

Chadron State College accepts credit from students who have completed the International Baccalaureate diploma program through their high school.

Acceptance of specific credits is determined in consultation with appropriate academic departments and the dean of the appropriate school.

Contact the Records Office for more information, <http://www.csc.edu/registrar/>.

## Experiential Learning

### Independent Study

Independent Study allows students to learn under the supervision of faculty members outside the normal classroom setting.

An independent study course:

- Is permitted only under special circumstances and with the instructor, dean, and Academic Vice President approval.
- Can provide undergraduate students with no more than nine course credits of independent study; also no more than six course credits may be completed in any one department(exceptions to this policy can be made only through written petition to the Dean of Curriculum and Accreditation and the School of EHPCPSW).
- Must be initiated by the student, who should contact his or her advisor to begin the written documentation; this documentation must include a written letter from the student outlining specifically why an independent study is necessary and why a course substitution will not suffice.

## **Internships**

The Internship Program provides a structured educational experience integrating classroom theory with supervised, planned, and progressive work experience in the student's field of study. The program is designed to supplement and complement the traditional curriculum at CSC. The goal of this experience will be to enhance the student's educational, professional, and personal development. Contact Career and Academic Planning Services (<http://www.csc.edu/internship/>) in the Reta E. King Library Learning Commons for more information.

## **Study Abroad**

Students can earn credit through Chadron State College-sponsored international studies programs. Students may:

- Study at foreign universities for one or more semesters, and transfer the credit to CSC
- Earn CSC course credit for short-term international study courses, led by CSC faculty
- Qualify for financial aid.

For more information about Study Abroad, see the following link:

<http://www.csc.edu/start/finaid/studyabroad/index.csc>.



# Undergraduate Degrees

## Programs of Study

To serve the educational needs of western Nebraska and adjoining areas, Chadron State College offers programs of study leading to the following undergraduate degrees:

- Bachelor of Applied Sciences
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education.

## Bachelor of Applied Sciences

The Bachelor of Applied Sciences is a specialized baccalaureate degree restricted to individuals who transfer to Chadron State College with a completed Associate of Science, Associate of Applied Science, or Associate of Occupational Science degree from an accredited community or technical college. Students are required to complete an official plan of study prior to admission into this degree program. The specialized Essential Studies Program requirements for this degree are listed with the degree program. Additional information can be obtained from the Dean of Curriculum and Accreditation and the School of EHPCPSW; or see Technical Occupations under Programs of Study in this document.

## Bachelor of Arts and Bachelor of Science

The Bachelor of Arts and Bachelor of Science degrees provide content-area programs of study for entrance into a professional workforce (exclusive of education) or continued graduate-level study.

In addition to the general requirements for graduation, candidates for the Bachelor of Arts and the Bachelor of Science degree are required to complete the Essential Studies Program and the requirements for at least one subject major and either a second major or a minor, or one comprehensive major. Elective courses may be selected to reach the total of 120-course credit minimum requirement for graduation.

### *Second Major*

A student may earn multiple majors simultaneously at Chadron State College by satisfying the requirements for each major as outlined by the institution. Only one degree is granted, although all completed majors are recognized on the student's transcript.

### *Minors*

The selection of a minor must be in an area (as identified by the national Classification of Instructional Programs code) other than the selected major. Minors are required in conjunction with subject majors (30-36 course credits), but are not required in conjunction with comprehensive majors (48-57 course credits). However, a minor may be added as long as 50 percent of the coursework is unduplicated by the major.

## Bachelor of Science in Education

The degree of Bachelor of Science in Education is conferred upon those who complete the teacher-preparation programs of study. In addition to the general requirements for graduation, candidates for the degree of Bachelor of Science in Education must complete the Essential Studies program and the Professional Education requirements for their certificate. Students pursuing elementary education are required to complete one "area of concentration" specifically designed for elementary education (K-8) or an additional endorsement. Students pursuing middle school education must also complete two "content area of specialization" programs of study. Students pursuing secondary education must also complete one subject or field endorsement plus the corresponding special methods course. Programs of study fulfill the Nebraska Department of Education requirements for teaching certification. Students planning on teaching in other states should seek assistance from their advisor or the Certification Officer (<http://www.csc.edu/education/cert.csc>) to ensure fulfillment of the teaching certification requirements for those other states.

### **Pre-Professional Curricula**

Students may pursue a pre-professional program, such as pre-law, pre-engineering, or pre-nursing, at Chadron State College before transferring to a professional school. Pre-professional programs last from one to four years depending upon the profession, professional schools, and the student's specific academic and extra-curricular interests. Each professional school specifies the courses a student must complete before seeking admission into that school.

Therefore, each student's program of study must be specifically designed to satisfy the admissions requirements of the professional schools into which the student wishes to seek admission as well as his/her own educational needs.

Students interested in pre-professional programs should contact the appropriate academic faculty.

### **Teacher Certification Endorsement**

Information concerning the specific requirements for the various teaching certificates in Nebraska may be secured from the office of the Certification Officer in the Department of Education.

## Essential Studies Program (for Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education)

(NOTE: Essential Studies requirements for the Bachelor of Applied Sciences degree are different; please see the Technical Occupations major for details.)

### Philosophy of Essential Studies

Students are members of a broader society dependent on their meaningful contributions for its success. Chadron State College embraces this vision, recognizing the need to serve the region within the context of an increasingly global and more complex world in need of creative solutions to a never-ending supply of challenges and opportunities. The Essential Studies Program at Chadron State provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry.

### Institutional Focus Areas and Student Learning Outcomes

#### Essential Studies Structural Criteria

1. All first year students will take six (6) course credits of interdisciplinary, issue- or theme-based First Year Inquiry (FYI) to orient them to the Essential Studies Program, critical inquiry, and creative problem solving. This experience may be a single 6 course credit, two 3-hour course credit, or other combinations of course credit offered in a variety of formats and academic terms.  
Students will complete the six course credit FYI requirement within the first thirty (30) course credits taken at CSC. Students who fail to meet this requirement will have a hold placed on their registration each semester until they complete the six-course credit FYI requirement. While this hold is in place, students must register for at least one FYI course whenever they register for courses.
2. Students are required to complete three (3) course credit to satisfy each outcome in the Skills, Modes of Inquiry, Personal and Social Responsibility, and Capstone Integration areas (Outcomes 2-12).
3. Some Essential Studies courses may be team-taught, six-course credit interdisciplinary courses that have been approved to address two Essential Studies Outcomes (Outcomes 2-12).
4. A single 3-course credit Essential Studies course may be approved to address a maximum of one Essential Studies Outcome.
5. Up to nine (9) course credits of Essential Studies Program courses can apply toward any comprehensive major or any minor. No courses required in a subject major (30-36 course credits) can be used to meet Essential Studies Program requirements.
6. Some degree programs specify Essential Studies Program courses; check the program requirements for the major you are seeking.
7. Transfer students who possess an Associate of Arts (AA) or Associate of Science (AS) degree are subject to NSCS Board Policy 4430. The link for this policy is found here:  
<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204430.pdf>.

Additional background information on the framework of the twelve Essential Studies Student Learning Outcomes is located on the Essential Studies Program website.

#### Placement Tests & Score Requisites for Student Learning Outcomes #1 and #2

| ACT <sup>1</sup> English & Reading Scores   | Required Course(s)  |
|---|---|
| If either score is below 19                 | Meet with the Director of Transitional Studies to discuss additional requirements for successful enrollment in First Year Inquiry (Outcome #1) and Writing (Outcome #2) courses |
| If both scores are 19 or above <sup>2</sup> | Enroll in First Year Inquiry (Outcome #1) and Writing (Outcome #2) courses.   |

<sup>1</sup> Or equivalent SAT score or other qualifying assessment approved by the Director of Transitional Studies

<sup>2</sup> If English OR combined English/Reading score is 28 or above, student is not required to complete a Writing (Outcome #2) course.

Transfer Students without an AA/AS degree must satisfy the above requirements, or equivalent preparation based upon review of your transcripts by the Director of Transitional Studies.

## Student Learning Outcomes and Courses

### First Year Inquiry (FYI) (6 course credits)

#### Student Learning Outcome (SLO) 1

Students will practice skills involved in Critical Inquiry and Creative Problem Solving through interdisciplinary, collaborative engagement of a specific issue or theme.

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| FYI           | 169A          | Health Care I: A Choice or a Right,  | 3              |
| FYI           | 169B          | Enemy Mine: The Extreme Other  | 6              |
| FYI           | 169C          | The Nation and the Globe   | 6              |
| FYI           | 169D          | Wizards & Vampires in Film, TV, & Literature   | 6              |
| FYI           | 169E          | Environmental Policy: Beyond the Sound Bites   | 6              |
| FYI           | 169F          | A Pox on You: The Biological, Legal, and Social Consequences of Infectious Diseases      | 6              |
| FYI           | 169G          | Do You See What I See: The Science of Art and the Art of Science                         | 6              |
| FYI           | 169H          | Mathematics: Not for Spectators  | 6              |
| FYI           | 169I          | We Are What We Eat   | 3              |
| FYI           | 169J          | The Hidden Life of Everyday Things   | 3              |
| FYI           | 169K          | A Better You through Financial and Physical Health                                       | 6              |
| FYI           | 169M          | Improving Your Influence   | 6              |
| FYI           | 169N          | Virtue and the Warrior Spirit  | 6              |
| FYI           | 169O          | 10,000 B.C., Great Plains, North America   | 6              |
| FYI           | 169P          | Making Cents of Petroleum  | 6              |
| FYI           | 169Q          | Private Parts: The Psychological, Socio-cultural & Biological Aspects of Human Sexuality | 6              |
| FYI           | 169R          | Health Care II: A Choice or a Right  | 3              |
| FYI           | 169S          | Without the Arts, You're Only Half a Brain   | 6              |
| FYI           | 169U          | Study of Natural Disasters   | 3              |
| FYI           | 169V          | Nutrition, Weight Loss and Wellness  | 3              |
| FYI           | 169W          | Literature & Practice of World Religions   | 6              |
| FYI           | 169X          | Survival Skills 101  | 3              |
| FYI           | 169Y          | Plants & Man: Beverages  | 3              |
| FYI           | 169Z          | Forgiveness  | 3              |
| FYI           | 169AA         | Home on the Range  | 6              |
| FYI           | 169AB         | Learning to Serve  | 3              |
| FYI           | 169AC         | The 20th Century American Road   | 6              |
| FYI           | 169AD         | Football, American Style   | 6              |
| FYI           | 169AE         | Happiness  | 6              |
| FYI           | 169AF         | Study the World  | 3              |
| FYI           | 169AG         | Analyzing Adolescence  | 3              |
| FYI           | 169AH         | Fashionomics   | 3              |
| FYI           | 169AI         | Relationships 2.0  | 3              |
| FYI           | 169AJ         | Into the Martial Arts  | 3-6            |
| FYI           | 169AK         | Topics in FYI  | 3-6            |

| Course Prefix         | Course Number | Course Title                | Course Credits |
|-----------------------|---------------|-----------------------------|----------------|
| FYI                   | 169AL         | Matters of Opinion          | 3              |
| FYI                   | 169MU         | Opening Pandora's Music Box | 3              |
| <b>Required Total</b> |               |                             | <b>6</b>       |

### **Skills (12 course credits)**

Students will develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative techniques and applications; information acquisition and assessment; teamwork; and problem-solving.

#### **Student Learning Outcome (SLO) 2**

Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making appropriate use of evidence and conventions, including Standard Edited English.

| Course Prefix         | Course Number | Course Title      | Course Credits |
|-----------------------|---------------|-------------------|----------------|
| ENG                   | 135           | Composition I     | 3              |
| ENG                   | 136           | Composition II    | 3              |
| ENG                   | 137           | Technical Writing | 3              |
| <b>Required Total</b> |               |                   | <b>3</b>       |

NOTE: Students pursuing select programs of study may need to complete two courses in this skill set; see individual program requirements for details.

#### **Student Learning Outcome (SLO) 3**

Students will demonstrate communication competence in two or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by employing listening skills.

| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| BA                    | 331           | Business Communications            | 3              |
| CA                    | 125           | Fundamentals of Oral Communication | 3              |
| CA                    | 130           | Interpersonal Communication        | 3              |
| CA                    | 225           | Communicating in Groups & Teams    | 3              |
| CA                    | 233           | Presentational Speaking            | 3              |
| CA                    | 330           | Conflict Resolution and Mediation  | 3              |
| <b>Required Total</b> |               |                                    | <b>3</b>       |

NOTE: Students seeking the Bachelor of Science in Education degree must complete CA 125 or 233.

#### **Student Learning Outcome (SLO) 4**

Students will demonstrate the application of mathematical terminology, expressions, and logical reasoning abilities to model, draw inferences, and to mathematically solve problems within our world.

The following matrices are designed to aid the student in enrolling in the appropriate Mathematics course.

If a student's ACT Math Score is 1-18, the student must take the ASSET test for proper advising.

| ACT Math Score | Recommended Math Course       |
|----------------|-------------------------------|
| Below 16       | Consult Academic Advisor      |
| 16-18          | MATH 100 Pre-college Algebra* |

\* NOTE: MATH 100 is a prerequisite course; it does not fulfill SLO 4, but prepares students for an additional course



If a student's ACT Math Score is 19 or higher, the student should be enrolled as follows:

| High School Background                | Placement for Mathematics Courses   |
|---------------------------------------|---|
| No Algebra                            | MATH 133 Introduction to Mathematics, 3 course credits.                               |
| 1 Year Algebra                        | MATH 132 Applied Mathematics, 3 course credits.                                       |
|                                       | OR MATH 137 Math Topics for Elementary Teachers, 3 course credits. (if El. Ed. Major) |
|                                       | OR MATH 232 Applied Statistics, 3 course credits.                                     |
| 1 Year Algebra and 1 Year Geometry    | MATH 142 College Algebra, 4 course credits.   |
| 2 Years Algebra                       | MATH 138 Applied Calculus, 3 course credits.  |
|                                       | OR MATH 142 College Algebra, 4 course credits.  |
|                                       | OR MATH 232 Applied Statistics, 3 course credits.                                     |
| 2 Years Algebra and 1 Year Geometry   | MATH 134 Plane Trigonometry, 3 course credits.  |
|                                       | OR MATH 135 Pre-Calculus Mathematics, 3 course credits.                               |
| 4 Years Math (including Trigonometry) | MATH 138 Applied Calculus, 3 course credits.  |
|                                       | OR MATH 232 Applied Statistics, 3 course credits.                                     |
|                                       | OR PHIL 333 Symbolic Logic, 3 course credits.   |

### Student Learning Outcome (SLO) 5

Students will practice one or more creative art forms, such as music, theatre, creative writing, visual art, and the design arts.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ART           | 227           | Sculpture I                           | 3              |
| ART           | 228           | Ceramics I                            | 3              |
| ART           | 229           | Introduction to Graphic Design        | 3              |
| ART           | 237           | Creative Crafts I                     | 3              |
| ART           | 321A          | Glass I (glass blowing)               | 3              |
| ART           | 321B          | Glass I (stained glass)               | 3              |
| ART           | 322           | Graphic Design I                      | 3              |
| ART           | 343           | Digital Photography                   | 3              |
| CA            | 144           | Oral Interpretation & Perform Studies | 3              |
| ENG           | 299           | Introduction to Creative Writing      | 3              |
| ENG           | 399A          | Adv. Creative Writing: Nonfiction     | 3              |
| ENG           | 399B          | Adv. Creative Writing: Fiction        | 3              |
| ENG           | 399C          | Adv. Creative Writing: Poetry         | 3              |
| MS            | 331           | Exhibit Design                        | 3              |
| MUS           | 016           | Chadron State Community Chorus        | 1              |
| MUS           | 018           | Chadron State Community Band          | 1              |
| MUS           | 102           | Wind Symphony                         | 1              |
| MUS           | 103           | Concert Choir                         | 1              |
| MUS           | 104           | Vocal Jazz Ensemble                   | 1              |
| MUS           | 105           | Jazz Band                             | 1              |
| MUS           | 108           | Brass Ensemble                        | 1              |
| MUS           | 111           | Guitar Ensemble                       | 1              |
| MUS           | 116           | Class Piano Foundations I             | 1              |
| MUS           | 117           | Class Piano Foundations II            | 1              |
| MUS           | 118           | Class Piano Foundations III           | 1              |
| MUS           | 124           | Women's Vocal Ensemble                | 1              |
| MUS           | 125           | Men's Vocal Ensemble                  | 1              |
| MUS           | 216           | Guitar Class                          | 1              |
| MUS           | 230           | Voice Class for Non-majors            | 1              |
| MUS           | 269           | Drumming                              | 1              |

| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| MUS                   | 302           | Wind Symphony                      | 1              |
| MUS                   | 303           | Concert Choir                      | 1              |
| MUS                   | 304           | Vocal Jazz Ensemble,               | 1              |
| MUS                   | 305           | Jazz Band                          | 1              |
| MUS                   | 308           | Brass Ensemble                     | 1              |
| MUS                   | 311           | Guitar Ensemble                    | 1              |
| MUS                   | 324           | Women's Vocal Ensemble             | 1              |
| MUS                   | 325           | Men's Vocal Ensemble               | 1              |
| TH                    | 134           | Principles of Acting               | 3              |
| TH                    | 237           | Beginning Directing                | 3              |
| TH                    | 242/242L      | Introduction to Light Design & Lab | 3              |
| TH                    | 243           | Introduction to Set Design         | 3              |
| <b>Required Total</b> |               |                                    | <b>3</b>       |

### **Modes of Inquiry (9 course credits)**

Students will build understanding of the human condition within its social and natural contexts.

#### **Student Learning Outcome (SLO) 6**

Students will employ scientific methodology to analyze and explain how the natural world functions and how humans interact with it.

| Course Prefix         | Course Number | Course Title  | Course Credits |
|-----------------------|---------------|---|----------------|
| AGRI                  | 348           | Rangeland Hydrology   | 3              |
| BIOL                  | 121/121L      | Human Biology and Lab                                       | 3              |
| BIOL                  | 136/136L      | Biological Science and Lab                                  | 3              |
| BIOL                  | 138/138L      | General Biology: Botany and Lab                             | 4              |
| BIOL                  | 139/139L      | General Biology: Zoology and Lab                            | 4              |
| FCS                   | 136/136L      | Food Science and Lab  | 3              |
| GEOS                  | 130           | Earth Science   | 3              |
| GEOS                  | 137           | Environmental Geology                                       | 3              |
| GEOS                  | 230           | Natural Hazards & Disasters                                 | 3              |
| GEOS                  | 231/231L      | Physical Geology and Lab                                    | 4              |
| GEOS                  | 234/234L      | Earth System History and Lab                                | 4              |
| PHYS                  | 135           | Physical Science  | 3              |
| PHYS                  | 330           | Physical Science for the Elementary & Middle Grades Teacher | 3              |
| PHYS                  | 333/333L      | Astronomy and Lab   | 3              |
| <b>Required Total</b> |               |   | <b>3</b>       |

#### **Student Learning Outcome (SLO) 7**

Students will examine the human condition by exploring cultural and aesthetic achievements illustrated in at least one of the disciplines in the humanities: visual and performing arts, literature, history, philosophy, or religion.

| Course Prefix | Course Number | Course Title                    | Course Credits |
|---------------|---------------|---------------------------------|----------------|
| ART           | 239           | Elements of Art,                | 3              |
| ART           | 321B          | Glass I (stained glass)         | 3              |
| BA            | 431           | Professional Ethics             | 3              |
| ENG           | 233           | Elements of Literature          | 3              |
| ENG           | 340           | Contemporary Literature         | 3              |
| ENG           | 341           | Literature of the American West | 3              |

| Course Prefix | Course Number | Course Title                   | Course Credits |
|---------------|---------------|--------------------------------|----------------|
| ENG           | 343           | Literature & Philosophy        | 3              |
| ENG           | 344           | Literature & the Environment   | 3              |
| ENG           | 345           | Gender & Literature            | 3              |
| ENG           | 435           | Native American Literature     | 3              |
| ENG           | 441           | English & American Novel       | 3              |
| HIST          | 171           | World History to 1500          | 3              |
| HIST          | 351           | Ancient West                   | 3              |
| HIST          | 371           | Ancient East                   | 3              |
| HUM           | 231           | Humanistic Perspectives        | 3              |
| HUM           | 232           | The Humanistic Tradition I     | 3              |
| HUM           | 233           | The Humanistic Tradition II    | 3              |
| HUM           | 234           | The Humanistic Tradition III   | 3              |
| HUM           | 235           | The Humanistic Tradition IV    | 3              |
| HUM           | 301           | Beat Culture: Film, Phil., Lit | 3              |
| HUM           | 302           | Film & Philosophy              | 3              |
| HUM           | 303           | Modernism & Manifestos         | 3              |
| HUM           | 401           | Cuba Libre                     | 1-3            |
| MS            | 340           | Museum Education               | 3              |
| MUS           | 235           | Music Appreciation             | 3              |
| MUS           | 435           | History of Jazz                | 3              |
| PHIL          | 231           | Introduction to Philosophy     | 3              |
| PHIL          | 432           | Ethics                         | 3              |
| PHIL          | 433           | Biomedical Ethics              | 3              |
| PHIL          | 435           | Environmental Ethics           | 3              |
| PS            | 431           | History of Political Thought   | 3              |
| TH            | 235           | Elements of Theatre            | 3              |
| TH            | 336           | Theatre History I              | 3              |
|               |               | <b>Required Total</b>          | <b>3</b>       |

### Student Learning Outcome (SLO) 8

Students will study human behavior and social interactions integrating knowledge, theories, methods, or historical perspectives appropriate to the social sciences.

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| CAP           | 469C2*        | Great Plains                     | 3              |
| HIST          | 151           | U.S. History to 1877             | 3              |
| HIST          | 152           | U.S. History since 1877          | 3              |
| HIST          | 172           | World History since 1500         | 3              |
| HIST          | 352           | Europe: Ren. to World War        | 3              |
| HIST          | 353           | Europe Since 1914                | 3              |
| HIST          | 354           | US Colonial & Early Republic     | 3              |
| HIST          | 355           | US in the Nineteenth Century     | 3              |
| HIST          | 356           | America in the Twentieth Century | 3              |
| HIST          | 361           | North American West              | 3              |
| HIST          | 362           | Nebraska History                 | 3              |
| HIST          | 363           | American Indian History,         | 3              |
| HIST          | 364           | American Environmental History   | 3              |
| HIST          | 365           | History of Canada                | 3              |
| HIST          | 366           | History of Mexico                | 3              |
| HIST          | 372           | Modern East Asia                 | 3              |
| HIST          | 373           | History of the Pacific Rim       | 3              |
| HIST          | 374           | History of the Middle East,      | 3              |
| HIST          | 375           | History of Africa                | 3              |
| HIST          | 376           | Latin American History           | 3              |

| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| HIST                  | 401           | Cuba Libre                         | 1-3            |
| MATH                  | 236           | History of Mathematics             | 3              |
| PS                    | 101           | Introduction. to Political Science | 3              |
| PS                    | 321           | US Politics and Government         | 3              |
| PS                    | 341           | Comparative Politics               | 3              |
| TH                    | 337           | Theatre History II                 | 3              |
| <b>Required Total</b> |               |                                    | <b>3</b>       |

\* Must be co-enrolled in matching Essential Studies course in a second Student Learning Outcome (SLO), i.e. CAP 469A1 (SLO #10) and CAP 469A2 (SLO #12).

### **Personal and Social Responsibility (9 course credits)**

Students will demonstrate individual and social responsibility through the critical examination of wellness; study of ethical principles and reasoning; application of civic knowledge; interaction with diverse cultures; and engagement with global issues.

#### **Student Learning Outcome (SLO) 9**

Students will apply theories and principles of ethics and citizenship through the study of or participation in civic affairs.

| Course Prefix         | Course Number | Course Title                            | Course Credits |
|-----------------------|---------------|---|----------------|
| CA                    | 239           | Event Planning and Leadership           | 3              |
| CAP                   | 469G1*        | Social Media and Democratization        | 3              |
| FCS                   | 427           | Worksite Wellness                       | 3              |
| HIST                  | 369           | Subject and Citizen                     | 3              |
| HUM                   | 369           | Philosophy and Documentary Film         | 3              |
| MSL                   | 101/101L      | Leadership & Personal Development & Lab | 3              |
| MUS                   | 369           | Music and Civic Engagement              | 3              |
| PHIL                  | 369           | Social and Personal Ethics              | 3              |
| PHYS                  | 435           | World Environmental Issues              | 3              |
| PS                    | 369           | Civic Engagement: Theory and Practice   | 3              |
| SOC                   | 369           | Civic Engagement: Theory and Practice   | 3              |
| <b>Required Total</b> |               |   | <b>3</b>       |

\* Must be co-enrolled in matching Essential Studies course in a second Student Learning Outcome (SLO), i.e. CAP 469A1 (SLO #10) and CAP 469A2 (SLO #12).

#### **Student Learning Outcome (SLO) 10**

Students will demonstrate knowledge of human diversity and interconnectedness and will analyze the implications of diversity in its various economic, cultural, social or political forms.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| AGRI          | 423           | Agricultural Policy                   | 3              |
| ANTH          | 231           | Introduction to Cultural Anthropology | 3              |
| BIOL          | 448/448L      | Ethnobotany & Lab                     | 3              |
| CA            | 346           | Intercultural Communication           | 3              |
| CA            | 442           | Globalization, Culture and Media      | 3              |
| CAP           | 469A1*        | How to Save the Rain Forest           | 3              |
| CJ            | 446           | Cross Cultural/Justice Studies        | 3              |
| ECON          | 130           | Survey of Economics                   | 3              |
| EDUC          | 460           | Comparative Education                 | 3              |

| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| ENG                   | 300           | The Graphic Novel: Stud Div Diff   | 3              |
| ENG                   | 342           | Multi-Ethnic Literature            | 3              |
| ENG                   | 346           | Literature of the Bible            | 3              |
| ENG                   | 436           | World Literature                   | 3              |
| FCS                   | 320           | Aging and Death                    | 3              |
| FCS                   | 335           | Families in Society                | 3              |
| FCS                   | 436           | Global Food Systems                | 3              |
| FIN                   | 239           | Personal Finance                   | 3              |
| FIN                   | 333           | International Finance & Econ       | 3              |
| HIST                  | 370           | The Post-Colonial Condition        | 3              |
| HUM                   | 335           | Comparative Religion               | 3              |
| HUM                   | 432           | World Mythology                    | 3              |
| LS                    | 323           | Law and the American Society       | 3              |
| MUS                   | 328           | World Music and Globalization      | 3              |
| MUS                   | 330           | African-American Popular Music     | 3              |
| PS                    | 332           | International Politics             | 3              |
| PS                    | 401           | Study Abroad in Politics           | 1-3            |
| PS                    | 424           | Global Politics & Religion         | 3              |
| PS                    | 425           | Global Power, Prosperity & Poverty | 3              |
| PHIL                  | 235           | Classical Chinese Philosophy       | 3              |
| PSYC                  | 421           | Culture and Psychology             | 3              |
| SOC                   | 230           | Society: Global Comparison         | 3              |
| SW                    | 371           | International Social Welfare       | 3              |
| WLAN                  | 100           | Convers Foreign Language           | 3              |
| <b>Required Total</b> |               |                                    | <b>3</b>       |

\* Must be co-enrolled in matching Essential Studies course in a second Student Learning Outcome (SLO), i.e. CAP 469A1 (SLO #10) and CAP 469A2 (SLO #12).

### Student Learning Outcome (SLO) 11

Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle.

| Course Prefix         | Course Number | Course Title                           | Course Credits |
|-----------------------|---------------|--|----------------|
| FCS                   | 247           | Nutrition                              | 3              |
| FCS                   | 417           | Lifespan Wellness                      | 3              |
| HPER                  | 100, 103, 112 | Individual Fitness, Golf, and Aquatics | (each 1 hr.)   |
| HPER                  | 107           | Individual Sport Activities            | 3              |
| HPER                  | 108           | Fitness Activities                     | 3              |
| HPER                  | 111           | Social Dance Activities                | 3              |
| HPER                  | 120           | Outdoor Activities                     | 3              |
| HPER                  | 207           | Team Sport Activities                  | 3              |
| HPER                  | 209           | Advanced Fitness Activities            | 3              |
| HPER                  | 233           | Personal Health/Wellness               | 3              |
| MSL                   | 109           | Military Fitness                       | 3              |
| <b>Required Total</b> |               |  | <b>3</b>       |

### Capstone Integration (3 course credits)

Students will integrate Essential Studies skills, knowledge and abilities, adapting them to new settings, questions, and responsibilities.



## Student Learning Outcome (SLO) 12

Students will complete a culmination experience that illustrates effective application of their Essential Studies skills, modes of inquiry and personal and social responsibility through one of the following projects:

An Essential Studies Capstone course (CAP 469 prefix) where students produce a creative or scholarly work requiring broad knowledge, appropriate technical proficiency, information collection, interpretation, synthesis, presentation, and reflection that grows out of interdisciplinary, collaborative engagement of a specific issue or theme. Approved courses also appear on the Essential Studies Program website, and include:

| Course Prefix         | Course Number | Course Title                      | Course Credits |
|-----------------------|---------------|-----------------------------------|----------------|
| CAP                   | 469A          | How to Save the Rain Forest       | 6              |
| CAP                   | 469A2*        | How to Save the Rain Forest       | 3              |
| CAP                   | 469B          | Cuba Libré                        | 3 or 6         |
| CAP                   | 469C          | Great Plains                      | 6              |
| CAP                   | 469C1*        | Great Plains                      | 3              |
| CAP                   | 469D          | Weight of the Nation              | 6              |
| CAP                   | 469E          | Outside: Your Self in the World   | 3              |
| CAP                   | 469F          | Talking Heads                     | 6              |
| CAP                   | 469G          | Social Media and Democratization  | 6              |
| CAP                   | 469G2*        | Social Media and Democratization  | 3              |
| CAP                   | 469H          | Poetics and Philosophy of Walking | 3 or 6         |
| CAP                   | 469I          | Composing a Public Life           | 3              |
| CAP                   | 469J          | Topics in Capstone Integration    | 3 or 6         |
| CAP                   | 469K          | The Creative Mind                 | 3 or 6         |
| <b>Required Total</b> |               |                                   | <b>3</b>       |

\* Must be co-enrolled in matching Essential Studies course in a second Student Learning Outcome (SLO), i.e. CAP 469A1 (SLO #10) and CAP 469A2 (SLO #12).

A capstone, independent study or other advanced-project course within a specific department or program that meets SLO #12 criteria and has been approved by the Essential Studies Program committee. Successful completion of the project will include a presentation illustrating the application of Capstone Integration outcomes as outlined on the Essential Studies Program website. Approved courses also appear on the Essential Studies Program website.

# Programs of Study

## **Accounting**

See Business

## **Agriculture**

### *Majors*

Rangeland Management Comprehensive Major with options in:

- Rangeland Ecology
- Rangeland Fire Management
- Rangeland Livestock Management
- Rangeland Wildlife Management

Business Administration Comprehensive Major with option in:

- Agribusiness

### *Minors*

- Agricultural Plant Science
- Animal Science
- Equine Management
- Rangeland Management
- Veterinary Science
- Wildlife Management

### *Transfer Programs*

- Agricultural Education
- Grassland Ecology and Management

## **American Indian Studies**

### *Minor*

- American Indian Studies

## **Art**

### *Majors*

Art Comprehensive Major with options in:

- Art Studio
- Gallery/Museum
- Graphic Design

### *Teaching Endorsement*

- Art Education Field Endorsement (K-12)
- Art Middle Grades Content Area of Specialization (4-9)

### *Elementary Area of Concentration*

- Art

### *Minors*

- Art

## **Biology**

### *Major*

Biology Comprehensive Major with options in:

- Biological Resources
- General Biology
- Human Biology
- Molecular Biology
- Organismal Biology

*Teaching Endorsement*

Biology Education Subject Endorsement (7-12)

*Minors*

Biology

Human Biology

Plant Sciences

Organismal Biology

**Health Sciences Majors**

Health Sciences Comprehensive Major with options in:

General Health Care

Pre-Chiropractic Medicine

Pre-Optometry

Pre-Pharmacy

Pre-Veterinary Medicine

**Health Professions Rural Health Opportunities Programs (RHOP)**

Clinical Laboratory Science

Dental Hygiene

Dentistry

Medicine

Nursing

Pharmacy

Physical Therapy

Physician Assistant

Public Health

**Business**

*Majors*

Business Administration Comprehensive Major with options in:

Accounting (including CPA Path & CPA Path with MBA)

Agribusiness

Business Information Systems

Finance

Management

Marketing/Entrepreneurship

General Business Subject Major

*Teaching Endorsements*

Business, Marketing and Information Technology Education Field Endorsement (6-12)

Basic Business Education Subject Endorsements (6-12)

Business Education Middle Grades Content Area of specialization (4-9)

*Minors*

Agribusiness – Business

Business

Business Information Systems

Finance

Marketing/Entrepreneurship

**Business Information Systems**

See Business

## **Career and Technical Education**

*Teaching Endorsement*

Cooperative Education-Diversified Occupations Supplemental Endorsement (9-12)

## **Chemistry**

See Physical Science

## **Coaching**

See Health, Physical Education and Recreation

## **Communication Arts**

*Majors*

Communication Arts Comprehensive with options in:

Interpersonal Communication

Journalism

Public Relations

*Minors*

Interpersonal Communication

Journalism

Public Relations

## **Computer Science**

See Business Information Systems

## **Criminal Justice**

See Justice Studies: Criminal Justice

## **Early Childhood**

See Elementary Education

See Family and Consumer Sciences

## **Earth Science**

See Physical Science, Geoscience option

## **Education**

*Teaching Endorsements*

Elementary Education Field Endorsement (K-8)

Middle Grades Field Endorsement (4-9)

Secondary Education (7-12)

Early Childhood Education Supplemental Endorsement (Age 3 - Grade 3)

*Elementary Area of Concentration*

Art

Early Childhood

English

Mathematics

Music

Physical Education

Science

Social Science

Special Education

## **English**

*Major*

Literature Subject Major

*Teaching Endorsements*

Language Arts Education Field Endorsement (6-12)

Language Arts Education Middle Grades Content Area of Specialization (4-9)

*Elementary Area of Concentration*

English

*Minors*

Comparative Philosophy

English

Writing

**Family and Consumer Sciences**

*Majors*

Family and Consumer Sciences Comprehensive Major with options in:

Child and Family Studies

Design and Merchandising

Health and Human Services

Nutrition and Wellness

*Teaching Endorsements*

Family and Consumer Sciences Education Field Endorsement (6-12)

Family and Consumer Sciences Middle Grades Content Area of Specialization (4-9)

Early Childhood Education Inclusive Field Endorsement (Birth – Grade 3)

Early Childhood Education Supplemental Endorsement (Age 3-Grade 3)

*Minors*

Child and Family

Gerontology

Hospitality

Nutrition and Wellness

Textiles and Design

*Certification Preparation*

Child Development Associate (CDA) Certification Preparation

**Finance**

See Business

**Geology and Geoscience**

See Physical Science

**Health, Physical Education, Recreation**

*Majors*

Sports and Recreation Management Comprehensive

Major with options in:

Exercise Science

Outdoor Adventure

Sport Leadership

*Teaching Endorsements*

Health and Physical Education Field Endorsement (K-12)

Physical Education Subject Endorsement (K-6 or 7-12)

Health Education Subject Endorsement (7-12)

Health and Physical Education Middle Grades Content Area of Specialization (4-9)  
Coaching Supplement Endorsement (7-12)

*Elementary Area of Concentration*  
Physical Education

*Minors*

Exercise Science  
Outdoor Adventure  
Sports Leadership

## **Health Sciences**

See Biology

## **History**

*Majors*

History Subject Major

*Teaching Endorsements*

History Subject Endorsement (7-12)

*Minor*

History

## **Interdisciplinary Studies**

*Major*

Interdisciplinary Studies Comprehensive Major

## **Journalism**

See Communication Arts

## **Justice Studies**

*Majors*

Justice Studies-Criminal Justice Comprehensive Major with focus areas in:

Law Enforcement

Law

Corrections

Forensic Studies

Juvenile Justice

Commercial

Litigation

Public Law

*Minors*

Criminal Justice

Legal Studies

## **Language and Literature**

See English

## **Legal Studies**

See Justice Studies: Legal Studies

## **Life Sciences**

See Biology

## **Management**

See Business

## **Marketing/ Entrepreneurship**

See Business

## **Mathematics**

*Major*

Mathematics Subject Major

*Teaching Endorsements*

Mathematics Field Endorsement (6-12)

Mathematics Middle Grades Content Area of Specialization (4-9)

*Elementary Area of Concentration*

Mathematics Education

*Minors*

Applied Statistics

Mathematics

## **Military Science Leadership**

*Program*

ROTC

*Minor*

Military Science

## **Museum Studies**

*Minor*

Museum Studies

## **Music**

*Majors*

Music Comprehensive Major with options in:

Applied Music

Music Industry

Subject Major in Music Studies

*Teaching Endorsements*

Music Field Endorsement (K-12)

Vocal Music Subject Endorsement (K-8) and (7-12)

*Elementary Area of Concentration*

Music

*Minor*

Music

## **Physical Education and Recreation**

See Health, Physical Education and Recreation

## **Physical Sciences**

*Majors*

Physical Science Comprehensive Major with options in:

Chemistry  
Geoscience

*Teaching Endorsements*

Chemistry Subject Endorsement (7-12)

Earth and Space Science Subject Endorsement (7-12) Science Field Endorsement (7-12) with concentrations in:

Biology

Chemistry

Earth and Space Science

Sciences Middle Grades Content Area of Specialization (4-9)

*Elementary Area of Concentration*

Science Education

*Minors*

Chemistry

Geoscience

Physics

Water Resources Management

**Physics**

See Physical Sciences

**Pre-Engineering**

See Mathematics

**Pre-Law**

See Justice Studies

**Psychological Sciences**

*Major*

Psychological Sciences Subject Major

*Minors*

Psychological Science

Social Psychology and Personality Systems

**Public Relations**

See Communication Arts

**Rangeland Management**

See Agriculture

**Recreation**

See Health, Physical Education and Recreation

**ROTC**

See Military Science Leadership

**Sciences**

See Biology or Physical Science

**Social Science**

*Teaching Endorsements*

Social Science Field Endorsement (7-12)



Social Science Middle Grades Content Area of Specialization (4-9)

*Elementary Area of Concentration*

Social Science Education

## **Social Work**

*Major*

Social Work Comprehensive Major

## **Special Education**

*Teaching Endorsements*

Special Education Field Endorsement (K-12)

Early Childhood Education Inclusive Field Endorsement (Birth-Grade 3)

*Elementary Area of Concentration*

Special Education

## **Speech Communication**

See Communication Arts

## **Teacher Education**

See Education

## **Technical Occupations**

*Major*

Technical Occupations Comprehensive Major

## **Theatre**

*Major*

Theatre Comprehensive Major with options in:

Performance/Directing

Technical/Design

*Teaching Endorsements*

Theatre Supplemental Endorsement (7-12)

*Minor*

Theatre

## **Vocational Education**

See Career and Technical Education

## **Wildlife Management**

See Agriculture and Biology

# Agriculture

## Mission

The mission of the agriculture program is to address the educational needs of individuals interested in rangeland management, domestic livestock and/or wildlife management, soil and plant sciences, and production processes and techniques.

## Student Learning Outcomes

Students in this program will develop the knowledge, skills, competencies, and attitudes so they will be able to:

- Develop and defend a management plan which describes and assesses the rangeland resources of soil, vegetation, livestock and wildlife.
- Describe and compare range ecosystems throughout North America and the principles used to manage the resources within them.
- Synthesize and communicate, both written and orally, acquired knowledge from scholarly research on rangeland, livestock and wildlife management using appropriate peer-reviewed literature.

## Bachelor of Science with a Comprehensive Major in Rangeland Management

A student must complete the following Core Requirements in addition to an option and the Essential Studies requirements. (It is recommended that all students take one of the following: BIOL 136/136L, BIOL 138/138L, or BIOL 139/139L, to satisfy the Essential Studies Learning Outcome #6 requirement.) A minimum cumulative GPA of at least 2.75 is required in the rangeland management Core Requirements and option. The GPA will be calculated by using all accepted previous college/university coursework used for the rangeland management Core Requirements and option, as well as course work from CSC.

## Core Requirements

| Course Prefix         | Course Number | Course Title                                  | Course Credits |
|-----------------------|---------------|---|----------------|
| AGRI                  | 110           | Agriculture Seminar I                         | 1              |
| AGRI                  | 132           | Introduction to Animal Science                | 3              |
| AGRI                  | 141           | Introduction to Plant Science                 | 3              |
| AGRI                  | 234           | Principles of Animal Nutrition                | 3              |
| AGRI                  | 242           | Principles of Rangeland and Forage Management | 3              |
| AGRI                  | 245 & 245L    | Principles of Soil Science & Lab              | 4              |
| AGRI                  | 334           | Vegetation Manipulation Practices             | 3              |
| AGRI                  | 348           | Rangeland Hydrology                           | 3              |
| AGRI                  | 339 & 339L    | Rangeland Plant Identification & Lab          | 3              |
| AGRI                  | 350           | Rangeland Ungulate Production                 | 3              |
| AGRI                  | 410           | Agriculture Seminar II                        | 1              |
| AGRI                  | 428 & 428L    | Habitat Invent & Analysis & Lab               | 3              |
| AGRI                  | 438A-B        | Land Resource Management Planning             | 3              |
|                       | 438C          | OR Land Resource Management Planning          |                |
| <b>Required Total</b> |               |   | <b>36</b>      |

## Rangeland Ecology Option

A student must complete the following program in addition to the Core and the Essential Studies requirements.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
|               |               | Core Requirements                     | 36             |
| AGRI          | 235           | Introduction to Wildlife Management   | 3              |
| AGRI          | 330           | Agricultural Economics & Agribusiness | 3              |
| AGRI          | 436           | Rangeland and Fire Ecology            | 3              |

| Course Prefix         | Course Number | Course Title                | Course Credits |
|-----------------------|---------------|-----------------------------|----------------|
| AGRI                  | 444           | Grass Systematics           | 3              |
| BIOL                  | 438 & 438L    | OR Taxonomy of Plants & Lab |                |
| AGRI                  | 477           | Great Plains Pedology*      | 4              |
| GEOS                  | 322           | OR Introduction to GIS      | 3              |
| BIOL                  | 238 & 238L    | Plant Morphology & Lab      | 4              |
|                       | 439 & 439L    | OR Plant Physiology & Lab   | 3              |
| BIOL                  | 336 & 336L    | General Ecology & Lab       | 3              |
| <b>Required Total</b> |               |                             | <b>57-59</b>   |

\*Course offered by the University of Nebraska-Lincoln and accepted for credit by CSC as part of the 3 + 1 agreement.

Recommended Electives: In order to enhance employment opportunities, the following elective courses are recommended: AGRI 331, 333/333L, 420, 451; BIOL 337; GEOS 321, 322 or at the University of Nebraska - Lincoln courses in Natural Resource Policy, Watershed Management, Principles of Forestry, Disturbed Land Reclamation, and Remote Sensing/GIS.

### Rangeland Fire Management Option

This program is designed for students who will complete two years at Casper College, or other two-year schools with a similar curriculum, and who will then transfer to Chadron State College to complete a Bachelor of Science degree in Rangeland Management. A student must complete the following program in addition to the Core and the CSC Essential Studies Requirements. See an agriculture advisor on the Chadron State College campus for the courses to be taken at Chadron State College.

| Course Prefix         | Course Number | Course Title                             | Course Credits |
|-----------------------|---------------|--|----------------|
|                       |               | Core Requirements                        | 36             |
| FIRE                  | 1810          | Introduction to Wildland Fire Fighting   | 3              |
| FIRE                  | 1818          | Wildland Leadership                      | 3              |
| FIRE                  | 1830          | Intermediate Wildland Fire Behavior      | 3              |
| AGRI                  | 436           | Rangeland and Fire Ecology               | 3              |
|                       |               | Upper Division Electives from list below | (6)            |
| AGRI                  | 325           | Rangeland Wildlife Management            | 3              |
| AGRI                  | 420           | Rangeland Short Course                   | 2              |
| AGRI                  | 444           | Grass Systematics                        | 3              |
| BIOL                  | 336 & 336L    | General Ecology & Lab                    | 3              |
| BIOL                  | 337           | Environmental Management                 | 3              |
| GEOS                  | 321           | Introduction to GPS                      | 1              |
| GEOS                  | 322           | Introduction to GIS                      | 3              |
| <b>Required Total</b> |               |  | <b>54</b>      |

Classes with the FIRE prefix here are only available at Casper College. See Essential Studies transfers for electives to take at Casper College to meet the Essential Studies required by CSC. See Applied Sciences transfers for courses at Casper College that would meet some of the core requirements. A maximum total of 66 transfer course credits will be applied towards the CSC Bachelor of Science degree. For further information see the Additional Information for Transfer Students section of the CSC Undergraduate Catalog ([www.csc.edu/admissions/transfer/guides/csc](http://www.csc.edu/admissions/transfer/guides/csc)).

### Rangeland Livestock Management Option

A student must complete the following program in addition to the Core and the Essential Studies requirements.

| Course Prefix | Course Number | Course Title              | Course Credits |
|---------------|---------------|---------------------------|----------------|
|               |               | Core Requirements         | 36             |
| AGRI          | 333 & 333L    | Ruminant Production & Lab | 4              |
| AGRI          | 337           | Applied Animal Nutrition  | 3              |

| Course Prefix         | Course Number | Course Title                            | Course Credits |
|-----------------------|---------------|---|----------------|
| AGRI                  | 440           | Range Livestock Reproduction            | 3              |
| AGRI                  | 447           | Animal Breeding and Genetics            | 3              |
|                       |               | Animal Science Elective from list below | 3              |
|                       |               | Business Elective from list below       | 3              |
| <b>Required Total</b> |               |   | <b>55</b>      |

Animal Science Elective: Select at least three (3) course credits from the following: AGRI 324, 331, 336, 338, 427/427L.

Business Elective: Select three (3) course credits from the following: ACTG 241; ECON 231, 232, 334, 423; FIN 330.

Recommended Electives: In order to enhance employment opportunities, the following elective courses are recommended: AGRI 335, 420, 436, 451; GEOS 321, 322.

### **Rangeland Wildlife Management Option**

A student must complete the following program in addition to the Core and the Essential Studies requirements.

| Course Prefix         | Course Number | Course Title                            | Course Credits |
|-----------------------|---------------|---|----------------|
|                       |               | Core Requirements                       | 36             |
| AGRI                  | 235           | Introduction to Wildlife Management     | 3              |
| AGRI                  | 325           | Rangeland Wildlife Management           | 3              |
| AGRI                  | 426           | Wildlife Research and Management Tech   | 3              |
| AGRI                  | 435           | Wildlife Management Practicum           | 3              |
| AGRI                  | 445 & 445L    | Mammalogy & Lab                         | 3              |
| AGRI                  | 451           | Human Dimensions of Wildlife Management | 3              |
| BIOL                  | 401 & 401L    | Ornithology and Lab                     | 3              |
| <b>Required Total</b> |               |   | <b>57</b>      |

To enhance employment potential, students are recommended to take courses from the following: AGRI 324, 427/427L, 436; GEOS 321, 322; MATH 138, 232. Recommended Biology electives are BIOL 139/139L, 239/239L, 337, 343/343L, 427, 431/431L, 444/444L.

### **Bachelor of Science in Natural Resources with a major in Grassland Ecology and Management**

This program is designed for students who will complete two years at Chadron State College and who will then transfer to the University of Nebraska-Lincoln to complete a Bachelor of Science degree from the University of Nebraska-Lincoln. Please see an agriculture advisor on the Chadron State College campus for the courses to be taken at Chadron State College.

### **Bachelor of Science in Agriculture Sciences with a major in Agricultural Education**

This program is designed for students who will complete three years at Chadron State College and who will then transfer to the University of Nebraska-Lincoln to complete a Bachelor of Science degree from the University of Nebraska-Lincoln. Please see an agriculture advisor on the Chadron State College campus for the courses to be taken at Chadron State College.

### **Bachelor of Arts with a Comprehensive Major in Business Administration with Agribusiness Option**

See Business Department.

## Minors in Agriculture

### Agricultural Plant Science

This minor is recommended for the student interested in the plant sciences and enrolled in a major other than rangeland management.

| Course Prefix         | Course Number | Course Title                         | Course Credits |
|-----------------------|---------------|--------------------------------------|----------------|
| AGRI                  | 141           | Introduction to Plant Science        | 3              |
| AGRI                  | 245 & 245L    | Principles of Soil Science & Lab     | 4              |
| AGRI                  | 339 & 339L    | Rangeland Plant Identification & Lab | 3              |
| AGRI                  | 428 & 428L    | Habitat Invent & Analysis & Lab      | 3              |
| BIOL                  | 238 & 238L    | Plant Morphology & Lab               | 4              |
|                       | 439 & 439L    | OR Plant Physiology & Lab            | 3              |
| BIOL                  | 438 & 438L    | Taxonomy of Plants & Lab             | 3              |
| AGRI                  | 444           | OR Grass Systematics                 |                |
| GEOS                  | 321           | Introduction to GPS                  | 1              |
| <b>Required Total</b> |               |                                      | <b>20-21</b>   |

### Animal Science

This minor is recommended for the student interested in the animal sciences and enrolled in a major other than rangeland management.

| Course Prefix         | Course Number | Course Title  | Course Credits |
|-----------------------|---------------|---|----------------|
| AGRI                  | 132           | Introduction to Animal Science                      | 3              |
| AGRI                  | 242           | Principles of Rangeland & Forage Management         | 3              |
| AGRI                  | 337           | Applied Animal Nutrition                            | 3              |
| AGRI                  |               | Animal Production electives from list below         | 6              |
|                       |               | Animal Anatomy/Physiology electives from list below | 3              |
| <b>Required Total</b> |               |   | <b>18</b>      |

Animal Production: Select at least six (6) course credits from the following: AGRI 324, 333/333L, 336, 350.

Animal Anatomy/Physiology: Select at least three (3) course credits from the following: AGRI 427/427L, 440, 447.

### Equine Management

This minor is recommended for the students who want a basic understanding of Equine Management and enrolled in a major other than rangeland management.

| Course Prefix         | Course Number | Course Title                                | Course Credits |
|-----------------------|---------------|---|----------------|
| AGRI                  | 132           | Introduction to Animal Science              | 3              |
| AGRI                  | 242           | Principles of Rangeland & Forage Management | 3              |
| AGRI                  | 331           | Farm & Ranch Management                     | 3              |
| AGRI                  | 335           | Horse Production                            | 3              |
| AGRI                  | 346 & 346L    | Equine Communications I & Lab               | 3              |
| AGRI                  | 347 & 347L    | Equine Communications II & Lab              | 3              |
| AGRI                  | 429           | Equine Industry Applied Field Studies       | 3              |
| <b>Required Total</b> |               |   | <b>21</b>      |

## Rangeland Management

This minor is recommended for the student that wants a basic understanding of rangeland management that will complement a major other than rangeland management.

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| AGRI          | 132           | Introduction to Animal Science              | 3              |
| AGRI          | 242           | Principles of Rangeland & Forage Management | 3              |
| AGRI          | 339 & 339L    | Rangeland Plant Identification & Lab        | 3              |
| AGRI          | 428 & 428L    | Habitat Invent & Analysis & Lab             | 3              |
|               |               | Electives from list below                   | (9)            |
| AGRI          | 132           | Introduction to Animal Science              | 3              |
| AGRI          | 235           | Introduction to Wildlife Management         | 3              |
| AGRI          | 333 & 333L    | Ruminant Production & Lab                   | 4              |
| AGRI          | 334           | Vegetation Manipulation Practices           | 3              |
| AGRI          | 337           | Applied Animal Nutrition                    | 3              |
| AGRI          | 348           | Rangeland Hydrology                         | 3              |
| AGRI          | 350           | Rangeland Ungulate Production               | 3              |
| AGRI          | 436           | Rangeland and Fire Ecology                  | 3              |
| GEOS          | 321           | Introduction to GPS                         | 1              |
| GEOS          | 322           | Introduction to GIS                         | 3              |
|               |               | <b>Required Total</b>                       | <b>21</b>      |

## Veterinary Science

This minor is recommended for the student that is interested in veterinary science and enrolled in a major other than rangeland management.

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
| AGRI          | 132           | Introduction to Animal Science      | 3              |
| AGRI          | 234           | Principles of Animal Nutrition      | 3              |
| AGRI          | 337           | Applied Animal Nutrition            | 3              |
| AGRI          | 427 & 427L    | Animal Anatomy and Physiology & Lab | 4              |
| AGRI          | 445 & 445L    | Mammalogy & Lab                     | 3              |
| AGRI          | 447           | Animal Breeding & Genetics          | 3              |
|               |               | <b>Required Total</b>               | <b>19</b>      |

## Wildlife Management

This minor is recommended for the student interested in wildlife management.

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| AGRI          | 235           | Introduction to Wildlife                    | 3              |
| AGRI          | 325           | Rangeland Wildlife Management               | 3              |
| AGRI          | 426           | Wildlife Research and Management Techniques | 3              |
| AGRI          | 435           | Wildlife Management Practicum               | 3              |
| AGRI          | 445 & 445L    | Mammalogy & Lab                             | 3              |
| BIOL          | 401 & 401L    | Ornithology and Lab                         | 3              |
|               |               | Electives                                   | 3              |
|               |               | <b>Required Total</b>                       | <b>21</b>      |

To satisfy wildlife electives and to enhance employment potential, students are recommended to take courses from the following: AGRI 245/245L, 324, 339/339L, 428/428L, 436, 451; BIOL 343/343L, 427, 431/431L, 444/444L, GEOS 321, 322, MATH 232.

## American Indian Studies

### Mission Statement

The American Indian Studies minor provides students with an opportunity to focus on American Indians of the western High Plains, including historic and contemporary issues, with specific emphasis on Lakota society and culture.

### Student Learning Outcomes

Students will compare and contrast American Indian societies and cultures.  
Students will define and describe Lakota society and culture, and assess its effect upon the High Plains.  
Students will trace the development of American Indians' contemporary circumstances and situations.

### Minor in American Indian Studies

A student must complete the following program in addition to the Essential Studies requirements and a major in another discipline:

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| ANTH          | 337           | People & Cultures of North America | 3              |
| ENG           | 435           | Native American Literature         | 3              |
| HIST          | 363           | American Indian History            | 3              |
|               |               | Electives from list below          | (12)           |
| AIS           | 131           | Lakota Language I                  | 3              |
| AIS           | 132           | Lakota Language II                 | 3              |
| AIS           | 334           | Lakota Society and Culture         | 3              |
| AIS           | 430           | Topics in American Indian Studies  | 3              |
| AIS           | 436           | Seminar in American Indian Studies | 3              |
| ANTH          | 430           | Topics in Anthropology             | 1-3            |
| ANTH          | 435           | Northern Plains Indian Cultures    | 3              |
| BIOL          | 448 & 448L    | Ethnobotany                        | 2              |
| HIST          | 361           | North American West                | 3              |
|               |               | <b>Required Total</b>              | <b>21</b>      |

## Art

### Mission Statement

The Chadron State College Art Department provides a comprehensive course of study in the visual arts while preparing students for careers in Art Education, Studio Art, Graphic Design and Gallery/Museum operations. The program encourages personal and artistic growth in a student-centered learning environment and is dedicated to creating a classroom experience strong in the production of art, the knowledge of historical context, the use of critical thinking, and the understanding of aesthetics. The department enriches life in the Western High Plains region by providing educational opportunities, research, service, and visual arts programs that contribute to the vitality and diversity of the region.

### Student Learning Outcomes

The outcomes of the Art discipline are as follows:

- Art History: Students will be exposed to artists, artwork and art historical movements in order to identify and discuss art history and its cultural impact.
- Production: Students will learn about and demonstrate their ability to use a variety of media and techniques.

- Aesthetic: Students will learn the basic principles and concepts related to art and will demonstrate their understanding of those principles and concepts in the viewing and discussion of, writing about and production of arts.
- Criticism: Each student will gain a base knowledge of art and will be able to make informed assessments about historical images, work by fellow students, and their own work.

#### Requirements

1. All art majors are required to complete ART 131, 133, 136, and 230 prior to enrolling in any other studio courses.
2. All incoming freshman art majors, with the assistance of the art faculty, must complete an entry-level survey of their previous art experience for assessment purposes.
3. To complete the requirements for a degree in Art, each senior art major must participate in one Senior Thesis Exhibit during his/her final year. All seniors must come to the instructor to obtain permission prior to enrolling in ART 412.
4. B.S.E. candidates must enroll in Senior Thesis the semester prior to enrolling in student teaching. (Note: The Secondary Methods course in art is offered only during the fall semester.)
5. The senior exhibit must reflect the student's ability to create Art in at least two media, including works from their option area. All works must have been completed on the college level and within the past two years. The students, as a requirement of their senior thesis, must be involved in the setting up of art gallery exhibits and supply the department a Senior Thesis portfolio.
6. Art students will not be permitted to enroll in Advanced Art Studio, Topics, Seminar, or Independent Study courses until they have completed the beginning and advanced required courses in the media or topic selected for advanced study.
7. NOTE: ART 400, 430, 500, 530 are all three-credit courses and may only be taken for a combined total of nine hours in any studio area.
8. A materials fee will be assessed for most Art courses.
9. All art majors must earn a letter grade of C (2.0) or above in all required ART/MS courses to graduate.

### The Degree of Bachelor of Arts with a Comprehensive Major in Art

A student must complete the following core and one option area in addition to the Essential Studies requirements. All art majors are required to complete ART 131, 133, 136 and 230 prior to or by permission of instructor before enrolling in any other studio courses.

#### Core Requirements

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
| ART                   | 131           | Drawing I                      | 3              |
| ART                   | 133           | Design Fundamentals I          | 3              |
| ART                   | 136           | Drawing II                     | 3              |
| ART                   | 225           | Printmaking I                  | 3              |
| ART                   | 227           | Sculpture I                    | 3              |
| ART                   | 228           | Ceramics I                     | 3              |
| ART                   | 229           | Introduction to Graphic Design | 3              |
| ART                   | 230           | Design Fundamentals II         | 2              |
| ART                   | 232           | Painting I                     | 3              |
| ART                   | 319           | Black and White Photography    | 3              |
|                       | 323           | OR Creative Photography        |                |
| ART                   | 321           | Glass I (A) or (B)             | 3              |
| ART                   | 338           | Art History Survey I           | 3              |
| ART                   | 339           | Art History Survey II          | 3              |
| ART                   | 412           | Senior Thesis                  | 1              |
| <b>Required Total</b> |               |                                | <b>39</b>      |



## Art Studio Option

| Course Prefix | Course Number | Course Title              | Course Credits |
|---------------|---------------|---------------------------|----------------|
|               |               | Core Requirements         | 39             |
| ART           | 320           | Figure Drawing            | 3              |
| ART           | 340           | 20th Century Art Survey   | 3              |
|               |               | Electives from list below | (12)           |
| ART           | 325           | Printmaking II            | 3              |
| ART           | 331           | Watercolor                | 3              |
| ART           | 332           | Painting II               | 3              |
| ART           | 337           | Sculpture II              | 3              |
| ART           | 343           | Digital Photography       | 3              |
| ART           | 421A or B     | Glass II                  | 3              |
| ART           | 428           | Ceramics II               | 3              |
| ART           | 437           | Creative Crafts II        | 3              |
|               |               | <b>Required Total</b>     | <b>57</b>      |

The following courses are suggested to enhance employment opportunities: BA 331; MKTG 231, 334, 335, 336, 338, 435, 439.

The following minors are suggested to enhance employment opportunities: Business, Marketing/Entrepreneurship, and Museum Studies.

## Gallery/Museum Option

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
|               |               | Core Requirements                | 39             |
| MS            | 319           | History and Theory of Museums    | 3              |
| MS            | 330           | Management & Care of Collections | 3              |
| MS            | 331           | Exhibit Design                   | 3              |
| MS            | 333           | Museum Administration            | 3              |
| MS            | 340           | Museum Education                 | 3              |
| MS/ART        | 390           | Internship in MS/ART             | 3              |
|               |               | <b>Required Total</b>            | <b>57</b>      |

The following courses are suggested to enhance employment opportunities: ART 322, 329, 340; BA 331; BIS 230; CA 233, 250, 335, 350, 443; FCS 341; MKTG 231, 334, 335; MS 235.

The following minors are suggested to enhance employment opportunities: Business, Marketing/Entrepreneurship, and Communication Arts.

## Graphic Design Option

| Course Prefix | Course Number | Course Title                 | Course Credits |
|---------------|---------------|------------------------------|----------------|
|               |               | Core Requirements            | 39             |
| ART           | 322           | Graphic Design I             | 3              |
| ART           | 329           | Graphic Design II            | 3              |
| ART           | 340           | Twentieth Century Art Survey | 3              |
| ART           | 343           | Digital Photography          | 3              |
| ART           | 411           | Graphic Design III           | 3              |
| ART           | 422           | Graphic Design Practicum     | 3              |
|               |               | <b>Required Total</b>        | <b>57</b>      |

The following courses are suggested to enhance employment opportunities: CA 225, 233, 250, 335, 346, 350, 431, 434, 442, 443; BA 331; MKTG 231, 334, 335, 336, 338, 435, 439; MS 231, 331, 390.

The following minors are suggested to enhance employment opportunities: Communication Arts, Business, Marketing/Entrepreneurship, and Museum Studies.

### **The Degree of Bachelor of Science in Education with a Field Endorsement in Art (K-12)**

All art majors are required to complete ART 131, 133, 136 and 230 prior to enrolling in any other studio courses. A student must complete the following requirements, the Essential Studies requirements, and Professional Education requirements.

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
| ART                   | 131           | Drawing I                      | 3              |
| ART                   | 133           | Design Fundamentals I          | 3              |
| ART                   | 136           | Drawing II                     | 3              |
| ART                   | 225           | Printmaking I                  | 3              |
| ART                   | 227           | Sculpture I                    | 3              |
| ART                   | 228           | Ceramics I                     | 3              |
| ART                   | 229           | Introduction to Graphic Design | 3              |
| ART                   | 230           | Design Fundamentals II         | 2              |
| ART                   | 232           | Painting I                     | 3              |
| ART                   | 319           | Black and White Photography    | 3              |
|                       | 323           | OR Creative Photography        |                |
| ART                   | 321           | Glass I (A) or (B)             | 3              |
| ART                   | 334           | Art for the Elem/MS Teacher    | 3              |
| ART                   | 338           | Art History Survey I           | 3              |
| ART                   | 339           | Art History Survey II          | 3              |
| ART                   | 340           | Twentieth Century Art Survey   | 3              |
| ART                   | 412           | Senior Thesis                  | 1              |
|                       |               | Electives from list below      | (9)            |
| ART                   | 322           | Graphic Design I               | 3              |
| ART                   | 325           | Printmaking II                 | 3              |
| ART                   | 331           | Watercolor                     | 3              |
| ART                   | 332           | Painting II                    | 3              |
| ART                   | 337           | Sculpture II                   | 3              |
| ART                   | 343           | Digital Photography            | 3              |
| ART                   | 421A or B     | Glass II                       | 3              |
| ART                   | 428           | Ceramics II                    | 3              |
| ART                   | 437           | Creative Crafts II             | 3              |
| <b>Required Total</b> |               |                                | <b>54</b>      |

### **The Degree of Bachelor of Science in Education with a Middle Grades Content Area of Specialization in Art (4-9)**

A student must complete the following program in addition to the Essential Studies, Professional Education Middle Grades requirements, and one other Content Area of Specialization for Middle Grades. (Prior to selecting this major, contact the Certification Officer in the Education Department at Chadron State College. The office is located in the Old Administration Building, Room 117; telephone is (308) 432-6032.)

| Course Prefix | Course Number | Course Title                   | Course Credits |
|---------------|---------------|--------------------------------|----------------|
| ART           | 131           | Drawing I                      | 3              |
| ART           | 133           | Design Fundamentals I          | 3              |
| ART           | 228           | Ceramics I                     | 3              |
| ART           | 229           | Introduction to Graphic Design | 3              |
| ART           | 232           | Painting I                     | 3              |
| ART           | 334           | Art for the Elem/MS Teacher    | 3              |

| Course Prefix         | Course Number | Course Title               | Course Credits |
|-----------------------|---------------|----------------------------|----------------|
| ART                   | 338           | Art History Survey I       | 3              |
|                       | 339           | OR Art History Survey II   |                |
|                       | 340           | OR 20th Century Art Survey |                |
| <b>Required Total</b> |               |                            | <b>21</b>      |

## Area of Concentration – Elementary Education

### Art

A student must complete the following program in addition to the Essential Studies and Professional Education, Elementary Education requirements.

| Course Prefix         | Course Number | Course Title          | Course Credits |
|-----------------------|---------------|-----------------------|----------------|
| ART                   | 131           | Drawing I             | 3              |
| ART                   | 133           | Design Fundamentals I | 3              |
| ART                   | 228           | Ceramics I            | 3              |
| <b>Required Total</b> |               |                       | <b>9</b>       |

## Minor in Art

### Art

A student must complete the following program, a major in another area, and the Essential Studies requirement:

| Course Prefix         | Course Number | Course Title                      | Course Credits |
|-----------------------|---------------|-----------------------------------|----------------|
| ART                   | 131           | Drawing I                         | 3              |
| ART                   | 133           | Design Fundamentals I             | 3              |
| ART                   | 225           | Printmaking I                     | 3              |
|                       | 227           | OR Sculpture I                    |                |
|                       | 228           | OR Ceramics I                     |                |
|                       | 229           | OR Introduction to Graphic Design |                |
|                       | 232           | OR Painting I                     |                |
| ART                   | 338           | Art History I                     | 3              |
|                       | 339           | OR Art History II                 |                |
|                       |               | Electives from list below         | (9)            |
| ART                   | 320           | Figure Drawing                    | 3              |
| ART                   | 321           | Glass I (A or B)                  | 3              |
| ART                   | 322           | Graphic Design I                  | 3              |
| ART                   | 323           | Creative Photography              | 3              |
| ART                   | 325           | Printmaking II                    | 3              |
| ART                   | 329           | Graphic Design II                 | 3              |
| ART                   | 331           | Watercolor                        | 3              |
| ART                   | 332           | Painting II                       | 3              |
| ART                   | 337           | Sculpture II                      | 3              |
| ART                   | 343           | Digital Photography               | 3              |
| ART                   | 421A or B     | Glass II                          | 3              |
| ART                   | 428           | Ceramics II                       | 3              |
| ART                   | 430           | Advanced Art Studio               | 3              |
| ART                   | 437           | Creative Crafts II                | 3              |
| <b>Required Total</b> |               |                                   | <b>21</b>      |

# Biology

## Biology Mission Statement

The Chadron State College biology program cultivates an understanding of scientific inquiry and its limitations, the differences and interconnectedness among various scales of focus, and the components and emergent properties inherent between different levels of living systems.

## Student Learning Outcomes

1. Students will exhibit a strong knowledge base and the skills to be lifelong learners.
  - Students will exhibit a strong foundational knowledge to be able to acquire new information and apply scientific reasoning to critically evaluate information.
  - Students will apply logical reasoning and organizational skills to integrate new information into their functional knowledge base.
  - Students will integrate information from different scales of view and demonstrate understanding of components and emergent properties among different levels of living systems.
2. Students will be prepared for their profession in the science discipline.
  - Students will articulate the interrelatedness of science, technology, and society, and effectively communicate scientific knowledge to a diverse audience.
  - Students will embody the professional characteristics appropriate for their chosen career.
  - Students will effectively utilize scientific inquiry and reasoning to address issues within their profession.

## The Degree of Bachelor of Science with a Comprehensive Major in Biology

A student must complete the core requirements, an option, and the Essential Studies requirements. Students pursuing a comprehensive major in biology should take MATH 138 or 232 as their Essential Studies Math requirement.

NOTE: Students may earn only one option within the Biology Major, although they are encouraged to take additional courses to expand their scientific knowledge and abilities. Some courses require successful completion of prerequisite courses prior to enrollment, as articulated in the catalog course descriptions. Successful completion means earning a “C” or better in the prerequisite course(s).

## Core Requirements

| Course Prefix | Course Number       | Course Title                     | Course Credits |
|---------------|---------------------|----------------------------------|----------------|
| BIOL          | 138 & 138L          | General Biology: Botany & Lab    | 4              |
| BIOL          | 139 & 139L          | General Biology: Zoology & Lab   | 4              |
| BIOL          | 311                 | Biology Seminar I                | 1              |
| BIOL          | 332 & 332L          | Genetics & Lab                   | 4              |
| BIOL          | 341 & 341L          | Microbiology & Lab               | 4              |
| BIOL          | 410                 | Biology Seminar II               | 1              |
| BIOL          | 458                 | Evolution                        | 3              |
| CHEM          | 131/131L & 132/132L | College Chemistry I/II & Labs    | 8              |
|               | 140 & 140L*         | OR Survey of Chemistry & Lab     | 4              |
| CHEM          | 335 & 335L*         | Biochemistry I & Lab             | 4              |
|               | 433 & 433L          | OR Environmental Chemistry & Lab |                |
|               |                     | <b>Required Total</b>            | <b>29-33</b>   |

\*Specified in options. Students should look at option requirements and career expectations/graduate program entrance requirements and discuss with faculty advisor whether CHEM 140/140L or CHEM 131/131L and CHEM 132/132L is appropriate.

## Biological Resources Option

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                                 | 29             |
|               |               | (should complete CHEM 140/140L and CHEM 433/433L) |                |
| BIOL          | 336 & 336L    | General Ecology & Lab                             | 3              |
| BIOL          | 337           | Environmental Management                          | 3              |
| BIOL          | 431 & 431L    | Entomology & Lab                                  | 3              |
| BIOL          | 435 & 435L    | Mammology & Lab                                   | 3              |
|               | 220 & 220L    | OR Comparative Anatomy                            | 4              |
| BIOL          | 438 & 438L    | Taxonomy of Plants & Lab                          | 3              |
| BIOL          | 444 & 444L    | Limnology & Lab                                   | 3              |
| BIOL          | 390           | Internship in Biology                             | 1              |
|               | 409           | OR Senior Biology Research                        |                |
| BIOL          | 439 & 439L    | Plant Physiology & Lab                            | 3              |
|               |               | Elective from list below                          | 3              |
| BIOL          | 238/238L      | Plant Morphology & Lab                            | 4              |
| BIOL          | 239/239L      | Animal Classification & Lab                       | 4              |
| BIOL          | 314           | Biotechnology                                     | 3              |
| BIOL          | 401/401L      | Ornithology & Lab                                 | 3              |
| BIOL          | 427           | Biology of Populations                            | 3              |
| CHEM          | 314           | Biotechnology                                     | 3              |
|               |               | <b>Required Total</b>                             | <b>55</b>      |

Students entering the Environmental Resource Management field are encouraged to pursue a minor in Applied Statistics, Chemistry, Geoscience, Water Resource Management, or Wildlife Management.

## General Biology Option

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
|               |               | Core Requirements                 | 29             |
|               |               | (should complete CHEM 140/140L)   |                |
| BIOL          | 220 & 220L    | Comparative Anatomy               | 4              |
|               | 435 & 435L    | OR Mammalogy & Lab                | 3              |
| BIOL          | 238 & 238L    | Plant Morphology & Lab            | 4              |
| BIOL          | 239 & 239L    | Animal Classification & Lab       | 4              |
| BIOL          | 336 & 336L    | General Ecology & Lab             | 3              |
| BIOL          | 432 & 432L    | Developmental Biology & Lab       | 3              |
|               | 430           | OR Immunology                     |                |
| BIOL          | 449           | Molecular Biology                 | 3              |
|               | 314           | OR Biotechnology                  |                |
| CHEM          | 231 & 231L    | Survey of Organic Chemistry & Lab | 4              |
|               |               | Upper Division Biology Elective   | 3              |
|               |               | <b>Required Total</b>             | <b>56-57</b>   |

## Human Biology Option

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                                 | 29             |
|               |               | (must complete CHEM 335/335L)                     |                |
|               |               | (should complete CHEM 131/131L and CHEM 132/132L) |                |
| BIOL          | 340 & 340L    | Human Anatomy & Lab                               | 4              |

| Course Prefix | Course Number | Course Title                               | Course Credits |
|---------------|---------------|--|----------------|
| BIOL          | 342 & 342L    | Human Physiology & Lab                     | 4              |
| BIOL          | 432 & 432L    | Developmental Biology & Lab                | 3              |
| BIOL          | 449           | Molecular Biology                          | 3              |
| CHEM          | 231 & 231L*   | Survey of Org Chemistry & Lab.             | 4              |
| PSYC          | 131           | Introduction to Psychology                 | 3              |
|               |               | Students must choose two of the following: |                |
| BIOL          | 343 & 343L    | Parasitology & Lab                         | 3              |
| BIOL          | 430           | Immunology                                 | 3              |
| BIOL          | 433 & 433L    | Human Biomechanics & Lab                   | 3              |
| BIOL          | 456 & 456L    | Pathogenic Micro & Lab                     | 3              |
|               |               | <b>Required Total</b>                      | <b>56</b>      |

\*Student should look at career/professional program entrance requirements and discuss with faculty advisor whether CHEM 231/231L or CHEM 333/333L and 334/334L is appropriate.

### Molecular Biology Option

| Course Prefix | Course Number | Course Title                             | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Core Requirements                        | 29             |
|               |               | (CHEM 131/131L and 132/132L recommended) |                |
| BIOL          | 314           | Biotechnology                            | 3              |
| BIOL          | 390           | Internship in Biology                    | 3              |
|               | 409           | OR Senior Biology Research               |                |
| BIOL          | 430           | Immunology                               | 3              |
|               | 432 & 432L    | OR Developmental Biol & Lab              |                |
| BIOL          | 436B          | Introduction to Scientific Research      | 2              |
| BIOL          | 449           | Molecular Biology                        | 3              |
| CHEM          | 231 & 231L    | Survey of Org Chemistry & Lab            | 4              |
| PHYS          | 151 & 151L    | College Physics I & Lab                  | 4              |
|               |               | Biology Electives                        | 6              |
|               |               | <b>Required Total</b>                    | <b>57</b>      |

### Organismal Biology Option

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
|               |               | Core Requirements                   | 29             |
|               |               | (CHEM 335/335L recommended)         |                |
| AGRI          | 427 & 427L    | Animal Anatomy and Physiology & Lab | 4              |
| BIOL          | 239 & 239L    | Animal Classification & Lab         | 4              |
| BIOL          | 238 & 238L    | Plant Morphology & Lab              | 4              |
|               | 439 & 439L    | OR Plant Physiology & Lab           | 3              |
| BIOL          | 336 & 336L    | General Ecology & Lab               | 3              |
| BIOL          | 337           | Environmental Management            | 3              |
| BIOL          | 343 & 343L    | Parasitology & Lab                  | 3              |
|               | 431 & 431L    | OR Entomology & Lab                 |                |
| BIOL          | 438 & 438L    | Taxonomy of Plants & Lab            | 3              |
| BIOL          | 390           | Internship in Biology               | 1              |
|               | 409           | OR Senior Biology                   |                |
| GEOS          | 322           | Introduction to GIS                 | 3              |
|               |               | <b>Required Total</b>               | <b>56-57</b>   |

To enhance employment potential it is recommended that the student complement this degree with a minor in Chemistry, Geoscience, Wildlife Management or Applied Statistics.

## The Degree of Bachelor of Science in Education with a Subject Endorsement in Biology (7-12)

A student must complete the following program in addition to the Professional Education, and Essential Studies Program requirements. Students pursuing this endorsement must complete MATH 138 as the Essential Studies Outcome #4 requirement and PHYS 435 as the Essential Studies Outcome #9 requirements. A final grade of “C” or better must be attained in all endorsement area courses.

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
| BIOL                  | 138 & 138L    | General Biology: Botany & Lab  | 4              |
| BIOL                  | 139 & 139L    | General Biology: Zoology & Lab | 4              |
| BIOL                  | 220 & 220L    | Comparative Anatomy            | 4              |
| BIOL                  | 311           | Biology Seminar I              | 1              |
| BIOL                  | 314           | Biotechnology                  | 3              |
| BIOL                  | 332 & 332L    | Genetics & Lab                 | 4              |
| BIOL                  | 336 & 336L    | General Ecology & Lab          | 3              |
| BIOL                  | 341 & 341L    | Microbiology & Lab             | 4              |
| BIOL                  | 410           | Biology Seminar II             | 1              |
| CHEM                  | 140 & 140L*   | Survey of Chemistry & Lab      | 4              |
| CHEM                  | 231 & 231L**  | Survey of Org Chemistry & Lab  | 4              |
| GEOS                  | 231 & 231L    | Physical Geology & Lab         | 4              |
| PHYS                  | 151 & 151L    | College Physics I & Lab        | 4              |
| <b>Required Total</b> |               |                                | <b>44</b>      |

\*CHEM 131/131L and CHEM 132/132L may be substituted. See Biology advisor.

\*\*CHEM 333/333L and CHEM 334/334L may be substituted. See Biology advisor.

Students interested in pursuing science education should also reference the natural science field endorsement, middle grades specialization, and elementary science minor under Physical Sciences.

## Minors in Life Sciences

### Biology

A student must complete the program listed below in addition to the Essential Studies Requirements and a major in another discipline.

| Course Prefix         | Course Number | Course Title                      | Course Credits |
|-----------------------|---------------|-----------------------------------|----------------|
| BIOL                  | 138 & 138L    | General Biology: Botany & Lab     | 4              |
| BIOL                  | 139 & 139L    | General Biology: Zoology & Lab    | 4              |
| BIOL                  | 332 & 332L    | Genetics & Lab                    | 4              |
| BIOL                  | 336 & 336L    | General Ecology & Lab             | 3              |
|                       |               | Upper Division Biology Electives* | 6              |
| <b>Required Total</b> |               |                                   | <b>21</b>      |

\*Students selecting this minor are strongly encouraged to seek counsel with biology faculty to determine appropriate electives. Where appropriate, BIOL 341/341L could fulfill a portion of the required electives.

### Human Biology

A student must complete the program below in addition to the Essential Studies requirements and a major outside of the Biology discipline.

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| BIOL          | 138 & 138L    | General Biology: Botany & Lab | 4              |

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
| BIOL                  | 139 & 139L    | General Biology: Zoology & Lab | 4              |
| BIOL                  | 240 & 240L    | Anatomy and Phys I and Lab     | 4              |
| BIOL                  | 242 & 242L    | Anatomy and Phys II and Lab    | 4              |
| BIOL                  | 332 & 332L    | Genetics & Lab                 | 4              |
| <b>Required Total</b> |               |                                | <b>20</b>      |

## Plant Sciences

A student must complete the program below in addition to the Essential Studies requirements and a major outside of the Biology discipline.

| Course Prefix         | Course Number | Course Title                     | Course Credits |
|-----------------------|---------------|----------------------------------|----------------|
| AGRI                  | 245 & 245L    | Principles of Soil Science & Lab | 4              |
| AGRI                  | 339 & 339L    | Range Plant Identification & Lab | 3              |
| BIOL                  | 138 & 138L    | General Biology: Botany & Lab    | 4              |
| BIOL                  | 336 & 336L    | General Ecology & Lab            | 3              |
| BIOL                  | 438 & 438L    | Taxonomy of Plants & Lab         | 3              |
| BIOL                  | 439 & 439L    | Plant Physiology & Lab           | 3              |
| <b>Required Total</b> |               |                                  | <b>20</b>      |

## Organismal Biology

This minor is recommended for students interested in organismal biology and enrolled in a major other than biology.

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
| BIOL                  | 138 & 138L    | General Biology: Botany & Lab  | 4              |
| BIOL                  | 139 & 139L    | General Biology: Zoology & Lab | 4              |
| BIOL                  | 336 & 336L    | General Ecology                | 3              |
| BIOL                  | 343 & 343L    | Parasitology                   | 3              |
|                       | 431 & 431L    | OR Entomology                  |                |
| BIOL                  | 444 & 444L    | Limnology                      | 3              |
|                       | 220 & 220L    | Comparative Anatomy            | 4              |
| BIOL                  | 438 & 438L    | Taxonomy of Plants             | 3              |
| <b>Required Total</b> |               |                                | <b>20-21</b>   |

## The Degree of Bachelor of Science with a Comprehensive Major in Health Sciences

This degree provides health professionals an opportunity to earn a bachelor's degree. This degree is not intended to replace a bachelor's degree in a specific health profession; therefore, consultation with the Records Office and the Health Professions Office at Chadron State College regarding the appropriateness of this degree for each student is important.

To be eligible for this degree, each student must have successfully completed one or more of the following in an appropriately accredited professional program:

1. A student with eighteen months or more of professional education in a field not listed above may earn this degree by requesting specific permission and approval of the Registrar and the Health Professions Office. Chadron State College will determine the appropriate application of credits for each professional program listed by each applicant.
2. The professional program(s) attended must require a high school diploma or equivalent as an entrance requirement and have at least 25% of the training program as academic work in the classroom. The remaining 75% can be clinical training. The professional program should also be at the upper division or graduate level, and not concurrently offer a baccalaureate degree. The student is responsible for proving these conditions exist.



- To earn this degree the student must complete at least 30 course credits of Chadron State College credit before or after the professional program of studies, the comprehensive major as subsequently described, 40 upper division course credits, 120 college course credits, and the Essential Studies requirements as subsequently listed. Should the professional program component not total 30 course credits the student must earn additional Chadron State College credits at the upper division level to meet the 120 total credit minimum.

Admission requirements to a professional program and thus graduation requirements may change between the date a catalog is published and the date a student may expect to be graduated. Therefore, each student must consult with the Health Professions Office/Advisor and the Records Office at CSC as well as the professional school(s) of their choice at least once each calendar year for the latest requirements.

Each student must complete the core requirements, one option, and listed additional specified courses.

### Core Requirements

| Course Prefix         | Course Number | Course Title                               | Course Credits |
|-----------------------|---------------|--|----------------|
| BIOL                  | 138 & 138L    | General Biology: Botany & Lab              | 4              |
| BIOL                  | 139 & 139L    | General Biology: Zoology & Lab             | 4              |
| BIOL                  | 340 & 340L    | Human Anatomy & Lab <sup>1</sup>           | 4              |
|                       | 220 & 220L    | Comparative Anatomy & Lab                  |                |
| BIOL                  | 311           | Biology Seminar I                          | 1              |
| BIOL                  | 410           | Biology Seminar II                         | 1              |
| CHEM                  | 131 & 131L    | College Chemistry I & Lab <sup>2</sup>     | 4              |
| CHEM                  | 132 & 132L    | College Chemistry II & Lab <sup>2</sup>    | 4              |
| CHEM                  | 231 & 231L    | Survey of Org Chemistry & Lab <sup>3</sup> | 4              |
| CHEM                  | 335 & 335L    | Biochemistry I & Lab                       | 4              |
| <b>Required Total</b> |               |  | <b>30</b>      |

- Pre-chiropractic medicine, pre-optometry, and pre-pharmacy must take BIOL 340/340L.
- General health care, may replace the courses listed with CHEM 140/140L. Discuss this with your academic advisor to determine if the substitution is correct for the professional program you plan to attend.
- Pre-chiropractic medicine and pre-pharmacy must replace the courses listed with CHEM 333/333L and CHEM 334/334L. Pre-veterinary medicine students should check with their prospective professional schools, as many schools (i.e. Iowa State University) require CHEM 333/333L and 334/334L in place of CHEM 231/231L.

### General Health Care Option

The General Health Care Option of the Health Sciences Degree is available only to students pursuing a career choice for which an option is not described. The selected professional program must meet the standards as listed in the beginning information for the Health Sciences Degree. The elective courses for this option will be selected by the student and the student's advisor at Chadron State College, reviewed by the Health Professions Director and the Department Chair of the Physical and Life Sciences Department, and approved by the Dean of Curriculum, Assessment and Accreditation. The Program courses selected for this option must total 27-30 course credits. The courses selected will typically be in the science and mathematics areas but can be from other disciplines if it best serves the needs of the student. The program form is available from the Health Professions Office. The completed degree plan must be filed with the Record's Office, the Health Professions Office, and the student's advisor.

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                       | 30             |
|               |               | Program Electives (See above paragraph) | 24             |
|               |               | Other Prerequisite Courses*             |                |
| ENG           | 136           | Composition II                          | 3              |
| PSYC          | 131           | Introduction to Psychology              | 3              |

| Course Prefix         | Course Number | Course Title | Course Credits |
|-----------------------|---------------|--------------|----------------|
| <b>Required Total</b> |               |              | <b>60</b>      |

Essential Studies Courses

|   |    |
|---|----|
| Outcome 1: Select one 6 course credit or two 3 course credits ... | 6  |
| Outcome 2: ENG 135 Composition I .....                            | 3  |
| Outcome 3: Select one .....                                       | 3  |
| Outcome 4: Math 232 Applied Statistics .....                      | 3  |
| Outcome 6: Covered in the core                                    |    |
| Outcome 7: Select one .....                                       | 3  |
| Outcome 8: Select one .....                                       | 3  |
| Outcome 10 or 11: Select one .....                                | 3  |
| Total .....   | 24 |

\*Prerequisite courses vary between professional schools; please consult your advisor to determine which courses must be taken to meet the requirements at your chosen professional school.

|  |     |
|--|-----|
| Minimum course credits through CSC .....   | 90  |
| Minimum course credits from professional program – Upper Division/Graduate Course Credits..... | 30  |
| Minimum total .....  | 120 |

**Pre-Chiropractic Medicine Option**

Students must complete the core requirements as well as the courses listed below; and one year of an appropriately accredited professional program in Chiropractic Medicine.

Professional Program Prerequisites\*

| Course Prefix         | Course Number | Course Title               | Course Credits |
|-----------------------|---------------|----------------------------|----------------|
|                       |               | Core Requirements          | 30             |
| ENG                   | 136           | Composition II             | 3              |
| PHYS                  | 151 & 151L    | College Physics I & Lab    | 4              |
| PHYS                  | 152 & 152L    | College Physics II & Lab   | 4              |
| MATH                  | 135           | Pre-calculus Mathematics   | 3              |
| PSYC                  | 131           | Introduction to Psychology | 3              |
| BIOL                  | 332 & 332L    | Genetics & Lab             | 4              |
| BIOL                  | 342 & 342L    | Human Physiology & Lab     | 4              |
| PSYC                  | 435           | Theories of Personality    | 3              |
|                       |               | Electives                  | 6              |
| <b>Required Total</b> |               |                            | <b>64</b>      |

Essential Studies Courses

|   |    |
|---|----|
| Outcome 1: FYI 169 Select one 6 course credit or two 3 course credits ... | 6  |
| Outcome 2: ENG 135 Composition I .....                                    | 3  |
| Outcome 3: CA 125 Fundamentals of Oral Comm .....                         | 3  |
| Outcome 4: Math 232 Applied Statistics .....                              | 3  |
| Outcome 6: Covered in the core  |    |
| Outcome 7: Select one .....   | 3  |
| Outcome 8: Select one .....   | 3  |
| Outcome 10 or 11: Select one .....  | 3  |
| Total .....   | 24 |

\*Prerequisite courses vary between professional schools; please consult your advisor to determine which courses must be taken to meet the requirements at your chosen professional school.

|   |    |
|---|----|
| Minimum course credits through CSC .....  | 90 |
| One year of a professional program in Chiropractic Medicine - Upper Division/Graduate Course Credits..... | 30 |

Minimum total ..... 120

### Pre-Optometry Option

Students must complete the core requirements as well as the course listed below; and one year of an appropriately accredited professional program in Optometry.

#### Professional Program Prerequisites\*

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
|               |               | Core Requirements             | 30             |
| ENG           | 136           | Composition II                | 3              |
| PHYS          | 151 & 151L    | College Physics I & Lab       | 4              |
| PHYS          | 152 & 152L    | College Physics II & Lab      | 4              |
| MATH          | 151           | Calculus I                    | 5              |
| PSYC          | 131           | Introduction to Psychology    | 3              |
| BIOL          | 341 & 341L    | Microbiology & Lab            | 4              |
| BIOL          | 342 & 342L    | Human Physiology & Lab        | 4              |
| PSYC          | 435           | Theories of Personality       | 3              |
|               |               | Math/Social Science Electives | 6              |
|               |               | <b>Required Total</b>         | <b>66</b>      |

#### Essential Studies Courses

|   |    |
|---|----|
| Outcome 1: FYI 169 Select one 6 course credit or two 3 course credits ... | 6  |
| Outcome 2: ENG 135 Composition I .....                                    | 3  |
| Outcome 3: Select one .....   | 3  |
| Outcome 4: Math 232 Applied Statistics .....                              | 3  |
| Outcome 6: Covered in the core  |    |
| Outcome 7: Select one .....   | 3  |
| Outcome 8: Select one .....   | 3  |
| Outcome 10 or 11: Select one .....  | 3  |
| Total .....   | 24 |

\*Prerequisite courses vary between professional schools; please consult your advisor to determine which courses must be taken to meet the requirements at your chosen professional school.

Minimum course credits through CSC ..... 90  
 One year of a professional program in Optometry - Upper Division/Graduate Course Credits ..... 30  
 Minimum total ..... 120

### Pre-Pharmacy Option

Students must complete the core requirements as well as the courses listed below; and one year of an appropriately accredited professional Doctor of Pharmacy program.

#### Professional Program Prerequisites\*

| Course Prefix | Course Number | Course Title               | Course Credits |
|---------------|---------------|----------------------------|----------------|
|               |               | Core Requirements          | 30             |
| ENG           | 136           | Composition II             | 3              |
| PHYS          | 151 & 151L    | College Physics I & Lab    | 4              |
| PHYS          | 152 & 152L    | College Physics II & Lab   | 4              |
| MATH          | 151           | Calculus I                 | 5              |
| PSYC          | 131           | Introduction to Psychology | 3              |

| Course Prefix         | Course Number | Course Title                | Course Credits |
|-----------------------|---------------|-----------------------------|----------------|
| ECON                  | 231           | Macroeconomics              | 3              |
| ACTG                  | 241           | Accounting Principles I     | 3              |
| BIOL                  | 332 & 332L    | Genetics & Lab              | 4              |
| CHEM                  | 341 & 341L    | Quantitative Analysis & Lab | 4              |
| BIOL                  | 342 & 342L    | Human Physiology & Lab      | 4              |
| BIOL                  | 449           | Molecular Biology           | 3              |
| PSYC                  | 435           | Theories of Personality     | 3              |
| <b>Required Total</b> |               |                             | <b>73</b>      |

#### Essential Studies Courses

|   |    |
|---|----|
| Outcome 1: FYI 169 Select one 6 course credit or two 3 course credits ... | 6  |
| Outcome 2: ENG 135 Composition I .....                                    | 3  |
| Outcome 3: CA 125 Fundamentals of Oral Comm .....                         | 3  |
| Outcome 4: Math 232 Applied Statistics .....                              | 3  |
| Outcome 6: Covered in the core  |    |
| Outcome 7: Select one .....   | 3  |
| Outcome 8: Select one .....   | 3  |
| Outcome 10 or 11: Select one .....  | 3  |
| Total .....   | 24 |

\*Prerequisite courses vary between professional schools; please consult your advisor to determine which courses must be taken to meet the requirements at your chosen professional school.

|  |     |
|--|-----|
| Minimum course credits through CSC .....   | 97  |
| One year of a professional program in Pharmacy - Upper Division Course Credits ..... | 30  |
| Minimum total .....  | 127 |

### Pre-Veterinary Medicine Option

Students interested in earning this degree from Chadron State College must complete the core requirements; the courses listed below and one year of an accredited professional program in veterinary medicine. Students interested in earning this degree should consult with their advisor as soon as possible as prerequisite courses vary widely between professional programs and some graduate programs require a completed bachelor's degree prior to admission (Biology Comprehensive major and an option recommended).

#### Professional Program Prerequisites\*

| Course Prefix         | Course Number | Course Title                     | Course Credits |
|-----------------------|---------------|----------------------------------|----------------|
|                       |               | Core Requirements                | 30             |
| AGRI                  | 132           | Animal Science                   | 3              |
| ENG                   | 136           | Composition II                   | 3              |
| AGRI                  | 234           | Principles of Animal Nutrition   | 3              |
| AGRI                  | 337           | Applied Animal Nutrition         | 3              |
| AGRI                  | 427 & 427L    | Animal Physiology & Lab          | 4              |
| BIOL                  | 431 & 431L    | Entomology & Lab                 | 3              |
| AGRI                  | 447           | Animal Breeding and Reproduction | 3              |
| BIOL                  | 139/139L      | General Biology: Zoology & Lab   | 4              |
| BIOL                  | 341/341L      | Microbiology & Lab               | 4              |
| BIOL                  | 432/432L      | Developmental Biology & Lab      | 3              |
| PHYS                  | 151 & 151L    | College Physics & Lab            | 4              |
| <b>Required Total</b> |               |                                  | <b>67</b>      |

#### Essential Studies Courses

Outcome 1 FYI 169 Select one 6 course credit or two 3 course credits .... 6

|                                      |    |
|--------------------------------------|----|
| Outcome 2 ENG 135 Composition I..... | 3  |
| Outcome 3 Select one CA course ..... | 3  |
| Outcome 4 Math 135 Pre-calculus..... | 3  |
| Outcome 6 Covered in the core        |    |
| Outcome 7 Select one .....           | 3  |
| Outcome 8 Select one .....           | 3  |
| Outcome 10 or 11 Select one.....     | 3  |
| Total .....                          | 24 |

\* Prerequisite courses vary between professional schools; please consult your advisor to determine which courses must be taken to meet the requirements at your chosen professional school.

|  |     |
|--|-----|
| Minimum course credits through CSC .....         | 90  |
| One year at an accredited Veterinary School..... | 30  |
| Minimum total .....                              | 120 |

## **Rural Health Opportunities Program**

The Rural Health Opportunities Program (RHOP) is a cooperative program between Chadron State College (CSC) and the University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate traditional and non-traditional students from rural Nebraska who will return to practice in the rural areas of the state. This program represents a commitment and dedication to the education of Nebraskans and to provide quality health care to the citizens of the state. RHOP currently has options in medicine, dentistry, dental hygiene, pharmacy, clinical laboratory science, physical therapy, nursing, physician assistant, and radiography. Admission into each option of the program is competitive. Participants and alternates in this program will be selected by a committee of faculty members from CSC and UNMC. Participants in this program must maintain a specified minimum GPA to be “in good standing” and remain in the program. For information, application forms, admissions criteria, criteria for evaluation of progress in the program, and programs of study please contact the Health Professions Office at CSC.

### Options:

- Clinical Laboratory Science participants in “good standing” will be automatically admitted to UNMC’s School of Allied Health Professions when they have completed 95 course credits of study at CSC. The student will receive a Bachelor of Science degree in Clinical Laboratory Science from UNMC upon successful completion of the four year program.
- Dental Hygiene participants in “good standing” will be automatically admitted to UNMC’s School of Dentistry, West Division in Gering, NE when they have completed 63 course credits of study at CSC. The student will receive a Bachelor of Science degree in Dental Hygiene upon successful completion of the four year program.
- Dentistry participants in “good standing” will be automatically admitted to UNMC’s School of Dentistry when they earn a Bachelor of Science degree at CSC. The D.D.S. degree will be awarded by UNMC upon successful completion of the professional program.
- Medicine participants in “good standing” will be automatically admitted to UNMC’s School of Medicine when they earn a Bachelor of Science degree at CSC. The M.D. degree will be awarded by UNMC upon successful completion of the professional program.
- Nursing participants in “good standing” will be automatically admitted to UNMC’s School of Nursing, West Division in Scottsbluff, NE when they complete the required two year program at CSC. The student will earn a Bachelor of Science degree in Nursing from UNMC upon successful completion of the four year program.
- Pharmacy participants in “good standing” will be automatically admitted to UNMC’s School of Pharmacy when they have completed 95 course credits of study at CSC. Pharmacy participants may earn a B.S. in Health Sciences through the 3+1 program at CSC. The Doctor of Pharmacy (PharmD) degree will be awarded by UNMC upon successful completion of the professional program.
- Physical Therapy participants in “good standing” will be automatically admitted to UNMC’s School of Allied Health Professions when they earn a Bachelor of Science degree at CSC. The Doctor of Physical Therapy will be awarded from UNMC upon successful completion of the professional program.

- Physician Assistant participants in “good standing” will be automatically admitted to UNMC’s School of Allied Health Professions when they earn a Bachelor of Science degree at CSC. The Master of Physician Assistant degree will be awarded from UNMC upon successful completion of the professional program.

## **Public Health Early Admission Student Track (PHEAST)**

PHEAST is a collaboration between the University of Nebraska Medical Center (UNMC) College of Public Health (CoPH) and Chadron State College (CSC). PHEAST students will gain provisional acceptance to the Masters of Public Health Program (MPH) CoPH following the completion of their sophomore year at CSC. PHEAST students in good standing will receive a tuition waiver their junior and senior year at CSC. The CoPH will accept up to three PHEAST students per year. While the CoPH and CSC will encourage students with rural backgrounds to apply to PHEAST, the program will be open to individuals who meet PHEAST requirements listed below:

- Nebraska residents in the second semester of their sophomore year at Chadron State College
- A minimum undergraduate grade point average of 3.30
- Recommended scores of 24 or higher on the ACT, or 1680 or higher on the SAT.

Prior to matriculation into the MPH program, PHEAST students are required to:

- Visit the UNMC campus and mentors in the fall of their junior and senior years
- Successfully complete the three course credits UNMC CoPH “Foundations in Public Health” course, delivered via distance education modalities
- Declare their concentration and meet individual MPH concentration admission requirements
- Successfully complete an entry level statistics course, MAT 180, regardless of concentration
- Obtain a recommended score at or above the 40th percentile on the GRE
- Complete a Bachelor’s degree from CSC.

## **Business**

The Accreditation Council for Business Schools and Programs (ACBSP), a professional accreditation agency recognized by the Council of Higher Education Accreditation (CHEA), has awarded accreditation status to the following degree programs offered by the Department of Business:

- Comprehensive Major in Business Administration
  - Options: Accounting, Agribusiness, Finance, Management, Business Information Systems, Marketing/ Entrepreneurship
- Subject Major in General Business
- Master of Business Administration.

### **Vision**

The Business department at Chadron State College provides nationally competitive professional preparation in Business Administration.

### **Mission**

The faculty of the Business department is committed to preparing students for challenging careers in the rapidly changing, highly technological and culturally diverse world. The fundamental purpose of the Business department is to be the premier provider of professional business programs in our service region. We strive to combine excellence in teaching with appropriate coursework and classroom environments that emphasize critical thinking, human relation/communication skills, theoretical and professional skills, and lifelong learning environment designed for creative problem solving and decision making.

### **Student Learning Outcomes of Bachelor of Arts Program**

Business graduates will:

- Be prepared to effectively practice their profession upon graduation by demonstrating competency in the core business functions.
- Demonstrate an understanding of business by integrating the core business functions.
- Attain a career or entrance into a graduate program in business or a related field.

### Measurement Instruments

The Business department will use a combination of instruments to measure the effectiveness of the learning outcomes. These instruments include but are not limited to: stakeholder surveys, internship data, course and option level evaluations and an exit exam to be completed in the capstone course.

### The Degree of Bachelor of Arts with a Subject Major in General Business

A student must complete the following program in addition to the Essential Studies requirements and a major or minor in another discipline. Transfer students from a two (2) year institution must complete 50% of the required courses for the major from Chadron State College. All Business Majors must complete MATH 138 Applied Calculus, MATH 142 College Algebra, or MATH 151 Calculus I (or equivalent) prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 Business Communications (or equivalent). These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

| Course Prefix         | Course Number | Course Title                     | Course Credits |
|-----------------------|---------------|----------------------------------|----------------|
| ACTG                  | 241           | Accounting Principles I          | 3              |
| ACTG                  | 242           | Accounting Principles II         | 3              |
| BA                    | 336           | Business and Economic Statistics | 3              |
| BA                    | 337           | Business Law                     | 3              |
| BIS                   | 330           | Information Systems              | 3              |
| BIS                   | 332           | Decision Support for Managers    | 3              |
| ECON                  | 231           | Macroeconomics                   | 3              |
| ECON                  | 232           | Microeconomics                   | 3              |
| FIN                   | 330           | Principles of Finance            | 3              |
| MGMT                  | 230           | Principles of Management         | 3              |
| MGMT                  | 434           | Strategic Management             | 3              |
| MKTG                  | 231           | Principles of Marketing          | 3              |
| <b>Required Total</b> |               |                                  | <b>36</b>      |

### The Degree of Bachelor of Arts with a Comprehensive Major in Business Administration

A student must complete the following core requirements in addition to a selected option and the Essential Studies Program requirements. Transfer students from a two (2) year institution must complete 50% of the required business administration degree courses from Chadron State College. All Business Majors must complete MATH 138 Applied Calculus, MATH 142 College Algebra, or MATH 151 Calculus I (or equivalent) prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 Business Communications (or equivalent). These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

### Core Requirements

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I          | 3              |
| ACTG          | 242           | Accounting Principles II         | 3              |
| BA            | 336           | Business and Economic Statistics | 3              |
| BA            | 337           | Business Law                     | 3              |
| BIS           | 330           | Information Systems              | 3              |
| BIS           | 332           | Decision Support for Managers    | 3              |
| ECON          | 231           | Macroeconomics                   | 3              |
| ECON          | 232           | Microeconomics                   | 3              |

| Course Prefix         | Course Number | Course Title             | Course Credits |
|-----------------------|---------------|--------------------------|----------------|
| FIN                   | 330           | Principles of Finance    | 3              |
| MGMT                  | 230           | Principles of Management | 3              |
| MGMT                  | 434           | Strategic Management     | 3              |
| MKTG                  | 231           | Principles of Marketing  | 3              |
| <b>Required Total</b> |               |                          | <b>36</b>      |

Students pursuing a degree in business are encouraged to complete an internship in business during their junior and senior year.

### Accounting Option

| Course Prefix         | Course Number | Course Title                   | Course Credits |
|-----------------------|---------------|--------------------------------|----------------|
|                       |               | Core Requirements              | 36             |
| ACTG                  | 332           | Accounting Information Systems | 3              |
| ACTG                  | 337           | Cost Management Accounting     | 3              |
| ACTG                  | 341           | Intermediate Accounting I      | 3              |
| ACTG                  | 342           | Intermediate Accounting II     | 3              |
| ACTG                  | 430           | Personal Income Tax            | 3              |
| ACTG                  | 431           | Corporate/Fiduciary Tax        | 3              |
| ACTG                  | 438           | Auditing                       | 3              |
| <b>Required Total</b> |               |                                | <b>57</b>      |

Students completing the accounting option will have met the educational requirements to take professional examinations required to become a Certified Management Accountant (CMA), Certified Internal Auditor (CIA) and Certified Fraud Examiner (CFE).

### Accounting Option: Certified Public Accountant Path

| Course Prefix         | Course Number | Course Title                         | Course Credits |
|-----------------------|---------------|--------------------------------------|----------------|
|                       | BA Degree     | Accounting Option Requirements       | 57             |
| ACTG                  | 433           | Government/Not-for-Profit Accounting | 3              |
| ACTG                  | 437           | Advanced Cost Management Accounting  | 3              |
| ACTG                  | 443           | Advanced Financial Accounting        | 3              |
| BA                    | 241           | Quantitative Methods                 | 3              |
| BA                    | 431           | Professional Ethics                  | 3              |
| BA                    | 432           | Legal Aspects of Business Ownership  | 3              |
|                       |               | Essential Studies                    | 39             |
|                       |               | Electives                            | 36             |
| <b>Required Total</b> |               |                                      | <b>150</b>     |

### Accounting Option: Certified Public Accountant Path (with MBA)

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
|               | BA Degree     | Accounting Option Requirements         | 57             |
| ACTG          | 433           | Government/Not-for-Profit Accounting   | 3              |
|               | 437           | OR Advanced Cost Management Accounting |                |
|               | 443           | OR Advanced Financial Accounting       |                |
| BA            | 241           | Quantitative Methods                   | 3              |
| BA            | 431           | Professional Ethics                    | 3              |
| BA            | 432           | Legal Aspects of Business Ownership    | 3              |
|               |               | Essential Studies                      | 39             |
|               |               | Undergraduate Electives                | 12             |
|               |               | MBA Required Courses                   | 27             |
|               |               | MBA Professional Courses (Choose 2)    | 6              |



| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| ACTG                  | 533           | (see Graduate Catalog)             |                |
|                       | 537           |                                    |                |
|                       | 543           |                                    |                |
|                       |               | MBA Professional Course (elective) | 3              |
| <b>Required Total</b> |               |                                    | <b>156</b>     |

Students completing a CPA Path will have met the educational requirements to take the professional examination required to become a CPA in the State of Nebraska.

### Agribusiness Option

| Course Prefix         | Course Number | Course Title                          | Course Credits |
|-----------------------|---------------|---------------------------------------|----------------|
|                       |               | Core Requirements                     | 36             |
| ACTG                  | 337           | Cost Management Accounting            | 3              |
| ECON                  | 334           | Agricultural Economics & Agribusiness | 3              |
| AGRI                  | 331           | Farm and Ranch Management             | 3              |
|                       | 423           | Agricultural Policy                   |                |
| BA                    | 432           | Legal Aspects of Business             | 3              |
| FIN                   | 338           | Real Estate Investments & Insurance   | 3              |
| FIN                   | 432           | Financial Management                  | 3              |
| MGMT                  | 432           | Production & Operations Management    | 3              |
| <b>Required Total</b> |               |                                       | <b>57</b>      |

### Business Information Systems Option

| Course Prefix         | Course Number | Course Title                          | Course Credits |
|-----------------------|---------------|---------------------------------------|----------------|
|                       |               | Core Requirements                     | 36             |
| BIS                   | 200           | Introduction to Computer Applications | 3              |
| BIS                   | 230           | Web Page Development                  | 3              |
| BIS                   | 235           | Business Programming                  | 3              |
| BIS                   | 331           | Database Management                   | 3              |
| BIS                   | 337           | E-Commerce                            | 3              |
| BIS                   | 430           | Project Management                    | 3              |
| BIS                   | 431           | Systems Analysis and Design           | 3              |
| <b>Required Total</b> |               |                                       | <b>57</b>      |

### Finance Option

| Course Prefix         | Course Number | Course Title                        | Course Credits |
|-----------------------|---------------|-------------------------------------|----------------|
|                       |               | Core Requirements                   | 36             |
| BA                    | 241           | Quantitative Methods                | 3              |
| ACTG                  | 337           | OR Cost Management Accounting       |                |
| FIN                   | 239           | Personal Finance                    | 3              |
| FIN                   | 242           | Real Estate Principles              | 3              |
| FIN                   | 331           | Financial Markets & Institutions    | 3              |
| FIN                   | 333           | International Finance and Economics | 3              |
| FIN                   | 432           | Financial Management                | 3              |
| FIN                   | 439           | Investment Analysis                 | 3              |
| <b>Required Total</b> |               |                                     | <b>57</b>      |

## Management Option

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
|               |               | Core Requirements                   | 36             |
| BA            | 241           | Quantitative Methods                | 3              |
| ACTG          | 337           | OR Cost Management Accounting       |                |
| BA            | 432           | Legal Aspects of Business Ownership | 3              |
| FIN           | 432           | Financial Management                | 3              |
| MGMT          | 330           | Organizational Theory & Behavior    | 3              |
| MGMT          | 430           | Human Resource Management           | 3              |
| MGMT          | 432           | Production & Operations Management  | 3              |
| MKTG          | 335           | Entrepreneurship/Business Start-Up  | 3              |
|               |               | <b>Required Total</b>               | <b>57</b>      |

## Marketing/Entrepreneurship Option

| Course Prefix | Course Number | Course Title                                   | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Core Requirements                              | 36             |
| MKTG          | 331           | Sales Techniques                               | 3              |
| MKTG          | 334           | Entrepreneurship — Imagination and Opportunity | 3              |
| MKTG          | 335           | Entrepreneurship — Business Start-Up           | 3              |
| MKTG          | 336           | Entrepreneurship — Promotions and Advertising  | 3              |
| MKTG          | 338           | Buyer Behavior                                 | 3              |
| MKTG          | 435           | Business and Marketing Strategy                | 3              |
| MKTG          | 439           | Business and Marketing Research                | 3              |
|               |               | <b>Required Total</b>                          | <b>57</b>      |

## Student Learning Outcomes for Bachelor of Science in Education Programs

The student learning outcomes for students pursuing a business education degree are:

- To meet the needs of students who desire to teach business in secondary schools.
- To provide graduate programs for students wishing to pursue advanced work in the areas of business education and economics education.

## The Degree of Bachelor of Science in Education with a Field Endorsement in Business, Marketing, and Information Technology Education (6-12)\*

A student must complete the following program in addition to the Essential Studies Program and Professional Education requirements. Transfer students from a two (2) year institution must complete 50% of the required courses for the major from Chadron State College. All Business Majors must complete MATH 138 Applied Calculus, MATH 142 College Algebra, or MATH 151 Calculus I (or equivalent) prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 Business Communications (or equivalent). These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I               | 3              |
| ACTG          | 242           | Accounting Principles II              | 3              |
| BA            | 336           | Business and Economic Statistics      | 3              |
| BA            | 337           | Business Law                          | 3              |
| BIS           | 200           | Introduction to Computer Applications | 3              |
| BIS           | 230           | Web Page Development                  | 3              |
| BIS           | 330           | Information Systems                   | 3              |
| BIS           | 332           | Decision Support for Managers         | 3              |

| Course Prefix         | Course Number | Course Title                                 | Course Credits |
|-----------------------|---------------|--|----------------|
| CTE                   | 434           | Principles & Philosophy of CTE               | 3              |
| CTE                   | 438           | Coordination Techniques/Work-Based Learning  | 3              |
| ECON                  | 231           | Macroeconomics                               | 3              |
| ECON                  | 232           | Microeconomics                               | 3              |
| FIN                   | 330           | Principles of Finance                        | 3              |
| MGMT                  | 230           | Principles of Management                     | 3              |
| MGMT                  | 434           | Strategic Management                         | 3              |
| MKTG                  | 231           | Principles of Marketing                      | 3              |
| MKTG                  | 336           | Entrepreneurship —Promotions and Advertising | 3              |
| MKTG                  | 338           | Buyer Behavior                               | 3              |
| <b>Required Total</b> |               |  | <b>54</b>      |

Students pursuing a degree in business are recommended to complete an internship in business during their junior and senior year.

\*This Career and Technical Education Endorsement requires work experience. The endorsement is available only to those who have either (A) 1000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college recommending the endorsement (BA 390).

### **The Degree of Bachelor of Science in Education with a Subject Endorsement in Basic Business Education (6-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education requirements. Transfer students from a two (2) year institution must complete 50% of the required courses for the major from Chadron State College. All Business Majors must complete MATH 138 Applied Calculus, MATH 142 College Algebra, or MATH 151 Calculus I (or equivalent) prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 Business Communications (or equivalent). These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

| Course Prefix         | Course Number | Course Title                          | Course Credits |
|-----------------------|---------------|---------------------------------------|----------------|
| ACTG                  | 241           | Accounting Principles I               | 3              |
| ACTG                  | 242           | Accounting Principles II              | 3              |
| BA                    | 336           | Business and Economic Statistics      | 3              |
| BA                    | 337           | Business Law                          | 3              |
| BIS                   | 200           | Introduction to Computer Applications | 3              |
| BIS                   | 332           | Decision Support for Managers         | 3              |
| ECON                  | 231           | Macroeconomics                        | 3              |
| ECON                  | 232           | Microeconomics                        | 3              |
| FIN                   | 330           | Principles of Finance                 | 3              |
| MGMT                  | 230           | Principles of Management              | 3              |
| MGMT                  | 434           | Strategic Management                  | 3              |
| MKTG                  | 231           | Principles of Marketing               | 3              |
| <b>Required Total</b> |               |                                       | <b>36</b>      |

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308-432-6032.

### **The Degree of Bachelor of Science in Education with a Middle Grades Content Area of Specialization in Business Education (Grades 4-9)**

A student must complete the following program in addition to the Essential Studies, Professional Education and Middle Grades requirements, and in addition one other Content Area of Specialization in Middle Grades. Transfer students from a two (2) year institution must complete 50% of the required courses for the major from Chadron State College.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I               | 3              |
| BA            | 331           | Business Communications               | 3              |
| BA            | 337           | Business Law                          | 3              |
| BIS           | 200           | Introduction to Computer Applications | 3              |
| ECON          | 130           | Survey of Economics                   | 3              |
| FIN           | 239           | Personal Finance                      | 3              |
|               |               | <b>Required Total</b>                 | <b>18</b>      |

## Minors in Business

### Agribusiness – Business

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I             | 3              |
| AGRI          | 331           | Farm and Ranch Management           | 3              |
| AGRI          | 329           | Agricultural Marketing              | 3              |
|               | 423           | OR Agricultural Policy              |                |
| BA            | 337           | Business Law                        | 3              |
| BIS           | 332           | Decision Support for Managers       | 3              |
| FIN           | 242           | Real Estate Principles              | 3              |
| FIN           | 333           | International Finance and Economics | 3              |
|               |               | <b>Required Total</b>               | <b>21</b>      |

### Business

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I       | 3              |
| ACTG          | 242           | Accounting Principles II      | 3              |
| BA            | 337           | Business Law                  | 3              |
| BIS           | 332           | Decision Support for Managers | 3              |
| ECON          | 232           | Microeconomics                | 3              |
| MGMT          | 230           | Principles of Management      | 3              |
| MKTG          | 231           | Principles of Marketing       | 3              |
|               |               | <b>Required Total</b>         | <b>21</b>      |

### Business Information Systems

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| BIS           | 330           | Information Systems           | 3              |
| BIS           | 230           | Web Page Development          | 3              |
| BIS           | 235           | Business Programming          | 3              |
| BIS           | 331           | Database Management           | 3              |
| BIS           | 332           | Decision Support for Managers | 3              |
| BIS           | 337           | E-Commerce                    | 3              |
| BIS           | 431           | Systems Analysis & Design     | 3              |
|               |               | <b>Required Total</b>         | <b>21</b>      |

### Finance

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I          | 3              |
| BA            | 336           | Business and Economic Statistics | 3              |

| Course Prefix         | Course Number | Course Title                     | Course Credits |
|-----------------------|---------------|----------------------------------|----------------|
| ECON                  | 130           | Survey of Economics              | 3              |
| FIN                   | 330           | Principles of Finance            | 3              |
| FIN                   | 331           | Financial Markets & Institutions | 3              |
| FIN                   | 239           | Personal Finance                 | 3              |
| FIN                   | 432           | Financial Management             | 3              |
| <b>Required Total</b> |               |                                  | <b>21</b>      |

Recommended Courses: In order to enhance employment and graduate school opportunities, the following electives are recommended: BA 241; FIN 338, 439.

### Marketing/Entrepreneurship

| Course Prefix         | Course Number | Course Title                                      | Course Credits |
|-----------------------|---------------|---|----------------|
| BA                    | 336           | Business & Economic Statistics                    | 3              |
| MKTG                  | 231           | Principles of Marketing                           | 3              |
| MKTG                  | 331           | Sales Techniques                                  | 3              |
|                       | 334           | OR Entrepreneurship — Imagination and Opportunity |                |
| MKTG                  | 335           | Entrepreneurship — Business Start-Up              | 3              |
| MKTG                  | 336           | Entrepreneurship — Promotions and Advertising     | 3              |
| MKTG                  | 338           | Buyer Behavior                                    | 3              |
| MKTG                  | 439           | Business & Marketing Research                     | 3              |
| <b>Required Total</b> |               |   | <b>21</b>      |

## Career and Technical Education

### Mission

The mission of the Career and Technical Education at Chadron State College is to provide learning experiences related to the history, theory, and significance of work-based learning, so that future professionals can prepare students to be college and career ready.

### Learning Outcomes

The State Board of Nebraska has established certain criteria to be met by teachers planning to teach career and technical education courses in Nebraska schools. The learning outcomes of Career and Technical Education are:

- Identify and explain the philosophy of career and technical education.
- Develop coordination plans for school and work-site learning which include a variety of opportunities experiencing the connection and transition from school to work.
- Identify and explain child labor laws and the application to work based learning.

### Supplemental Endorsement to Teach Cooperative Education-Diversified Occupations (9-12):

Students must complete the following program in addition to either having, or earning concurrently, a secondary endorsement in another field or subject.

| Course Prefix         | Course Number | Course Title   | Course Credits |
|-----------------------|---------------|--|----------------|
| CTE                   | 431/531       | Introduction to Special Needs Programs in CTE                                  | 3              |
|                       | 434/534       | OR Principles & Philosophy of CTE  |                |
| CTE                   | 438/538       | Coordination Techniques/Work-Based Learning                                    | 3              |
| CTE                   | 390 or 690    | Internship (300 hrs. of supervised work experience)                            | 6              |
|                       | --            | OR 1000 hours verified hours of volunteer, internship, or paid work experience |                |
| <b>Required Total</b> |               |  | <b>6-12</b>    |

# Communication

## Mission

The Communication Arts comprehensive curriculum prepares students for professional careers or graduate school in one of the three major areas of student interest: Human Communication, Journalism, and Public Relations.

## Student Learning Outcomes

- Learn to gather, evaluate, and synthesize materials in the following contexts:
  - Interpersonal Communication
  - Public Address
  - Group/Team Communication
  - Mass Communication.
- Learn to create and evaluate messages designed for target groups related to:
  - Interpersonal Communication
  - Public Address
  - Group/Team Communication
  - Mass Communication.

## The Degree of Bachelor of Arts with a Comprehensive Major in Communication Arts

A student must complete the Core requirements and one of the Options listed in addition to the Essential Studies requirements. Students pursuing this comprehensive major are strongly recommended to enroll in MATH 232, Applied Statistics, to fulfill the Essential Studies requirement in Mathematics (Outcome #6).

## Core Requirements

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| CA            | 233           | Presentational Speaking              | 3              |
| CA            | 234           | Photojournalism                      | 3              |
| CA            | 238           | Introduction to Mass Media           | 3              |
| CA            | 260           | Introduction to Communication Theory | 3              |
| CA            | 333           | News Journalism                      | 3              |
| CA            | 334           | Theories & Practices of Persuasion   | 3              |
| CA            | 346           | Intercultural Communication          | 3              |
|               | 442           | OR Globalization, Culture & Media    |                |
| CA            | 351           | Organizational Communication         | 3              |
| CA            | 390           | Internship in Communication          | 3              |
|               | 391           | OR Internship in Journalism          |                |
| CA            | 430           | Research Methods                     | 3              |
|               |               | <b>Required Total</b>                | <b>30</b>      |

## Interpersonal Communication Option

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
|               |               | Core Requirements                 | 30             |
| CA            | 130           | Interpersonal Communication       | 3              |
| CA            | 225           | Communicating in Group & Teams    | 3              |
| CA            | 330           | Conflict Resolution & Mediation   | 3              |
| CA            | 353           | Health Communication              | 3              |
| CA            | 420           | Relational & Family Communication | 3              |
| CA            | 440           | Gendered Communication            | 3              |
| CA            | 450           | Communication Campaigns           | 3              |

| Course Prefix | Course Number | Course Title          | Course Credits |
|---------------|---------------|-----------------------|----------------|
|               |               | <b>Required Total</b> | <b>51</b>      |

### Journalism Option

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
|               |               | Core Requirements                  | 30             |
| ART           | 229           | Introduction to Graphic Design     | 3              |
| CA            | 133           | Media Writing                      | 3              |
| CA            | 231           | Introduction to Digital Publishing | 3              |
| CA            | 335           | Media Advertising                  | 6              |
| CA            | 431           | Media Projects                     | 3              |
| CA            | 434           | Editing and Design                 | 3              |
| CA            | 443           | Media Law                          | 3              |
|               |               | <b>Required Total</b>              | <b>54</b>      |

### Public Relations Option

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
|               |               | Core Requirements                  | 30             |
| CA            | 133           | Media Writing                      | 3              |
| CA            | 231           | Introduction to Digital Publishing | 3              |
| CA            | 250           | Introduction to Public Relations   | 3              |
| CA            | 335           | Media Advertising                  | 3              |
| CA            | 350           | Applied Public Relations           | 3              |
| CA            | 434           | Editing and Design                 | 3              |
| CA            | 443           | Media Law                          | 3              |
| CA            | 450           | Communications Campaigns           | 3              |
|               |               | <b>Required Total</b>              | <b>54</b>      |

## Minors in Communication Arts

### Interpersonal Communication

A student must complete the following program in addition to the Essential Studies Requirements and a major in another area.

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
| CA            | 130           | Interpersonal Communication       | 3              |
| CA            | 225           | Communicating in Group & Teams    | 3              |
| CA            | 260           | Introduction to Comm Theory       | 3              |
| CA            | 330           | Conflict Resolution & Mediation   | 3              |
| CA            | 353           | Health Communication              | 3              |
| CA            | 420           | Relational & Family Communication | 3              |
| CA            | 440           | Gendered Communication            | 3              |
|               |               | <b>Required Total</b>             | <b>21</b>      |

### Journalism

A student must complete the following program in addition to the Essential Studies Requirements and a major in another area.

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| CA            | 231           | Introduction to Digital Publishing | 3              |

| Course Prefix         | Course Number | Course Title               | Course Credits |
|-----------------------|---------------|----------------------------|----------------|
| CA                    | 234           | Photojournalism            | 3              |
| CA                    | 238           | Introduction to Mass Media | 3              |
| CA                    | 333           | News Journalism            | 3              |
| CA                    | 431           | Media Projects             | 3              |
| CA                    | 434           | Editing and Design         | 3              |
| CA                    | 443           | Media Law                  | 3              |
| <b>Required Total</b> |               |                            | <b>21</b>      |

## Public Relations

A student must complete the following program in addition to the Essential Studies Requirements and a major in another area.

| Course Prefix         | Course Number | Course Title                       | Course Credits |
|-----------------------|---------------|------------------------------------|----------------|
| CA                    | 133           | Media Writing                      | 3              |
| CA                    | 231           | Introduction to Digital Publishing | 3              |
| CA                    | 250           | Introduction to Public Relations   | 3              |
| CA                    | 350           | Applied Public Relations           | 3              |
| CA                    | 430           | Research Methods                   | 3              |
| CA                    | 434           | Editing and Design                 | 3              |
| CA                    | 450           | Communications Campaign            | 3              |
| <b>Required Total</b> |               |                                    | <b>21</b>      |

## Education

### Mission

The mission of the Chadron State College Teacher Education program, founded on educating Visionary Leaders, is to prepare candidates to use current pedagogical methods that impact student learning in candidate's respective content area of study. Candidates will gain applicable knowledge and skills in the area of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, psychology, literacy and instructional technology as part of this program.

### Philosophy

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Unit of Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education Unit act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community and the education profession at large.

Students within the Education Unit are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the staff of CSC and in turn the student (Teacher Candidate) will serve others after graduation in their role as an educator.

We believe the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to actively participate in the learning environment and process knowledge through methods appropriate to their individual learning styles. Our model is based, to a great extent, on the constructivist theory of learning.

In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in instruction. In



creating a non- threatening learning climate, allowances for the learning styles are encouraged and responded to through appropriate teaching styles and open communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the content of the subject are not diminished in the teaching effort which will produce the greatest positive change.

## The Visionary Leader Model

Chadron State College’s Teacher Education Program is designed to produce Visionary Leaders. Visionary Leaders inherit our profession’s quintessential traditions and tools, and are made aware of the best contemporary educational research and developments. We bequeath a vital educational vision - one that honors both tradition and innovation - to our students.

The Visionary Leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies, Specialty Studies, and Professional Studies. One circle, professional studies, consists of seven components that make up the conceptual framework for the Education Unit. These components are:



- Communication
- Thinking Skills
- Methodology
- Leadership
- Assessment
- Inclusive Learning Environment
- Professionalism

These seven areas constitute the conceptual framework for the professional preparation programs at Chadron State College. All seven components are interwoven throughout the professional preparation programs.

## Program Changes

Chadron State College is a member of the Nebraska Council on Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all students majoring in early childhood, elementary, middle grades, or secondary education programs are subject to any program rule changes that may occur while a student is enrolled. If a student has not completed his/her program of study within three years following the program change, he/she will be required to adjust his/her program to reflect the change.

For information about the Chadron State College Teacher education Program, please follow the link to the Teacher Education Handbook at <http://www.csc.edu/documents/education/handbook.pdf>.

## Bachelor of Science – Education – Secondary (6-12/7-12)

A student must complete the following program in addition to the Essential Studies and either one field endorsement or one subject endorsement program. Education majors must take ENG 135, ENG 361, and CA 125 or CA 233.

## Professional Education Courses

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required and no grade may be below a “C”):

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
| EDUC          | 131           | Introduction to Teaching                          | 3              |
| EDUC          | 224           | Multimedia Support of Instruction/Learning        | 2              |
| EDUC          | 300           | Secondary Observation and Participation           | 1-3            |
| EDUC          | 329           | Assessment Foundations                            | 2              |
| EDUC          | 434           | Technology in Instructional Strategies*           | 3              |
| PSYC          | 231           | Educational Psychology                            | 3              |
| SPED          | 230           | Introduction Exceptional Learner                  | 3              |
| SPED          | 334           | Differentiated Instruction for Diverse Classrooms | 3              |
|               |               | At least one subject or field endorsement         | 30-60          |

| Course Prefix | Course Number | Course Title | Course Credits |
|---------------|---------------|--------------|----------------|
|               |               | <b>Total</b> | 50-82          |

\*May be taken concurrently with the Block Professional Semester.

Admission to Candidacy must be completed before the end of the junior year.

### Professional Year (two semesters)

Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching). The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): refer to Application for Professional Year requirements.

### Semester #1 – “Block”

| Course Prefix | Course Number | Course Title  | Course Credits |  |
|---------------|---------------|---|----------------|--|
| EDUC          | 411S          | Reading/Writing in the Content Areas  | 1              |  |
| EDUC          | 412S          | Curriculum & Standards, Secondary/MS  | 1              |  |
| EDUC          | 414S          | Secondary/Middle School Classroom Management                                    | 1              |  |
| EDUC          | 415S          | Human Relations/Multicultural   | 1              |  |
| EDUC          | 418S          | Secondary/Middle School Assessment  | 1              |  |
| EDUC          | 435A          | Learning Methods for Social Sciences, History, and Math                         | 1-2            |  |
|               | 435B          | OR Learning Methods for Business, Art, Science, Family & Consumer Sciences.     |                |  |
|               | 435C          | OR Learning Methods for Music, Physical Education, Health, Language Art/English |                |  |
| SPED          | 412S          | Special Education Practices and Strategies                                      | 1              |  |
| EDUC          | 431A          | Specialized Instruction: Art Endorsement  | 1-2            |  |
|               | 431C          | OR Specialized Instruction: Physical Education and Health Endorsements          |                |  |
|               | 431F          | OR Specialized Instruction: Math Endorsement                                    |                |  |
|               | 431G          | OR Specialized Instruction: Science Endorsements                                |                |  |
|               | 431I          | OR Specialized Instruction: Business Endorsements                               |                |  |
|               | 431J          | OR Specialized Instruction: Family and Consumer Sciences Endorsement            |                |  |
|               | 431L          | OR Specialized Instruction: Social Science and History Endorsements             |                |  |
|               | 431M          | OR Specialized Instruction: Interdisciplinary Methods                           |                |  |
|               | ENG           | 461   |                | OR Specialized Instruction: Specialized Methods in English Language Arts |
|               | MUS           | 431a  |                | OR Specialized Instruction: Elementary Music Methods                     |
| 431c          |               | OR Specialized Instruction: Secondary Vocal Methods                             |                |  |
| 431d          |               | OR Specialized Instruction: Secondary Instrumental Methods                      |                |  |
|               |               | <b>Total</b>  | 8-15           |  |

Students pursuing two Subject Endorsements must complete specialization instruction (i.e., EDUC 431) in both subject areas. One course should be taken prior to the Professional Year. The second specialized instruction course must be taken the first semester of the Professional Year (Block), if offered. The student must have a minimum cumulative GPA of 2.75 or better in the Professional Semester.

Course requirements for secondary level endorsements programs in the following subjects or fields are listed in each departmental section of this catalog (2.75 minimum cumulative GPA required):

### **Field Endorsement Programs:**

- Art
- Business, Marketing and Information Technology
- English Language Arts
- Family and Consumer Sciences
- Health and Physical Education
- Mathematics
- Middle Grades
- Music
- Science
- Social Science
- Special Education.

### **Subject Endorsement Programs:**

- Basic Business
- Biology
- Chemistry
- Earth and Space Science
- Health Education
- History
- Physical Education
- Vocal Music.

### **Supplemental Endorsements:**

(Require either a field or subject as well as the supplemental)

- Coaching
- Cooperative Education – Diversified Occupation
- Theatre.

All Students in CSC Secondary Education Teaching programs must complete the Praxis II - Content Area Assessment exam in their specific endorsement content area to fulfill CSC graduation requirements.

### **Semester #2 – Teacher Internship**

EDUC 480K, Teacher Internship K-12, or EDUC 480V Teacher Internship Special Education K-12, or EDUC 490S Secondary Teacher Internship, courses can be taken only upon the successful completion of the above Semester #1 – “Block” courses (minimum cumulative GPA of 2.75 required).

### **Bachelor of Science – Education – Field Endorsement in Middle Grades (4-9)**

A student must complete the following program in addition to the Essential Studies and Middle Grades “Content Areas of Specialization” requirements. Education majors must take ENG 135, ENG 361, and CA 125 or CA 233 as Essential Studies and certification requirements.

Before selecting the middle school endorsement talk to the certification officer on campus in the education department. This certification endorsement is changing and may affect your selection of discipline content areas. This change may have implications to your ability to become certified to teach middle school within the State of Nebraska.

### **Professional Education**

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required and no grade may be below a “C”):

| Course Prefix                              | Course Number | Course Title  | Course Credits |
|--|---------------|---|----------------|
| EDUC                                       | 131           | Introduction to Teaching  | 3              |
| EDUC                                       | 224           | Multimedia Support Instr/Learning   | 2              |
| EDUC                                       | 320           | Elementary/MS Observation. & Participation                                      | 1-3            |
| EDUC                                       | 329           | Assessment Foundations  | 2              |
| EDUC                                       | 433           | The Middle School   | 3              |
| EDUC                                       | 434           | Technology in Instructional Strategies*   | 3              |
| PSYC                                       | 231           | Educational Psychology  | 3              |
| PSYC                                       | 334           | Developmental Psychology  | 3              |
| FCS  | 139           | OR Human Development  |                |
| SPED                                       | 230           | Introduction Exceptional Learner  | 3              |
| SPED                                       | 334           | Differentiated Instruction for Diverse Classrooms                               | 3              |
| EDUC                                       | 435A          | Learning Methods for Social Sciences, History, and Math                         | 1-2            |
|  | 435B          | OR Learning Methods for Business, Art, Science, Family & Consumer Sciences.     |                |
|  | 435C          | OR Learning Methods for Music, Physical Education, Health, Language Art/English |                |
| ART<br>EDUC<br>EDUC<br>EDUC<br>HPER<br>MUS | 334           | Art for Elem/MS Teacher   | 2-3            |
|  | 321           | OR Teaching Elementary/Middle School Mathematics                                |                |
|  | 322           | OR Teaching Elementary/Middle School Language Arts                              |                |
|  | 323           | OR Teaching Elementary/Middle School Social Studies                             |                |
|  | 339           | OR Theory of Physical Education K-8   |                |
|  | 333           | OR Music for the Classroom Teacher  |                |
|  |               | Content Area of Specialization from below                                       | 36             |
|  |               | <b>Total</b>  | 65-69          |

\*May be taken concurrently with the Block Professional Semester.

Admission to the Teacher Education Program must be completed before the end of the junior year.

One EDUC 435A-C Learning Methods course is required as well as two specialization instruction courses (EDUC 431) in the content areas. One specialization instruction course may be taken prior to the first professional semester. During the professional semester, one EDUC 435 Learning Methods and one specialization instruction course will be taken. The appropriate learning methods courses are outlined in the Secondary section above.

### Content Area of Specialization Requirements

The applicant must complete a minimum of two 18-course credit Content Areas of Specialization. Course requirements for each of the offered Content Areas of Specialization are outlined within the appropriate departmental sections of this catalog/bulletin.

- Art
- Business Education
- English Language Arts
- Family and Consumer Sciences
- Health & Physical Education
- Mathematics
- Sciences
- Social Science

- Special Education (K-12 only).

### Professional Year (two semesters)

Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching)

Students pursuing the Middle Grades Endorsement program may select to complete their Professional Year course work requirements by enrolling in either the Elementary Professional Year (Elementary Block route) or the Secondary Professional Year (Secondary Block route). Options are outlined below.

The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): refer to Application for Professional Year requirements.

#### Semester #1/Option 1 – Elementary Block Route

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 413E          | Elementary/Middle School Curriculum & Counseling | 1              |
| EDUC          | 414E          | Elementary/Middle School Classroom Management    | 1              |
| EDUC          | 415E          | Human Relations/Multicultural                    | 1              |
| EDUC          | 416E          | Elementary/Middle School Assessment              | 1              |
| EDUC          | 417E          | Teach Reading & Writing Diagnosis                | 1              |
| EDUC          | 422           | Teach Elem/MS Science & Health                   | 2              |
| EDUC          | 423           | Teach Primary Reading & Writing                  | 2              |
| EDUC          | 424           | Teach Intern. Reading & Writing                  | 2              |
| EDUC          | 431           | Specialization Instruction courses               | 2-6            |
| EDUC          | 435           | Learning Methods Sec/MS                          | 1-2            |
| SPED          | 412E          | SPED Practices & Strategies                      | 1              |
| <b>Total</b>  |               |  | 15-20          |

#### Semester #1/Option 2 – Secondary Block Route

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 411S          | Reading/Writing in the Content Areas               | 1              |
| EDUC          | 412S          | Curriculum & Standards: Secondary/MS               | 1              |
| EDUC          | 414S          | Secondary/Middle School Classroom Management       | 1              |
| EDUC          | 415S          | Human Relations/Multicultural                      | 1              |
| EDUC          | 418S          | Secondary/MS Assessment                            | 1              |
| EDUC          | 435           | Learning Methods Secondary/Middle School           | 1-2            |
| SPED          | 412S          | SPED Practices & Strategies                        | 1              |
| EDUC          | 431           | Specialization Instruction Course                  | 2-6            |
| READ          | 430           | Reading and Writing in Middle and Secondary School | 3              |
|               | 431           | OR Improvement of Instruction in Reading           |                |
| <b>Total</b>  |               |  | 12-17          |

#### Semester #2 – Teacher Internship

EDUC 480I, Teacher Internship Intermediate, and/or EDUC 480M, Teacher Internship Middle School, can be taken only after the successful completion of the Professional Semester (Block) courses (minimum cumulative GPA of 2.75 required).

NOTE: The Praxis II: Middle Grades Content Exam as well as the EECIA Exam (as required by the Nebraska Department of Education) must be taken as a requisite for graduation for all Middle Grade Endorsement students (Only need to choose one of the two content areas for testing).

## Bachelor of Science – Education – Elementary School Professional Education Program

This program covers special instructional methods in science, health, reading, student and program assessment (tests and measurements), curriculum, guidance, multicultural and human relations, classroom management, special education, and other pertinent professional topics and issues. The student registers for EDUC 413E, 414E, 415E, 416E, 417E, 422, 423, 424, and SPED 412E in their senior year (the Professional Semester – “Block”). Upon successful completion of the above courses (minimum cumulative 2.75 GPA required), the student is then eligible to enroll in the Teacher Internship Experience the following semester.

Elementary majors will intern at a primary level (K-3) and an intermediate level (4-6). Students who have K-12 endorsements in addition to their elementary major/endorsement will intern in their elementary area for part of the Internship semester and in the 7-12 area the other portion of the Internship semester.

## Bachelor of Science – Education – Field Endorsement in Elementary Education (K-8)

A student must complete the following program requirements in addition to the Essential Studies program, and one Area of Concentration OR an additional endorsement program. Education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

### Professional Education Courses

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required no grade may be below a “C”):

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 131           | Introduction to Teaching                               | 3              |
| EDUC          | 224           | Multimedia Support of Instruction/Learning             | 2              |
| EDUC          | 320           | Elementary/Middle School Observation and Participation | 1-3            |
| EDUC          | 329           | Assessment Foundations                                 | 2              |
| EDUC          | 434           | Technology in Instructional Strategies*                | 3              |
| PSYC          | 231           | Educational Psychology                                 | 3              |
| PSYC          | 334           | Developmental Psychology                               | 3              |
| FCS           | 139           | OR Human Development                                   |                |
| SPED          | 230           | Introduction Exceptional Learner                       | 3              |
| SPED          | 334           | Differentiated Instruction for Diverse Classrooms      | 3              |
| <b>Total</b>  |               |  | <b>23-25</b>   |

\*May be taken concurrently with the Block Professional Semester.

### Elementary Education Endorsement Courses

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| ART           | 334           | Art for the Elementary/Middle School Teacher               | 3              |
| EDUC          | 321           | Teaching Elementary/Middle School Mathematics              | 6              |
|               | 322           | AND Teaching Elementary/Middle School Language Arts        |                |
|               | 323           | AND Teaching Elementary/Middle School Social Studies       |                |
|               | 361           | <b>OR</b> Integrated Elementary/Middle School Core Methods |                |
| ENG           | 235           | Children’s Literature                                      | 3              |
| HPER          | 339           | Theory of Physical Education K-8                           | 3              |
| MATH          | 235           | Math for the Elementary Teacher I                          | 3              |
| MATH          | 238           | Math for the Elementary Teacher II*                        | 3              |

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| MUS           | 333           | Music for the Elementary Teacher | 3              |
|               |               | <b>Total</b>                     | 24             |

Admission to the Teacher Education Program must be completed before the end of the junior year.

\*May be taken before or during the Professional Year.

## **Supplemental Endorsements (Requires the Field Endorsement in Elementary Education: Early Childhood Education)**

### **Elementary Area of Concentration OR Second Endorsement**

Course requirements for the following areas of concentration and/or endorsements programs are listed in each departmental section of this catalog/bulletin. One 9 course credit Area of Concentration OR a second endorsement program is required (minimum cumulative 2.75 GPA required). Two-thirds (66%) of the chosen Area of Concentration must be completed prior to entry into the “Block” (first semester) of the Professional Year. Or, if the student candidate has opted to complete a second endorsement (instead of an Area of Concentration), then the candidate must have half (50%) of the second endorsement program course work completed prior to entry into the “Block” (first semester) of the professional year.

Potential Elementary Areas of Concentration include:

- Art
- Early Childhood Education\*\*
- English
- Mathematics
- Music
- Physical Education\*
- Science
- Social Science
- Special Education\*.

\*These areas may also be taken as a second endorsement instead of the Area of Concentration.

\*\*This area may also be taken as a supplemental endorsement instead of the Area of Concentration.

## **Professional Year**

Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching)

The following courses can be taken only as part of the Professional Year (minimum cumulative 2.75 GPA required): Refer to the Professional Year Application Requirements.

### **Semester #1 – “Block”**

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 413E          | Elementary/Middle School Curriculum & Counseling | 1              |
| EDUC          | 414E          | Elementary/Middle School Classroom Management    | 1              |
| EDUC          | 415E          | Human Relations/Multicultural                    | 1              |
| EDUC          | 416E          | Elementary/Middle School Assessment              | 1              |
| EDUC          | 417E          | Teach Reading & Writing                          | 1              |
| EDUC          | 422           | Teach Elementary/Middle School Science & Health  | 2              |
| EDUC          | 423           | Teach Primary Reading & Writing                  | 2              |
| EDUC          | 424           | Teach Intermediate Reading & Writing             | 2              |
| SPED          | 412E          | SPED Practices & Strategies                      | 1              |
|               |               | <b>Total</b>                                     | 12             |

## Semester #2 – Teacher Internship

The following courses may be taken only upon the successful completion of the above (Semester #1 “Block”) courses (minimum cumulative GPA of 2.75 required):

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| EDUC          | 480I          | Teacher Internship/Intermediate  | 6              |
| EDUC          | 480K          | Teacher Internship K-12          | 6-12           |
| EDUC          | 480L          | Teacher Internship K-8           | 6              |
| EDUC          | 480P          | Teacher Internship Primary       | 6              |
| EDUC          | 480R          | Teacher Internship ECE Inclusive | 6-12           |
| EDUC          | 480V          | Teacher Internship Spec. Ed K-12 | 6-12           |

NOTE: The Praxis II: Elementary Education Curriculum, Instruction and Assessment Exam (as required by the Nebraska Department of Education) must be taken as a requisite for graduation for all Elementary Education students.

NOTE: Nebraska Department of Education Rule 24 Regulations for Certificate Endorsements, (July 2, 2014) requires all Elementary Education Majors to complete a minimum of 6 course credits in each of the following curriculum areas:

- Communication including literature, composition and speech; (These 9 credits are part of elementary major requirements.)
- Mathematics; (These 9 credits are part of elementary major requirements.)
- Natural sciences; (These 6 credits will be met through the student’s Essential Studies and/or elective requirements, and must fall within the topic areas of Biology, Chemistry, Earth and Space Science, and/or Physics.)
- Social sciences; (These 6 credits will be met through the student’s Essential Studies and/or elective requirements, and must fall within the topic areas of History, Anthropology, Sociology, Economics, Geography, Political Science, Psychology, and/or Social Studies.)

## Supplemental Endorsement in Early Childhood Education (Age 3 through Grade 3)

Persons with this endorsement are prepared to teach children from Pre-kindergarten (age 3) through grade 3 (age 8). Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement. (No grade may be below a “C”)

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| EDUC          | 231           | Play, Art & Music                                   | 3              |
| FCS           | 139           | Human Development                                   | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations              | 3              |
| FCS           | 338           | Prenatal and Infant Practicum*                      | 3              |
| FCS           | 239           | Partners in Early Childhood Education               | 3              |
| FCS           | 321A          | Curriculum Development in Early Childhood Education | 2              |
| FCS           | 423           | Program Development & Management                    | 3              |
| FCS           | 448/448L      | Early Childhood Practicum & Lab                     | 4              |
|               |               | <b>Total</b>  | <b>24</b>      |

\*Candidates must complete 45 clock-hours per practicum working with preschool (pre-kindergarten) children.

## Area of Concentration – Early Childhood Education

These courses must be completed along with the Elementary Education Field Endorsement curriculum.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| EDUC          | 231           | Play, Art & Music for Early Childhood | 3              |



| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| FCS           | 139           | Human Development                      | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations | 3              |
|               |               | <b>Total</b>                           | 9              |

## Program for Adding an Endorsement

To add another endorsement to an existing teaching/administrative certificate, the student must complete the appropriate departmental and endorsement area coursework. To determine coursework requirements, the student should complete an Evaluation for an Added Endorsement Form in cooperation with his/her teacher educator (Advisor) in the department offering the endorsement. The student must then notify the Teacher Certification Officer when the program coursework is complete and request that the subsequent Endorsement be posted (or added) to the student's official transcript. The student must then submit a Nebraska Application for Teacher Certification to the CSC Certification Office, in order for the State Department of Education to add this new endorsement to the student's teaching certificate. The CSC Certification Office is unable to process requests to add endorsements/programs to a teaching certificate until this procedure is completed.

## English

### Mission

It is the mission of the English program to provide students with a scholarly environment of the highest caliber in which to pursue an education in the riches of the English language. The program seeks to educate students in an array of subjects within the broad domain of English studies, including English grammar, critical and creative writing, American, English and World literature, traditional literary genres, literary theory and criticism, and teacher training. The program's curriculum encourages students to explore literature's interdisciplinary relationship to the other humanistic disciplines, such as cultural studies, philosophy, religion, history, and art. While learning to evaluate, understand and enjoy complex and important works of literature, students in the English program will refine their critical and creative writing skills so that they can better appreciate the power of language and make use of it in both their personal and public lives. Finally, the program prepares students for graduate study or to enter a wide variety of vocations (such as teaching, law, the ministry, business, government and the public sector) that depend upon reading and writing effectively.

### Student Learning Outcomes

Students graduating with an English major or an educational endorsement in English Language Arts will:

- Demonstrate a proficiency in critical thinking and writing.
- Demonstrate an understanding of the elements of traditional literary genres.
- Know and identify the representative works and authors in major periods of American, British and World literature.
- Show evidence of familiarity with major theories of literary criticism.

### Bachelor of Arts – Subject Major in Literature

A student must complete the following program in addition to the Essential Studies requirements and a major or minor in another area.

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| ENG           | 232a          | History of American Literature (a) | 3              |
| ENG           | 232b          | History of American Literature (b) | 3              |
| ENG           | 233           | Elements of Literature             | 3              |
| ENG           | 236a          | History of English Literature (a)  | 3              |
| ENG           | 236b          | History of English Literature (b)  | 3              |
| ENG           | 432           | Shakespeare                        | 3              |
| ENG           | 436           | World Literature                   | 3              |

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| ENG           | 440           | Theory & Practice of Literary Criticism | 3              |
| ENG           | 441           | English & American Novels               | 3              |
|               |               | English Electives*                      | 9              |
|               |               | <b>Total</b>                            | 36             |

\*Six credits must be upper-division.

English majors considering a graduate program are encouraged to complete a Thesis & Capstone Project (ENG 400).

### **Bachelor of Science – Education – Field Endorsement in English Language Arts (6-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education requirements. Students seeking the degree of Bachelor of Science in Education in English must hold a 3.0 GPA in their English courses and receive a grade of “C” or above in all English classes.

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| CA            | 225           | Communicating in Groups and Teams       | 3              |
|               | 233           | OR Presentational Speaking              |                |
|               | 330           | OR Conflict Resolution & Mediation      |                |
|               | 334           | OR Theories and Practices of Persuasion |                |
|               | 346           | OR Intercultural Communication          |                |
|               | 440           | OR Gendered Communication               |                |
|               | 442           | OR Globalization, Culture and Media     |                |
| ENG           | 232a          | History of American Literature (a)      | 3              |
| ENG           | 232b          | History of American Literature (b)      | 3              |
| ENG           | 233           | Elements of Literature                  | 3              |
| ENG           | 236a          | History of English Literature (a)       | 3              |
| ENG           | 236b          | History of English Literature (b)       | 3              |
| ENG           | 299           | Introduction to Creative Writing        | 3              |
| ENG           | 320           | Grammar & Linguistics                   | 3              |
| ENG           | 331           | Theory & Practice of Teaching           | 3              |
| ENG           | 361           | Literacy in the Digital Age             | 3              |
| ENG           | 432           | Shakespeare                             | 3              |
| ENG           | 436           | World Literature                        | 3              |
| ENG           | 438           | Adolescent Literature                   | 3              |
| ENG           | 440           | Theory & Practice of Literary Criticism | 3              |
| ENG           | 441           | English & American Novels               | 3              |
|               |               | Upper Division English Electives        | 6              |
|               |               | <b>Total</b>                            | 51             |

Candidates who anticipate teaching journalism or theatre should consider taking additional courses in these areas: CA 333 News Journalism, TH 134 Principles of Acting and/or TH 237 Beginning Directing.

NOTE: English Education Majors are required to take ENG 461 Specialized Methods in English Language Arts as part of their Certificate Requirements within the Bachelor of Science in Education. See the “Specialized Instruction” section of the Education Program for details.

### **Bachelor of Science – Education – English Language Arts for Middle Grades (Grades 4-9)**

A student must complete the following program in addition to the Essential Studies, Professional Education Middle Grades requirements and one other Content Area of Specialization for Middle Grades. Students seeking the degree of Bachelor of Science in Education in English must hold a 3.0 GPA in their English courses and receive a grade of “C” or above in all English classes. Prior to selecting this major, contact the Certification Officer in the Education

Department at Chadron State College. The office is located in the Old Administration Building, Room 117; telephone is (308) 432-6032.

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| ENG           | 233           | Elements of Literature        | 3              |
| ENG           | 235           | Children's Literature         | 3              |
| ENG           | 320           | Grammar & Linguistics         | 3              |
| ENG           | 331           | Theory & Practice of Teaching | 3              |
| ENG           | 432           | Shakespeare                   | 3              |
| ENG           | 438           | Adolescent Literature         | 3              |
|               |               | <b>Total</b>                  | 18             |

Teacher candidates are encouraged to take ENG 299 Introduction to Creative Writing in addition to the above requirements.

NOTE: English Education Majors are required to take ENG 461 Specialized Methods in English Language Arts as part of their Certificate Requirements within the Bachelor of Science in Education. See the "Specialized Instruction" section of the Education Program for details.

### **Area of Concentration in English English (Major)**

A student must complete the following program in addition to the Essential Studies and Professional Education, Elementary Education requirements.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ENG           | 233           | Elements of Literature                | 3              |
| ENG           | 320           | Grammar & Linguistics                 | 3              |
| ENG           | 331           | Theory & Practice of Teaching Writing | 3              |
|               |               | <b>Total</b>                          | 9              |

### **Minors in English**

A student must complete the following program in addition to a major in another area and the Essential Studies requirements.

### **Comparative Philosophy**

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| PHIL          | 231           | Introduction to Philosophy                                  | 3              |
| PHIL          | 235           | Classical Chinese Philosophy                                | 3              |
| PHIL          | 333           | Symbolic Logic  | 3              |
|               |               | Electives from list below, 9 credits must be upper-division | (12)           |
| CA            | 260           | Introduction to Communication Theory                        | 3              |
| ENG           | 343           | Literature and Philosophy                                   | 3              |
| ENG           | 440           | Theory and Practice of Literary Criticism                   | 3              |
| HUM           | 332           | Love and Desire in the Western Tradition                    | 3              |
| HUM           | 335           | Comparative Religions                                       | 3              |
| MATH          | 237           | History and Foundations of Mathematics                      | 3              |
| PHIL          | 400           | Independent Study or Research                               | 1-3            |
| PHIL          | 432           | Ethics  | 3              |
| PHIL          | 433           | Biomedical Ethics   | 3              |
| PHIL          | 435           | Environmental Ethics  | 3              |
| PS            | 431           | History of Political Thought                                | 3              |
|               |               | <b>Total</b>  | 21             |

## English

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ENG           | 232a          | History of American Literature (a)    | 3              |
|               | 232b          | OR History of American Literature (b) |                |
| ENG           | 233           | Elements of Literature                | 3              |
| ENG           | 236a          | History of English Literature (a)     | 3              |
|               | 236b          | OR History of English Literature (b)  |                |
| ENG           | 436           | World Literature                      | 3              |
|               |               | Upper-Division English Electives      | 9              |
|               |               | <b>Total</b>                          | 21             |

## Writing

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| ENG           | 299           | Introduction to Creative Writing                            | 3              |
| ENG           | 320           | Grammar and Linguistics                                     | 3              |
| ENG           | 399A          | Advanced Creative Writing (A)                               | 3              |
|               | 399B          | OR Advanced Creative Writing (B)                            |                |
|               | 399C          | OR Advanced Creative Writing (C)                            |                |
| ENG           | 400           | Independent Study   | 3              |
|               |               | Electives from list below, 6 credits must be upper-division | (9)            |
| CA            | 133           | Media Writing   | 3              |
| CA            | 333           | News Journalism   | 3              |
| ENG           | 331           | Theory and Practice of Teaching Writing                     | 3              |
| ENG           | 361           | Literacy in the Digital Age                                 | 3              |
| ENG           | 399a          | Advanced Creative Writing – Nonfiction                      | 3              |
| ENG           | 399b          | Advanced Creative Writing – Fiction                         | 3              |
| ENG           | 399c          | Advanced Creative Writing - Poetry                          | 3              |
| ENG           | 440           | Theory and Practice of Literary Criticism                   | 3              |
| HIST          | 356           | America in the Twentieth Century                            | 3              |
| LS            | 238           | Legal Research and Writing I                                | 3              |
|               |               | <b>Total</b>  | 21             |

## Family and Consumer Sciences

### Mission

The mission of the Family and Consumer Sciences academic program is to engage students in learning the theories and practicing the professional skills needed to empower individuals and families throughout the lifespan to manage the challenges of living and working in a complex world.

### Student Learning Outcomes

Students in this program will develop knowledge, skills, competencies, and attitudes so they will be able to:

1. Analyze factors which contribute to the development of healthy individuals throughout the lifespan (conception through old age).
2. Analyze nutrition and life course choices which influence lifespan wellness.
3. Assess the relationship between managing resources (time, energy, money) and achieving personal or family goals.
4. Apply critical and creative thinking skills in addressing individual and family problems and issues in diverse environments.
5. Describe the physical, emotional, mental and social development of children.

6. Illustrate the role food, clothing, and shelter play in individual and family consumerism and resource management.
7. Summarize the history of the FCS profession as well as the multiple career paths available to FCS graduates.
8. Demonstrate the ability to use knowledge, skills, competencies, and attitudes in a professional work experience.

The Family and Consumer Sciences program offers students an opportunity to select one of five Bachelor's degrees for academic and career presentation:

- Bachelor of Sciences in Family Consumer Science Teacher Education
- Bachelor of Arts in Family Consumer Science with options in:
  - Child and Family Studies
  - Design and Merchandising
  - Public Health and Human Services
  - Nutrition and Wellness.

### **Bachelor of Arts – Comprehensive Major in Family and Consumer Sciences**

A student must complete the Essential Studies requirements, the following core requirements, and one of the options listed below. Consultation with an advisor is recommended to help plan the sequencing of classes.

#### **FCS Core Requirements**

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 122           | Perspectives in Family & Consumer Science | 2              |
| FCS           | 139           | Human Development                         | 3              |
| FCS           | 247           | Nutrition                                 | 3              |
| FCS           | 314           | Future Focus                              | 1              |
| FCS           | 320           | Aging and Death                           | 3              |
| FCS           | 331           | Resource Management                       | 3              |
| FCS           | 422           | Professional Career Development           | 3              |
| FCS           | 432           | Consumer Science                          | 3              |
| <b>Total</b>  |               |   | 21             |

#### **Child and Family Studies Option**

| Course Prefix | Course Number | Course Title                                  | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements (above)                     | 21             |
| FCS           | 136/136L      | Food Science & Lab                            | 3              |
| FCS           | 236/236L      | Food and Meals Across the Lifespan & Lab      | 3              |
| FCS           | 337           | Guidance Tech in Human Relations              | 3              |
| FCS           | 338           | Prenatal & Infant Practicum                   | 3              |
| FCS           | 239           | Partners in Early Childhood Education         | 3              |
|               |               | Select one of the two focus areas (see below) | 24             |
| <b>Total</b>  |               |   | 57             |

#### **Focus Areas for Child and Family Studies Option**

A student must choose one of the following two focus areas listed below:

##### **Child Studies Focus**

| Course Prefix | Course Number | Course Title                                 | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Essential Studies requirements               | 39             |
|               |               | FCS Core Requirements                        | 21             |
|               |               | Major Requirements for Child & Family Option | 12             |

| Course Prefix                   | Course Number | Course Title  | Course Credits |
|---------------------------------|---------------|---|----------------|
| CA                              | 420           | Relational & Family Communication                   | 3              |
| EDUC                            | 231           | Play, Art, Music for Early Childhood                | 3              |
| EDUC                            | 232           | Science, Math, and Social Science for Early Child   | 3              |
| EDUC                            | 233           | Literature & Language Arts for Early Childhood      | 3              |
| FCS                             | 321A          | Curriculum Development in Early Childhood Education | 2              |
| FCS                             | 423           | Program Development & Management                    | 3              |
| FCS                             | 448/448L      | Early Childhood Practicum & Lab                     | 4              |
| SPED                            | 230           | Introduction Exceptional Learner                    | 3              |
|                                 |               | Electives   | 24             |
| <b>Total credits for degree</b> |               |   | <b>120</b>     |

### Family Studies Focus

| Course Prefix                   | Course Number | Course Title                                 | Course Credits |
|---------------------------------|---------------|--|----------------|
|                                 |               | Essential Studies Requirements               | 39             |
|                                 |               | FCS Core Requirements                        | 21             |
|                                 |               | Major Requirements for Child & Family Option | 12             |
| CA                              | 420           | Relational & Family Communication            | 3              |
| FCS                             | 390           | Internship                                   | 3              |
| FCS                             | 437           | Family Strengths                             | 3              |
| FCS                             | 457           | Nutrition for Community Wellness             | 3              |
| CA                              | 440           | Gendered Communication                       | 3              |
| CTE                             | 431           | Introduction to Special Needs                | 3              |
| FCS                             | 335           | Families in Society                          | 3              |
| LS                              | 236           | Family Law                                   | 3              |
|                                 |               | Electives*                                   | 24             |
| <b>Total credits for degree</b> |               |  | <b>120</b>     |

\*Recommended elective options: HPER 226, HPER 429, SPED 331, SPED 334, PSYC 231.

### Design & Merchandising Option

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Core Requirements                      | 21             |
| FCS           | 135/135L      | Alteration and Construction Tech & Lab | 3              |
| FCS           | 224           | Housing and Interior Design            | 3              |
| FCS           | 340L          | Current Trends in Design               | 3              |
| FCS           | 341/341L      | Textiles & Lab                         | 4              |
| BA            | 337           | Business Law                           | 3              |
| BIS           | 337           | E-Commerce                             | 3              |
| FCS           | 390           | Internship                             | 3              |
|               |               | Electives from list below              | (12)           |
| ART           | 229           | Introduction to Graphic Design         | 3              |
| ART           | 323           | Creative Photography                   | 3              |
| ART           | 331           | Watercolor                             | 3              |
| ART           | 338           | Art History Survey I                   | 3              |
|               | 339           | OR Art History Survey II               |                |
|               | 340           | OR Twentieth Century Art Survey        |                |
| BA            | 432           | Business Ownership                     | 3              |
| MGMT          | 230           | Principles of Management               | 3              |
| MKTG          | 231           | Principles of Marketing                | 3              |
| MKTG          | 331           | Sales Techniques                       | 3              |

| Course Prefix | Course Number | Course Title                                  | Course Credits |
|---------------|---------------|---|----------------|
| MKTG          | 338           | Buyer Behavior                                | 3              |
| MKTG          | 334           | Entrepreneurship – Imagination/ Opportunity   | 3              |
| MKTG          | 335           | Entrepreneurship – Business Start Up          | 3              |
| MKTG          | 336           | Entrepreneurship – Promotions and Advertising | 3              |
| MS            | 330           | Management and Care of Collections            | 3              |
|               |               | <b>Total</b>                                  | 55             |

### Public Health and Human Services Option

| Course Prefix | Course Number | Course Title                                  | Course Credits |
|---------------|---------------|---|----------------|
|               |               | FCS Core Requirements                         | 21             |
| FCS           | 234           | Introduction to Health & Human Services       | 3              |
| FCS           | 390           | Internship in FCS                             | 3              |
| FCS           | 420           | Loss Across the Lifespan                      | 3              |
| FCS           | 434           | Issues in Health & Human Services             | 3              |
| CTE           | 431           | Introduction to Special Needs Programs In CTE | 3              |
| LS            | 235           | Administrative Law                            | 3              |
|               | 236           | OR Family Law                                 |                |
| MATH          | 232           | Applied Statistics                            | 3              |
| PSYC          | 242           | OR Measurement and Research                   |                |
|               |               | Select one of the two focus areas (see below) | 11-12          |
|               |               | <b>Total</b>                                  | 53-54          |

### Focus Areas for Public Health and Human Services Option

A student must choose one of the following two focus areas listed below:

#### Health Services Focus

| Course Prefix | Course Number | Course Title                 | Course Credits |
|---------------|---------------|------------------------------|----------------|
| FCS           | 427           | Worksite Wellness            | 3              |
| FCS           | 436           | Global Food Systems          | 3              |
| FCS           | 467           | Epidemiology & Global Health | 3              |
| CA            | 353           | Health Communications        | 3              |
|               |               | <b>Total</b>                 | 12             |

#### Gerontology Focus

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 437           | Family Strengths                        | 3              |
| SW            | 332           | Services to Elderly & Differently Abled | 2              |
| LS            | 431           | Introduction to Estates & Trusts        | 3              |
| CA            | 420           | Relational & Family Communications      | 3              |
|               |               | <b>Total</b>                            | 11             |

Note: Students pursuing this option MUST take FCS 335 as their Essential Studies SLO #10 requirement and CA 330 as their Essential Studies SLO #3 requirement.

#### Nutrition and Wellness Option

| Course Prefix | Course Number | Course Title          | Course Credits |
|---------------|---------------|-----------------------|----------------|
|               |               | FCS Core Requirements | 21             |
| CA            | 353           | Health Communications | 3              |

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 136/136L      | Food Science & Lab                          | 3              |
|               | 236/236L      | OR Food and Meals Across the Lifespan & Lab |                |
| FCS           | 390           | Internship in FCS                           | 3              |
| FCS           | 417           | Lifespan Wellness                           | 3              |
| FCS           | 427           | Worksite Wellness                           | 3              |
| FCS           | 447           | Nutrition for Sport & Wellness              | 3              |
| FCS           | 457           | Nutrition for Community Wellness            | 3              |
| FCS           | 467           | Epidemiology & Global Health                | 3              |
| HPER          | 336           | Fitness Evaluation & Exercise               | 3              |
| <b>Total</b>  |               |   | 48             |

Statistics course recommended: MATH 232 or PSYC 242.

### **Bachelor of Science – Education – Field Endorsement in Family and Consumer Sciences (6-12)**

A student must complete the Essential Studies and Professional Education requirements in addition to the following field endorsement courses:

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| CTE           | 434           | Principles & Philosophy of CTE                     | 3              |
| CTE           | 438           | Coordination Techniques & Work-Based Learning      | 3              |
| FCS           | 122           | Perspectives in Family & Consumer Science          | 2              |
| FCS           | 135/135L      | Alteration and Construction & Lab                  | 3              |
|               | 224           | OR Housing and Interior Design                     |                |
| FCS           | 139           | Human Development                                  | 3              |
| FCS           | 136/136L      | Food Science & Lab                                 | 3              |
|               | 236/236L      | OR Food and Meals Across the Lifespan & Lab        |                |
| FCS           | 247           | Nutrition  | 3              |
| FCS           | 314           | Future Focus                                       | 1              |
| FCS           | 320           | Aging and Death                                    | 3              |
| FCS           | 331           | Resource Management                                | 3              |
| FCS           | 335           | Family in Society                                  | 3              |
| FCS           | 340L          | Current Trends in Design                           | 1              |
| FCS           | 341/341L      | Textiles & Lab                                     | 4              |
| FCS           | 417           | Lifespan Wellness                                  | 3              |
| FCS           | 421           | Organization, Administration and Curriculum of FCS | 2              |
| FCS           | 422           | Professional Career Development                    | 3              |
| FCS           | 435           | Consumer Science                                   | 3              |
| FCS           | 437           | Family Strengths                                   | 3              |
| FCS           | 447           | Nutrition for Sport & Wellness                     | 3              |
|               | 457           | OR Nutrition for Community Wellness                |                |
| <b>Total</b>  |               |  | 52             |

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308 432 6032.

### **Bachelor of Science – Education – Middle Grades Content Area of Specialization in Family and Consumer Sciences (Grade 4-9)**

A student must complete the following program in addition to the Essential Studies, Professional Education, Middle Grades requirements and another Content Area of Specialization in Middle Grades.



| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 139           | Human Development                           | 3              |
| FCS           | 136/136L      | Food Science & Lab                          | 3              |
|               | 236/236L      | OR Food and Meals Across the Lifespan & Lab |                |
| FCS           | 247           | Nutrition                                   | 3              |
| FCS           | 331           | Resource Management                         | 3              |
| FCS           | 435           | Consumer Science                            | 3              |
| FCS           | 437           | Family Strengths                            | 3              |
| <b>Total</b>  |               |   | 18             |

### **Bachelor of Science – Education – Early Childhood Inclusive Field Endorsement (Birth through Grade 3)**

This endorsement qualifies teachers to teach and provide services to infants, toddler, and children from birth through grade 3, including those with special developmental and/or learning needs as defined in Section 79-1118.08R.S, and to support families and other personnel with responsibilities for their care and education. A student must complete the following program requirements in addition to the Essential Studies and Professional Education Program course requirements. Within Essential Studies education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

#### **Professional Education**

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required; no grade may be below a “C”):

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 131           | Introduction to Teaching                               | 3              |
| EDUC          | 224           | Multimedia Support of Instruction/Learning             | 2              |
| EDUC          | 320           | Elementary/Middle School Observation and Participation | 1-3            |
| EDUC          | 329           | Assessment Foundations                                 | 2              |
| EDUC          | 434           | Technology in Instructional Strategies                 | 3              |
| PSYC          | 231           | Educational Psychology                                 | 3              |
| SPED          | 230           | Introduction Exceptional Learner                       | 3              |
| SPED          | 334           | Differentiated Instruction for Diverse Classrooms      | 3              |
| <b>Total</b>  |               |  | 20-22          |

#### **Early Childhood Inclusive Endorsement**

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required and no grade below a “C”):

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 231           | Play, Art & Music for Early Childhood                    | 3              |
| EDUC          | 232           | Science, Math, and Social Science for Early Childhood    | 3              |
| EDUC          | 233           | Literature and Language Arts Program for Early Childhood | 3              |
| EDUC          | 321           | Teach Elementary/Middle School Math                      | 2              |
| FCS           | 139           | Human Development  | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations                   | 3              |
| FCS           | 338           | Prenatal & Infant Practicum                              | 3              |
| FCS           | 239           | Partners in Early Childhood Education                    | 3              |
| FCS           | 321A          | Curriculum Development in Early Childhood Education      | 2              |
| FCS           | 423           | Program Development Management                           | 3              |

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 448/448L      | Early Childhood Practicum & Lab (Age 3 through Grade 3) | 4              |
| SPED          | 216           | Clinical Experience in Pre-referral                     | 1              |
| SPED          | 316E          | Micro Teaching in Preschool                             | 1              |
| SPED          | 331           | Behavior Modification and Management                    | 3              |
| SPED          | 433           | Program Development, Implementation, and Management     | 3              |
| SPED          | 435           | Assessing Individuals with Mild/Moderate Disabilities   | 3              |
| SPED          | 438           | Consultation/Collaboration                              | 3              |
| SPED          | 439           | Language & Learning Disorders                           | 3              |
|               |               | <b>Total</b>  | 49             |

**Professional Year Courses** (two semesters) comprised of the “Block” Professional Semester and the Teacher Internship Experience Semester (Student Teaching): The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): Refer to Admission Requirements for the Professional Year.

### Semester #1 – Block

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 413E          | Elementary/Middle School Curriculum & Counseling | 1              |
| EDUC          | 414E          | Classroom Management                             | 1              |
| EDUC          | 415E          | Human Relations/Multicultural                    | 1              |
| EDUC          | 416E          | Elementary/Middle School Assessment              | 1              |
| EDUC          | 417E          | Teach Reading & Writing Diagnosis                | 1              |
| EDUC          | 422           | Teach Elementary/Middle School Science & Health  | 3              |
| EDUC          | 423           | Teach Primary Reading & Writing                  | 2              |
| EDUC          | 424           | Teach Interm. Reading & Writing                  | 2              |
| SPED          | 412E          | SPED Practices & Strategies                      | 1              |
|               |               | <b>Total</b>                                     | 13             |

### Semester #2 – Teacher Internship

EDUC 480P, Teacher Internship Primary and EDUC 480R, Teacher Internship Early Childhood Education Inclusive can be taken only upon successful completion of the above (Semester #1 – “Block”) courses (minimum cumulative GPA of 2.75 required).

NOTE: The Praxis II: Test #5024, Education of Young Children must be taken as a requisite for graduation.

### Supplemental Endorsement in Early Childhood Education (Age 3 through Grade 3)

Persons with this endorsement are prepared to teach children from Pre-kindergarten (age 3) through grade 3 (age 8). Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement. (No grade may be below a “C”)

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| EDUC          | 231           | Play, Art & Music                                   | 3              |
| FCS           | 139           | Human Development                                   | 3              |
| FCS           | 239           | Partners in Early Childhood Education               | 3              |
| FCS           | 321A          | Curriculum Development in Early Childhood Education | 2              |
| FCS           | 337           | Guidance Techniques in Human Relations              | 3              |
| FCS           | 338           | Prenatal and Infant Practicum*                      | 3              |

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| FCS           | 423           | Program Development & Management | 3              |
| FCS           | 448/448L      | Early Childhood Practicum & Lab  | 4              |
|               |               | <b>Total</b>                     | 24             |

\*Candidates must complete 45 clock-hours per practicum working with preschool (pre-kindergarten) children.

## Area of Concentration

### Early Childhood Education

These courses must be completed along with the Elementary Education Field Endorsement curriculum.

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 231           | Play, Art & Music for Early Childhood  | 3              |
| FCS           | 139           | Human Development                      | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations | 3              |
|               |               | <b>Total</b>                           | 9              |

## Minors in Family and Consumer Sciences

The Family and Consumer Sciences program offers minors in the following areas:

- Child and Family Studies
- Nutrition and Wellness
- Textiles and Fashion
- Gerontology
- Hospitality.

### Child and Family

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| FCS           | 139           | Human Development                      | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations | 3              |
| FCS           | 338           | Prenatal & Infant Practicum            | 3              |
| FCS           | 320           | Aging and Death                        | 3              |
| FCS           | 331           | Resource Management                    | 3              |
| FCS           | 437           | Family Strengths                       | 3              |
|               |               | <b>Total</b>                           | 18             |

### Nutrition and Wellness

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 136/136L      | Food Science & Lab                          | 3              |
|               | 236/236L      | OR Food and Meals Across the Lifespan & Lab |                |
| FCS           | 247           | Nutrition                                   | 3              |
| FCS           | 417           | Lifespan Wellness                           | 3              |
| FCS           | 427           | Worksite Wellness                           | 3              |
| FCS           | 447           | Nutrition for Sport & Wellness              | 3              |
| FCS           | 457           | Nutrition for Community Wellness            | 3              |
|               |               | <b>Total</b>                                | 18             |

### Textiles and Fashion

| Course Prefix | Course Number | Course Title                                 | Course Credits |
|---------------|---------------|--|----------------|
| FCS           | 135/135L      | Alteration and Construction Techniques & Lab | 3              |
| FCS           | 224           | Housing & Interior Design                    | 3              |
| FCS           | 331           | Resource Management                          | 3              |
| FCS           | 340L          | Current Trends in Design                     | 3              |
| FCS           | 341/341L      | Textiles & Lab                               | 4              |
| MKTG          | 231           | Principles of Marketing                      | 3              |
| <b>Total</b>  |               |  | 19             |

## Gerontology

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| CA            | 353           | Health Communication                      | 3              |
|               | 420           | OR Relational and Family Communications   |                |
| FCS           | 320           | Aging and Death                           | 3              |
|               | 149/149L      | OR Basic Health Care & Lab                |                |
| FCS           | 417           | Lifespan Wellness                         | 3              |
| FCS           | 420           | Loss Across the Lifespan                  | 3              |
| FCS           | 437           | Family Strengths                          | 3              |
| LS            | 431           | Introduction to Estates and Trusts        | 3              |
| SW            | 332           | Services to Elderly and Differently Abled | 2              |
| <b>Total</b>  |               |   | 20             |

## Hospitality

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| CA            | 239           | Event Planning and Leadership    | 3              |
| CA            | 330           | Conflict Resolution & Mediation  | 3              |
| FCS           | 390           | Internship                       | 3              |
| FCS           | 427           | Worksite Wellness                | 3              |
| FCS           | 436           | Global Food Systems              | 3              |
| FCS           | 457           | Nutrition and Community Wellness | 3              |
| MKTG          | 231           | Principles of Marketing          | 3              |
| <b>Total</b>  |               |                                  | 21             |

## Health, Physical Education, and Recreation

### Mission - Recreation

The mission of the Chadron State College Recreation program is to meet the educational needs of individuals interested in the broad field of Recreation, which includes the disciplines of Sport and Leisure Services, Outdoor Adventure Education, and Fitness and Exercise. The students in Recreation will develop the philosophies, knowledge and skills to become leaders in these disciplines. The program is designed to foster a commitment to providing lifelong recreational opportunities for the general public.

### Student Learning Outcomes - Recreation

- Participate in scholarly activities and services that promote student development by encouraging professional involvement, community service, certification, and lifelong learning.
- Develop an understanding of and be able to develop effective leadership styles to successfully enter management positions in the field of recreation.
- Demonstrate competency in skills needed to design, implement, and administer a variety of programs and activities in the field of Exercise and Fitness, Sports, Outdoor Adventure, Recreation, and Leisure Services.
- Develop a knowledge base and the skills necessary to participate in lifelong recreational activities.

- Develop an understanding of and be able to contribute to the enhancement in the overall quality of life for participants in the field of recreation.
- Design and outline outcomes for the development of a recreation program for their specific field.
- Gain a basic knowledge regarding legal liability, which is necessary to provide a safe and productive environment for participants in the field of recreation.
- Develop an understanding of the importance and general principles of proper fiscal management in recreational programs.

## **Mission – Physical Education**

The mission of the Physical Education Teaching Endorsements, within the Health, Physical Education Department is twofold:

- To provide high quality education and training, leading to teacher certification in teaching Physical Education.
- To provide professional, managerial, and analytical skill development for potential HPER educators.

To meet the mission of the Physical Education Teacher Education program the following National Standards for Initial Physical Education Teacher Education will be utilized:

- Physical Education teacher candidates will know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- Physical Education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 standards.
- Physical Education teacher candidates will be able to plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Physical Education teacher candidates will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Physical Education teacher candidates will use assessments and reflection to foster student learning and inform decisions about instruction.
- Physical Education teacher candidates will demonstrate disposition essential to becoming effective professionals.

## **Student Learning Outcomes - Physical Education**

- Define Physical Education.
- List the four components of physical fitness.
- Identify what constitutes a quality physical education program.
- Align curriculum and lesson plans to the National Association of Sport and Physical Education standards.
- Recognize processes of motor movement and assess student progress.
- Construct a quality physical education lesson plan.
  - Components of the lesson plan
  - Safety precautions
  - Equipment
  - Goals and outcomes
  - Extensions and adaptations
- Adapt the physical education environment for all learners.
- Administer physical education and fitness tests that evaluate and assess the psychomotor, affective, and cognitive domains.
- Promote the value of physical education in the community.
- Integrate other content areas such as math, geography, reading, history, and science into the physical education curriculum.

## Mission – Health Education

The main focus of the Chadron State College Health Education Program is to provide an endorsement in Health Education. It is the goal of the department to develop leaders in education who support the academic mission of department of Health, Physical Education and Recreation. Graduates with a health endorsement will have the knowledge to instruct students and community members to actively practice and promote good health and well-being through education, prevention, and intervention programs designed to enhance one’s ability to participate in, and benefit from acquired knowledge and experience gained in regard to living a healthy lifestyle.

To meet the mission of the Health Education Teacher Education Program, the following Health Education Teacher Preparation Standards will be utilized. Health Education Teacher Education candidates will:

- Demonstrate the knowledge and skills of a health literate educator.
- Assess needs to determine priorities for school health education.
- Plan effective comprehensive school health education curricula and programs.
- Implement health education instruction.
- Assess student learning.
- Plan and coordinate a school health education program.
- Serve as a resource person in health education.
- Communicate and advocate for health and school health education.

## Learning Outcomes – Health Education

- Demonstrate knowledge in the field of health by being able to comprehend concepts related to the promotion of health and the prevention of disease.
- Demonstrate the knowledge to promote health-enhancing behaviors and reduce health risks.
- Analyze and describe the influence of culture, media, technology and other factors on health.
- Demonstrate the ability to use interpersonal communication skills to enhance health.
- Demonstrate the ability to promote goal-setting and decision-making skills to enhance health.
- Demonstrate the knowledge to promote personal, family and community health.

## Bachelor of Arts – Sports and Recreation Management

A student must complete the Essential Studies requirements, the following core requirements, and one of the options listed below. Consultation with an advisor is recommended to help plan the sequencing of classes.

### Core Requirements

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| HPER          | 234           | Introduction to Recreation              | 3              |
| HPER          | 332           | Safety & First Aid*                     | 2              |
| HPER          | 333           | Leadership in Recreation*               | 3              |
| HPER          | 335           | Organization and Administration of HPER | 3              |
| HPER          | 337           | Recreation for Diverse Populations      | 3              |
| HPER          | 437           | Legal Aspects of Sports & Recreation    | 3              |
| HPER          | 440           | Prevention & Care of Athletic Injuries  | 3              |
| HPER          | 449           | Event and Facility Management           | 3              |
| HPER          | 490           | Internship                              | 3              |
| MGMT          | 230           | Principles of Management                | 3              |
| MKTG          | 231           | Principles of Marketing                 | 3              |
|               |               | <b>Total</b>                            | 32             |

## Exercise Science Option

| Course Prefix | Course Number | Course Title                                 | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Core Requirements                            | 32             |
| FCS           | 447           | Nutrition for Sport and Wellness             | 3              |
| HPER          | 209           | Advanced Fitness Activities*                 | 3              |
| HPER          | 232           | Anatomical & Physiological Kinesiology       | 3              |
| HPER          | 336           | Fitness Evaluation & Exercise Prescription** | 3              |
| HPER          | 429           | Motor Movement                               | 3              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab**               | 3              |
| HPER          | 442           | Aquatics and Water Safety**                  | 3              |
| HPER          | 454           | Principles of Personal Training**            | 3              |
|               |               | <b>Total</b>                                 | 56             |

\*Requires HPER Department Permission.

\*\*Requires a Prerequisite.

Students interested in entering into graduate programs in Exercise Science are recommended to complete the following courses in addition to the program above:

Recommended Essential Studies courses: MATH 232, BIOL 138/138L, BIOL 139/139L.

Recommended elective courses: PSYC 131, BIOL 340/340L, BIOL 342/342L.

## Outdoor Adventure Option

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
|               |               | Core Requirements                   | 32             |
| HPER          | 102           | Shooting Activities                 | 3              |
| AGRI          | 235           | Introduction to Wildlife Management | 3              |
| GEOS          | 137           | Environmental Geology               | 3              |
| HPER          | 120           | Outdoor Activities                  | 3              |
| HPER          | 221           | Camp Counseling                     | 3              |
| HPER          | 442           | Aquatics and water Safety*          | 3              |
| HPER          | 436           | Outdoor Adventure Skills*           | 3              |
|               |               | <b>Total</b>                        | 53             |

\*Requires a Prerequisite.

## Sport Leadership Option

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                                   | 32             |
| HPER          | 220           | Theory of Coaching                                  | 2              |
| HPER          | 336           | Fitness Evaluation & Exercise Prescription          | 3              |
| HPER          | 232           | Anatomical & Physiological Kinesiology              | 3              |
| HPER          | 421           | Philosophical & Psychological Foundations of Sport* | 2              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab*                       | 3              |
| HPER          | 453           | Sports Officiating*                                 | 3              |
| FCS           | 447           | Nutrition for Sports and Wellness                   | 3              |
|               |               | Electives in Coaching**                             | 6              |
|               |               | <b>Total</b>  | 57             |

\*Requires a Prerequisite.

\*\*HPER 321, 322, 323, 423, 424, 425, 426.

### **Bachelor of Science – Education – Field Endorsement in Health and Physical Education (K-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements for a Secondary Endorsement. Students pursuing this major must complete HPER 233 as the Personal and Social Responsibilities Essential Studies requirement (SLO #11).

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| HPER          | 107           | Individual Sport Activities                          | 3              |
| HPER          | 108           | Fitness Activities                                   | 3              |
| HPER          | 122           | Foundations of Health & Physical Education           | 2              |
| HPER          | 207           | Team Sport Activities                                | 3              |
| HPER          | 232           | Anatomical & Physiological Kinesiology               | 3              |
| HPER          | 236           | Health Topics  | 3              |
| HPER          | 325           | Teaching Individual & Dual Sports                    | 3              |
| HPER          | 332           | Safety & First Aid*                                  | 2              |
| HPER          | 335           | Organization and Administration of HPER              | 3              |
| HPER          | 336           | Fitness Evaluation & Exercise Prescription*          | 3              |
| HPER          | 339           | Theory of Physical Education K-8                     | 3              |
| HPER          | 422           | Introduction to Adapted Physical Education           | 3              |
| HPER          | 427           | Rhythmic Movement                                    | 2              |
| HPER          | 429           | Motor Movement                                       | 3              |
| HPER          | 431           | Community & Environmental Health*                    | 3              |
| HPER          | 432           | Tests & Measurements in Physical Education           | 3              |
| HPER          | 435           | Curriculum Planning in Physical Education and Health | 3              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab*                        | 3              |
| HPER          | 441           | Coordinated School Health*                           | 3              |
| HPER          | 442           | Aquatics and Water Safety*                           | 3              |
|               |               | <b>Total</b>   | <b>57</b>      |

\*Requires a Prerequisite.

### **Bachelor of Science – Education – Subject Endorsement in Physical Education (K-6)**

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements, including EDUC 431C Special Methods.

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| HPER          | 107           | Individual Sport Activities                         | 3              |
| HPER          | 108           | Fitness Activities                                  | 3              |
| HPER          | 122           | Foundations of Health & Physical Education          | 2              |
| HPER          | 232           | Anatomical & Physiological Kinesiology              | 3              |
| HPER          | 332           | Safety & First Aid*                                 | 2              |
| HPER          | 335           | Organization and Administration of HPER & Athletics | 3              |
| HPER          | 339           | Theory of Physical Education K-8                    | 3              |
| HPER          | 422           | Introduction to Adapted Physical Education          | 3              |
| HPER          | 427           | Rhythmic Movement                                   | 2              |
| HPER          | 429           | Motor Movement                                      | 3              |
| HPER          | 432           | Test & Measurements in Physical Education           | 3              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab*                       | 3              |



| Course Prefix | Course Number | Course Title | Course Credits |
|---------------|---------------|--------------|----------------|
|               |               | <b>Total</b> | 33             |

\*Requires a Prerequisite.

### **Bachelor of Science – Education – Subject Endorsement in Physical Education (7-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements.

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| HPER          | 107           | Individual Sport Activities                        | 3              |
| HPER          | 108           | Fitness Activities                                 | 3              |
| HPER          | 122           | Foundations of Health & Physical Education         | 2              |
| HPER          | 232           | Anatomical & Physiological Kinesiology             | 3              |
| HPER          | 325           | Teaching Individual & Dual Sports                  | 3              |
| HPER          | 332           | Safety & First Aid*                                | 2              |
| HPER          | 422           | Introduction to Adapted Physical Education         | 3              |
| HPER          | 427           | Rhythmic Movement                                  | 2              |
| HPER          | 429           | Motor Movement                                     | 3              |
| HPER          | 432           | Tests & Measurement in Physical Education          | 3              |
| HPER          | 435           | Curriculum Planning in Physical Education & Health | 3              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab*                      | 3              |
| HPER          | 442           | Aquatics and Water Safety*                         | 3              |
|               |               | <b>Total</b>                                       | 36             |

\* Requires a Prerequisite.

### **Bachelor of Science – Education – Subject Endorsement in Health Education (7-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education requirements.

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| FCS           | 247           | Nutrition   | 3              |
| HPER          | 108           | Fitness Activities                                  | 3              |
| HPER          | 122           | Foundations of Health & Physical Education          | 2              |
| HPER          | 232           | Anatomical & Physiological Kinesiology              | 3              |
| HPER          | 332           | Safety & First Aid*                                 | 2              |
| HPER          | 233           | Personal Health and Wellness                        | 3              |
| HPER          | 236           | Health Topics                                       | 3              |
| HPER          | 335           | Organization and Administration of HPER & Athletics | 3              |
| HPER          | 336           | Fitness Evaluation & Exercise Prescription          | 3              |
| HPER          | 431           | Community & Environmental Health*                   | 3              |
| HPER          | 435           | Curriculum Planning in Physical Education & Health  | 3              |
| HPER          | 441           | Coordinate School Health Programs*                  | 3              |
|               |               | <b>Total</b>  | 34             |

\*Requires a Prerequisite.

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308-432-6032.

## Bachelor of Science – Education – Middle Grades Content Area of Specialization in Health and Physical Education (Grades 4-9)

The student must complete the following program in addition to a Field Endorsement in middle grades 4-9, another Content Area of Specialization, and Essential Studies requirements. Students pursuing this major must complete HPER 233 as the SLO #11 Essential Studies requirement.

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| HPER          | 232           | Anatomical and Physiological Kinesiology           | 3              |
| HPER          | 325           | Teaching Individual and Dual Sports                | 3              |
| HPER          | 339           | Theory of Physical Education K-8                   | 3              |
| HPER          | 422           | Introduction to Adapted Physical Education         | 3              |
| HPER          | 429           | Motor Movement                                     | 3              |
| HPER          | 432           | Tests & Measurements in Physical Education         | 3              |
| HPER          | 435           | Curriculum Planning in Physical Education & Health | 3              |
|               |               | <b>Total</b>                                       | 21             |

## Supplemental Endorsement in Coaching (7-12)

A student must complete the following program in addition to a Subject or Field Endorsement, Professional Education, and Essential Studies requirements.

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| HPER          | 220           | Theory & Principles of Coaching                      | 2              |
| HPER          | 332           | Safety & First Aid*                                  | 2              |
| HPER          | 335           | Organization and Administration of HPER & Athletics  | 3              |
| HPER          | 421           | Philosophical and Psychological Foundation of Sport* | 2              |
| HPER          | 437           | Legal Aspects of Sports & Recreation                 | 3              |
| HPER          | 440           | Prevention & Care of Athletic Injuries               | 3              |
| HPER          | 449           | Event and Facility Management                        | 3              |
| HPER          | 453           | Sports Officiating*                                  | 3              |
| HPER          | 490           | Internship   | 3              |
|               |               | Electives in Coaching**                              | 6              |
|               |               | <b>Total</b>   | 30             |

\*Requires a Prerequisite.

\*\*HPER 321, 322, 323, 423, 424, 425, 426.

## Area of Concentration – Elementary Education Physical Education

The student must complete the following program (with a minimum GPA 2.50) in addition to the Essential Studies and Professional Education Requirements for Elementary Education:

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| HPER          | 339           | Theory of Physical Education K-8          | 3              |
| HPER          | 429           | Motor Movement                            | 3              |
| HPER          | 435           | Curriculum Planning in Physical Education | 3              |
|               |               | <b>Total</b>                              | 9              |

## Minors in Health, Physical Education, and Recreation

### Exercise Science

| Course Prefix | Course Number | Course Title                                 | Course Credits |
|---------------|---------------|--|----------------|
| HPER          | 209           | Advanced Fitness Activities*                 | 3              |
| HPER          | 232           | Anatomical & Physiological Kinesiology       | 3              |
| HPER          | 332           | Safety & First Aid**                         | 2              |
| HPER          | 336           | Fitness Evaluation & Exercise Prescription** | 3              |
| HPER          | 429           | Motor Movement                               | 3              |
| HPER          | 439/439L      | Biomechanics of Sports & Lab**               | 3              |
| HPER          | 454           | Principles of Personal Training              | 3              |
|               |               | <b>Total</b>                                 | 20             |

\*Requires HPER Departmental Permission.

\*\*Requires a Prerequisite.

### Outdoor Adventure

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| HPER          | 120           | Outdoor Activities            | 3              |
| HPER          | 221           | Camp Counseling               | 3              |
| HPER          | 246           | Introduction to Recreation    | 3              |
| HPER          | 332           | Safety & First Aid*           | 2              |
| HPER          | 436           | Outdoor Adventure Skills*     | 3              |
| HPER          | 442           | Aquatics and Water Safety*    | 3              |
| HPER          | 449           | Event and Facility Management | 3              |
|               |               | <b>Total</b>                  | 20             |

\*Requires a Prerequisite.

### Sports Leadership

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| HPER          | 220           | Theory & Principles of Coaching                     | 2              |
| HPER          | 335           | Organizational & Administration of HPER & Athletics | 3              |
| HPER          | 421           | Philosophical & Psychological Foundation of Sport*  | 2              |
| HPER          | 437           | Legal Aspect of Sports & Rec*                       | 3              |
| HPER          | 440           | Prevention & Care of Athletic Injuries              | 3              |
| HPER          | 453           | Sports Officiating                                  | 3              |
|               |               | Electives in Coaching**                             | 4              |
|               |               | <b>Total</b>  | 20             |

\*Requires a Prerequisite.

\*\*HPER 321, 322, 323, 423, 424, 425, 426.

## History

### Mission

The History program at Chadron State College is committed to student learning. Our program's layered curriculum promotes inquiry, delivers content, develops critical thinking and promotes written and verbal skills in a learning

environment that is equitable, open and pedagogically informed. The History program contributes to the vitality of the college and the region by providing an educational experience for students who are preparing for a life of thoughtful engagement in a global society.

## Student Learning Outcomes

1. Historical interpretation
  - 200 - Illustrate how historians make interpretations of the past.
  - 300 - Distinguish broad trends in historical interpretations (historiography).
  - 400 - Synthesize multiple historical interpretations.
2. Scholarly Argument
  - 200 - Identify authors' arguments.
  - 300 - Distinguish between authors' main arguments and secondary points.
  - 400 - Evaluate authors' arguments and evidence.
3. Primary Sources
  - 200 - Learn how to analyze/question a primary source.
  - 300 - Evaluate trustworthiness of sources and contrast diverse and conflicting primary sources.
  - 400 - Formulate relationships among multiple primary sources.
4. Thesis Statement
  - 200 - Develop thesis statement supported by evidence using appropriate standards of evidence.
  - 300 - Create an argument, marshal evidence from multiple sources, and use endnotes, footnotes, and bibliography.
  - 400 - Select problem of study, find appropriate resources, and use endnotes, footnotes, and bibliography.
5. Social Sciences
  - 200 - Demonstrate the connections among cognate social studies areas.
  - 300 - Integrate perspectives from multiple cognate social studies areas.
  - 400 - Evaluate the applicability of cognate social science areas.
6. Communication
  - Display clear and cogent written and oral communication.

## Bachelor of Arts – History

A student must complete the following program, the Essential Studies requirements, and a major or minor in another discipline.

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
| HIST          | 151           | United States before 1877                         | 3              |
|               | 152           | OR United States after 1877                       |                |
| HIST          | 171           | World History before 1500                         | 3              |
|               | 172           | OR World History after 1500                       |                |
|               |               | Two (2) Historical Process courses                | (6)            |
| HIST          | 210           | Power and Institutions                            | 3              |
|               | 220           | OR The Global and Identity                        | 3              |
|               | 230           | OR Exchange and the Environment                   | 3              |
|               | 240           | OR Belief and Culture                             | 3              |
|               |               | Two (2) Content/Context (US/Europe) courses       | (6)            |
| HIST          | 351           | Ancient West                                      | 3              |
|               | 352           | OR Europe: Renaissance to World War               | 3              |
|               | 353           | OR Europe Since 1914                              | 3              |
|               | 354           | OR U.S. Colonial and Early Republic               | 3              |
|               | 355           | OR U.S. in the Nineteenth Century                 | 3              |
|               | 356           | OR America in the Twentieth Century               | 3              |
|               |               | Two (2) Content/Context (North Amer West) courses | (6)            |
| HIST          | 361           | North American West                               | 3              |
|               | 362           | OR Nebraska History                               | 3              |

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
|               | 363           | OR American Indian History                | 3              |
|               | 364           | OR American Environmental History         | 3              |
|               | 365           | OR History of Canada                      | 3              |
|               | 366           | OR History of Mexico                      | 3              |
|               |               | Two (2) Content/Context (World) courses   | (6)            |
| HIST          | 371           | Ancient East Asia                         | 3              |
|               | 372           | OR Modern East Asia                       | 3              |
|               | 373           | OR The History of the Pacific Rim         | 3              |
|               | 374           | OR History of the Middle East             | 3              |
|               | 375           | OR History of Africa                      | 3              |
|               | 376           | OR Latin American History                 | 3              |
|               |               | One (1) Seminar in Process/Content        | (3)            |
| HIST          | 455           | Process in US/European History            | 3              |
|               | 465           | OR Process in North American West History | 3              |
|               | 475           | OR Process in World History               | 3              |
| HIST          | 495           | Seminar in the Social Sciences            | 3              |
|               |               | <b>Total</b>                              | <b>36</b>      |

### **Bachelor of Science – Education – Subject Endorsement in History (7-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education requirements. EDUC 100 is recommended to take during the first year of study at CSC.

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
| HIST          | 151           | United States before 1877                         | 3              |
|               | 152           | OR United States after 1877                       |                |
|               | 171           | OR World History before 1500                      |                |
|               | 172           | OR World History after 1500                       |                |
|               |               | Two (2) Historical Process courses                | (6)            |
| HIST          | 210           | Power and Institutions                            | 3              |
|               | 220           | OR The Global and Identity                        | 3              |
|               | 230           | OR Exchange and the Environment                   | 3              |
|               | 240           | OR Belief and Culture                             | 3              |
|               |               | Two (2) Content/Context (US/Europe) courses       | (6)            |
| HIST          | 351           | Ancient West                                      | 3              |
|               | 352           | OR Europe: Renaissance to World War               | 3              |
|               | 353           | OR Europe Since 1914                              | 3              |
|               | 354           | OR U.S. Colonial and Early Republic               | 3              |
|               | 355           | OR U.S. in the Nineteenth Century                 | 3              |
|               | 356           | OR America in the Twentieth Century               | 3              |
|               |               | Two Content/Context (North American West) courses | (6)            |
| HIST          | 361           | North American West                               | 3              |
| HIST          | 362           | OR Nebraska History                               | 3              |
| HIST          | 363           | OR American Indian History                        | 3              |
| HIST          | 364           | OR American Environmental History                 | 3              |
| HIST          | 365           | OR History of Canada                              | 3              |
| HIST          | 366           | OR History of Mexico                              | 3              |
|               |               | Two Content/Context (World) courses               | (6)            |
| HIST          | 371           | Ancient East Asia                                 | 3              |
| HIST          | 372           | OR Modern East Asia                               | 3              |
| HIST          | 373           | OR The History of the Pacific Rim                 | 3              |
| HIST          | 374           | OR History of the Middle East                     | 3              |
| HIST          | 375           | OR History of Africa                              | 3              |
| HIST          | 376           | OR Latin American History                         | 3              |

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
|               |               | Seminar in Process/Content                       | (3)            |
| HIST          | 455           | Process in US/European History                   | 3              |
| HIST          | 465           | Process in North American West History           | 3              |
| HIST          | 475           | Process in World History                         | 3              |
| HIST          | 495           | Seminar in the Social Sciences                   | 3              |
|               |               | Electives from Political Science or Anthropology | 6              |
|               |               | <b>Total</b>                                     | 36             |

## Minors in History

A student must complete the following program in addition to a major in another discipline and the Essential Studies requirements.

| Course Prefix | Course Number | Course Title                           | Course Credits                                   |
|---------------|---------------|--|--|
| HIST          | 151           | United States before 1877              | 3  |
|               | 152           | OR United States after 1877            |  |
| HIST          | 171           | World History before 1500              | 3  |
|               | 172           | OR World History after 1500            |  |
|               |               | One Historical Process course          | (3)  |
| HIST          | 210           | Power and Institutions                 | 3  |
|               | 220           | OR The Global and Identity             | 3  |
|               | 230           | OR Exchange and the Environment        | 3  |
|               | 240           | OR Belief and Culture                  | 3  |
|               |               | One Content/Context (US/Europe) course | (3)  |
| HIST          | 351           | Ancient West                           | 3  |
|               | 352           | OR Europe: Renaissance to World War    | 3  |
|               | 353           | OR Europe Since 1914                   | 3  |
|               | 354           | OR U.S. Colonial and Early Republic    | 3  |
|               | 355           | OR U.S. in the Nineteenth Century      | 3  |
|               | 356           | OR America in the Twentieth Century    | 3  |
|               |               |  | One Content/Context (North American West) course |
| HIST          | 361           | North American West                    | 3  |
|               | 362           | OR Nebraska History                    | 3  |
|               | 363           | OR American Indian History             | 3  |
|               | 364           | OR American Environmental History      | 3  |
|               | 365           | OR History of Canada                   | 3  |
|               | 366           | OR History of Mexico                   | 3  |
|               |               |  | One Content/Context (World) courses              |
| HIST          | 371           | Ancient East Asia                      | 3  |
|               | 372           | OR Modern East Asia                    | 3  |
|               | 373           | OR The History of the Pacific Rim      | 3  |
|               | 374           | OR History of the Middle East          | 3  |
|               | 375           | OR History of Africa                   | 3  |
|               | 376           | OR Latin American History              | 3  |
|               |               | <b>Total</b>                           | 18   |

## Interdisciplinary Studies

### Mission

The Comprehensive Major in Interdisciplinary Studies is designed for the motivated student who is seeking specific degree competencies not fulfilled by traditional degree programs offered through Chadron State College. This program

is intended to meet the needs of students who are self-directed, have a clear sense of educational purpose, and are able to integrate learning experiences across the academic curriculum. Following an approved curriculum, the student completes an individualized educational experience intended to provide a coherent, goal-oriented, academically sound knowledge base that is directly relevant to the intellectual development and career path of the student.

## Student Learning Outcomes

The student will:

- Describe connections between their coursework and their anticipated career.
- Discuss linkages within their coursework.
- Write logically and persuasively, using proper grammar and punctuation.

## Bachelor of Arts – Comprehensive Major in Interdisciplinary Studies

Special Requirements:

- Application for the Bachelor of Arts with a Comprehensive Major in Interdisciplinary Studies must be made to the Dean of Curriculum and Accreditation prior to completing 90 course credits of college credit.
- At least 30 of the total course credits must be completed through Chadron State College’s traditional classroom, interactive television, or online (Internet-based) instruction. The balance may be obtained through approved prior learning credit, CLEP, or Internships. No more than 42 course credits may be earned through a combination of experiential credit programs (CLEP, Prior Learning Credit, Internships), with not more than 18 course credits earned from any one experiential credit program.
- Following acceptance into the program, students must meet with the Dean of Curriculum and Accreditation or designated academic advisor to complete an official plan of study.
- Hours used to fulfill an Interdisciplinary major may not be used to fulfill additional majors or minors.

|   |                                     |
|---|-------------------------------------|
| Essential Studies course credits .....  | 39                                  |
| Course credits from courses selected in consultation with academic advisor..... | *81                                 |
|   | Minimum Total course credits .. 120 |

\*A minimum of 40 credits must be 300 or 400 level courses.

## Justice Studies

### Mission

The Justice Studies program provides the student with instruction in Criminal Justice and Legal Studies. The program focuses on the building of knowledge in the areas of law enforcement, criminology, law, paralegal studies, courts, juvenile justice, forensic studies, and corrections from a social science perspective. The program strives to promote basic principles of justice that enhance the criminal justice and legal professions and benefit the community at large. The program seeks to produce students who are critical and ethical thinkers, knowledgeable about issues of crime, law and justice, and appreciative and mindful of their civic and social responsibilities to provide service and leadership in their communities. The program provides students with the professional and academic preparation necessary for entry-level positions in public and private sectors. The program also provides students with the preparation necessary for successful graduate study and endeavors to provide professionals with career-enhancing educational experiences.

### Student Learning Outcomes – Criminal Justice

The Criminal Justice curriculum prepares students for professional criminal justice careers; for graduate work in areas such as political science, sociology, and criminal justice; and for various professional schools including law, social work, public administration and business administration. Criminal Justice students will:

- Demonstrate effective written and oral communication skills.
- Differentiate between the principal components of the criminal justice system and examine the interrelationship within and between those components.
- Demonstrate an understanding of the role of law, both substantive and procedural, as a central feature in the criminal justice system.

- Recognize and describe the scope of the crime problem, theoretical explanations of crime and delinquency, and how our understanding of these concepts affects system processes.
- Value the importance of ethics and ethical behavior in the pursuit of justice.
- Recognize issues related to effective policing in American society.
- Demonstrate foundational knowledge in the principles of scientific investigation of crime.
- Contrast the differing arrays of people and cultures as they relate to the justice system.
- Possess an awareness of the goals, successes, and challenges of institutional and community corrections.
- Evaluate issues that have traditionally confronted the justice system and identify prevailing trends, attitudes, advances and policies that will have an impact on the principal institutions of the criminal justice system.

## Student Learning Outcomes – Legal Studies

The Legal Studies Program prepares non-lawyer personnel to perform support services for professionals in law firms, government offices, trust departments, real estate offices, accounting firms and other law related activities. Under a lawyer’s supervision, Legal Assistants or Paralegals are expected to perform a wide variety of functions. These include interviewing clients and witnesses, researching legal authority, analyzing factual and legal situations, preparing documents and forms, and managing offices. The curriculum also prepares students for graduate work in Legal Studies or law. Legal Studies students will:

- Demonstrate a comprehensive understanding of selected areas of substantive and procedural law.
- Acquire organizational, computer literacy, writing, oral communication, and interpersonal skills.
- Demonstrate an ability to analyze problems, to formulate and evaluate logical alternative solutions, and to construct and evaluate logical arguments in support of specific positions.
- Value and employ the ethical dimensions of the paralegal profession.
- Demonstrate appropriate and effective legal research and writing skills.
- Recognize and explain the fundamentals of law office organization, and the role performed by lawyers and non-lawyers.

## Honors Seminars

The Justice Studies Department offers Honors Seminars within the major. Students with a 3.25 grade point average or above are eligible to take part in the Honors Seminars. Students completing all 6 hours of the program will receive special graduation recognition.

## Bachelor of Arts – Comprehensive Major in Justice Studies-Criminal Justice

A student must complete the following program in addition to the Essential Studies requirements:

### Core Requirements

| Course Prefix | Course Number | Course Title                             | Course Credits |
|---------------|---------------|--|----------------|
| CJ            | 231           | Introduction to Criminal Justice         | 3              |
| CJ            | 232           | Introduction to Law Enforcement          | 3              |
| CJ            | 236           | Introduction to Corrections              | 3              |
| CJ            | 336           | Multicultural Issues in Criminal Justice | 3              |
| CJ            | 337           | Introduction to Law                      | 3              |
| CJ            | 339           | Criminology                              | 3              |
| CJ            | 434           | Senior Seminar in Criminal Justice       | 3              |
| CJ            | 436           | Seminar: Comparative Criminal Justice    | 3              |
| CJ            | 441           | Ethical Issues in Criminal Justice       | 3              |
|               |               | Law Enforcement Focus* (see list below)  | 6              |
|               |               | Law Focus* (see list below)              | 6              |
|               |               | Juvenile Justice Focus* (see list below) | 6              |
|               |               | Corrections Focus* (see list below)      | 6              |
|               |               | Forensic Studies Focus* (see list below) | 6              |



| Course Prefix | Course Number | Course Title | Course Credits |
|---------------|---------------|--------------|----------------|
|               |               | <b>Total</b> | 57             |

\*Focus Areas: A student must complete six (6) credits in each of the following five areas:

### Law Enforcement Focus Area

| Course Prefix | Course Number | Course Title                                    | Course Credits |
|---------------|---------------|---|----------------|
| CJ            | 233           | Law Enforcement Organization and Administration | 3              |
| CJ            | 238           | Survey of Private Security                      | 3              |
| CJ            | 321           | Police and Community Relations                  | 3              |
| CJ            | 435           | Drugs, Alcohol and Crime                        | 3              |
| CJ            | 437           | Topics in Law Enforcement                       | 1-3            |
|               |               | <b>Total</b>                                    | 6              |

### Law Focus Area

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| CJ            | 331           | Criminal Law                     | 3              |
| CJ            | 333           | Judiciary and Constitutional Law | 3              |
| CJ            | 334           | Criminal Procedures              | 3              |
| CJ            | 433           | Rules of Evidence                | 3              |
| CJ            | 438           | Topics in Law                    | 1-3            |
|               |               | <b>Total</b>                     | 6              |

### Forensic Studies Focus Area

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| CJ            | 235           | Fundamentals of Criminal Investigation | 3              |
| CJ            | 323           | Forensic Studies I                     | 3              |
| CJ            | 444           | Forensic Studies II                    | 3              |
| CJ            | 445           | Forensic Evidence                      | 3              |
| CJ            | 450           | Topics in Forensic Studies             | 1-3            |
|               |               | <b>Total</b>                           | 6              |

### Juvenile Justice Focus Area

| Course Prefix | Course Number | Course Title               | Course Credits |
|---------------|---------------|----------------------------|----------------|
| CJ            | 322           | Juvenile Crime and Gangs   | 3              |
| CJ            | 332           | Juvenile Delinquency       | 3              |
| CJ            | 432           | Juvenile Law               | 3              |
| CJ            | 439           | Juvenile Corrections       | 3              |
| CJ            | 440           | Topics in Juvenile Justice | 1-3            |
|               |               | <b>Total</b>               | 6              |

### Corrections Focus Area

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| CJ            | 234           | Correctional Casework and Practice | 3              |
| CJ            | 338           | Community Based Corrections        | 3              |
| CJ            | 430           | Topics in Corrections              | 1-3            |
| CJ            | 431           | Institutional Corrections          | 3              |
| CJ            | 443           | Correctional Law                   | 3              |
|               |               | <b>Total</b>                       | 6              |

Students who wish to complete an emphasis area in the program (Criminal Justice with an emphasis in Law Enforcement; Criminal Justice with an emphasis in Law; Criminal Justice with an emphasis in Corrections; Criminal Justice with an emphasis in Juvenile Justice; Criminal Justice with an emphasis in Forensic Studies) must complete four courses listed in the focus area.

## Bachelor of Arts – Comprehensive Major in Justice Studies-Legal Studies

A student must complete the following in addition to the Essential Studies requirements:

### Core Requirements

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| ACTG          | 241           | Accounting Principles I              | 3              |
| CA            | 330           | OR Conflict Resolution and Mediation |                |
| LS            | 231           | Introduction to Legal Studies        | 3              |
| LS            | 232           | Litigation/Civil Procedures          | 3              |
| LS            | 238           | Legal Research & Writing I           | 3              |
| LS            | 337           | Introduction to Law                  | 3              |
| LS            | 338           | Legal Research & Writing II          | 3              |
| LS            | 436           | Ethics/Professional Responsibility   | 3              |
|               |               | Commercial Focus*                    | 9              |
|               |               | Litigation Focus*                    | 9              |
|               |               | Public Law Focus*                    | 9              |
|               |               | <b>Total</b>                         | 48             |

\*Focus Areas: A student must complete nine (9) course credits in each of the following three areas:

### Commercial

| Course Prefix | Course Number | Course Title                  | Course Credits |
|---------------|---------------|-------------------------------|----------------|
| LS            | 332           | The Law of Contracts          | 3              |
| LS            | 343           | Commercial Law                | 3              |
| LS            | 434           | Law of Real Estate            | 3              |
| LS            | 435           | Law of Business Organizations | 3              |
| LS            | 444           | Topics in Commercial Law      | 3              |
|               |               | <b>Total</b>                  | 9              |

### Public Law

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| LS            | 235           | Administrative Law                   | 3              |
| LS            | 236           | Family Law                           | 3              |
| LS            | 333           | The Judiciary and Constitutional Law | 3              |
| LS            | 431           | Introduction to Estates and Trusts   | 3              |
| LS            | 438           | Topics in Law                        | 1-3            |
|               |               | <b>Total</b>                         | 9              |

### Litigation

| Course Prefix | Course Number | Course Title        | Course Credits |
|---------------|---------------|---------------------|----------------|
| LS            | 233           | Torts               | 3              |
| LS            | 331           | Criminal Law        | 3              |
| LS            | 334           | Criminal Procedures | 3              |
| LS            | 432           | Juvenile Law        | 3              |

| Course Prefix | Course Number | Course Title      | Course Credits |
|---------------|---------------|-------------------|----------------|
| LS            | 433           | Rules of Evidence | 3              |
|               |               | <b>Total</b>      | 9              |

## Minors in Justice Studies

A student must complete the following program in addition to the Essential Studies requirements and a major in another area.

### Criminal Justice

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| CJ            | 231           | Introduction to Criminal Justice                         | 3              |
| CJ            | 232           | Introduction to Law Enforcement                          | 3              |
| CJ            | 236           | Introduction to Corrections                              | 3              |
| CJ            | 337           | Introduction to Law                                      | 3              |
|               |               | Upper-division electives in Criminal Justice focus areas | 9              |
|               |               | <b>Total</b>   | 21             |

### Legal Studies

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| LS            | 231           | Introduction to Legal Studies                         | 3              |
| LS            | 238           | Legal Research & Writing I                            | 3              |
| LS            | 337           | Introduction to Law                                   | 3              |
| LS            | 436           | Ethics/Professional Responsibility                    | 3              |
|               |               | Upper-division electives in Legal Studies focus areas | 9              |
|               |               | <b>Total</b>  | 21             |

## Mathematics

### Mission

The mission of the Math program is to produce graduates who have developed mathematical ability and knowledge of the depth and breadth of mathematics, who can communicate about and with mathematics, who use technology to support problem solving and promote understanding, and who apply the mathematical sciences, including statistics, in other academic disciplines.

### Student Learning Outcomes

Math students at Chadron State College will:

- Develop mathematical ability and knowledge of the depth and breadth of mathematics.
- Communicate about and with mathematics.
- Use technology to support problem solving and promote understanding.
- Apply the mathematical sciences, including statistics, in other academic disciplines.

### Bachelor of Science – Subject Major in Mathematics

A student must complete the following program in addition to Essential Studies Program and a major or minor in another area. Transfer students must complete at least one-half of the major at Chadron State College. An unduplicated course from upper division courses (excluding MATH 335) in mathematics will be taken to satisfy the Essential Studies mathematics requirement.

| Course Prefix | Course Number | Course Title                    | Course Credits |
|---------------|---------------|---------------------------------|----------------|
| MATH          | 151           | Calculus I                      | 5              |
| MATH          | 237           | History and Foundations of Math | 3              |
| MATH          | 252           | Calculus II                     | 5              |
| MATH          | 330           | Differential Equations          | 3              |
| MATH          | 331           | Probability and Statistics      | 3              |
| MATH          | 336           | Calculus III                    | 3              |
| MATH          | 337           | Linear Algebra                  | 3              |
| MATH          | 410           | Mathematics Seminar             | 1              |
| MATH          | 429           | Introduction To Modern Algebra  | 3              |
| MATH          | 434           | Introductory Analysis           | 3              |
|               |               | Upper-division Math Electives   | 4              |
|               |               | <b>Total</b>                    | 36             |

### **Bachelor of Science in Education – Field Endorsement in Mathematics (6-12)**

A student must complete the following program in addition to the Essential Studies and Professional Education requirements. Transfer students must complete one-half of the program at Chadron State College. MATH 239 will be taken to satisfy the Essential Studies Mathematics requirements.

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| MATH          | 151           | Calculus I                           | 5              |
| MATH          | 237           | History and Foundations of Math      | 3              |
| MATH          | 252           | Calculus II                          | 5              |
| MATH          | 330           | Differential Equations*              | 3              |
| MATH          | 331           | Probability and Statistics           | 3              |
| MATH          | 334           | College Geometry                     | 3              |
| MATH          | 336           | Calculus III                         | 3              |
| MATH          | 337           | Linear Algebra                       | 3              |
| MATH          | 401           | Advanced Math Education Perspectives | 3              |
| MATH          | 410           | Mathematics Seminar                  | 1              |
| MATH          | 429           | Introduction To Modern Algebra       | 3              |
| MATH          | 434           | Introductory Analysis                | 3              |
|               |               | <b>Total</b>                         | 38             |

\*MATH 330 will serve as the course for the mathematical modeling requirement of this endorsement.

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308 432 6032.

### **Bachelor of Science – Education – Middle Grades Content Area of Specialization in Mathematics (Grades 4-9)**

A student must complete the following program in addition to the Essential Studies and Professional Education Field Endorsement in Middle Grades requirements, and one other Content Area of Specialization for Middle Grades.

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| MATH          | 135           | Pre-Calculus Mathematics           | 3              |
| MATH          | 138           | Applied Calculus                   | 3              |
| MATH          | 232           | Applied Statistics                 | 3              |
|               | 331           | OR Probability and Statistics      |                |
| MATH          | 235           | Math for the Elementary Teacher I  | 3              |
| MATH          | 237           | History & Foundations of Math      | 3              |
| MATH          | 238           | Math for the Elementary Teacher II | 3              |
|               |               | <b>Total</b>                       | 18             |

## Area of Concentration – Elementary Education

### Mathematics Education

A student must complete 9 credit hours from the following courses in addition to the Essential Studies and Professional Education, Elementary Education requirements:

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| MATH          | 237           | History and Foundations of Math             | 3              |
| MATH          | 239           | Discrete Mathematics                        | 3              |
| MATH          | 334           | College Geometry                            | 3              |
| MATH          | 401           | Advanced Mathematics Education Perspectives | 3              |

### Minors in Mathematics

#### Applied Statistics

A student must complete the following program in addition to a major in another area and the Essential Studies requirements. Under SLO #4 of the Essential Studies Program, the student must complete either Math 138 or Math 151.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| MATH          | 331           | Probability & Statistics              | 3              |
| MATH          | 337           | Linear Algebra                        | 3              |
| MATH          | 338           | Operations Research                   | 3              |
| MATH          | 433           | Statistical Methods and Data Analysis | 3              |
| MATH          | 435           | Sampling Techniques                   | 3              |
| MATH          | 439           | Theory of Statistics                  | 3              |
|               |               | <b>Total</b>                          | 18             |

#### Mathematics

A student must complete the following program in addition to a major in another area and the Essential Studies requirements:

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| MATH          | 151           | Calculus I                             | 5              |
| MATH          | 237           | History and Foundations of Mathematics | 5-6            |
|               | 239           | AND Discrete Mathematics               |                |
|               | 252           | OR Calculus II                         |                |
| MATH          | 331           | Probability and Statistics             | 3              |
|               |               | Upper Division Math Electives          | 7              |
|               |               | <b>Total</b>                           | 20-21          |

## Military Science Leadership – ROTC Program

### Mission

The Chadron State College Army Reserve Officers Training Corps (ROTC) War Eagle Company was established in 2005 and is affiliated with the Mount Rushmore Battalion, located on the South Dakota School of Mines and Technology campus. The CSC ROTC program, administered by commissioned and noncommissioned officers of the United States Army, is open to both men and women. Courses are offered on the CSC campus, along with field exercises and social events at Camp Rapid in Rapid City, South Dakota. Military Science Leadership courses (MSL)

complement any course of study providing leadership training unavailable anywhere else on campus. Participation in the ROTC Basic Course incurs no military obligation. Students completing both the Basic Course and Advanced Course may be commissioned as second lieutenants in the U.S. Army or the Nebraska National Guard.

**Student Learning Outcomes:**

- To develop leadership and managerial potential and a basic understanding of associated professional knowledge.
- To develop a strong sense of personal integrity, honor, and individual responsibility.
- To provide an understanding of the fundamental concepts and principles of military art and science.
- To develop an appreciation of the requirements for national security.

Attainment of these outcomes will prepare students for commissioning and will establish a sound basis for future professional development and effective performance in the Army or any chosen career field.

In the traditional four-year program, the student enrolls in eight consecutive semesters of MSL courses, two (2) course credits each semester for the first two (2) years, and four (4) course credits for the last two (2) years. Leadership laboratories are offered concurrently with each of the classroom courses.

Non-traditional two-year programs include eligible veterans with prior military service, current members of the US Army Reserve or Army National Guard, and students who have had high school Junior ROTC or Civilian Air Patrol experience. A two-year program is available for any student having four academic semesters remaining or enrollment into a Masters’ degree program after attending a summer ROTC Leadership Training Course at Fort Knox, Kentucky. Participation at the basic course does not carry any commitment to participate in ROTC but it does satisfy the prerequisites necessary to enter the final four semesters of ROTC.

**Contact Information**

ROTC  
 Chadron State College  
 Crites Hall  
 308-432-6030  
<http://www.csc.edu/rotc/>

**Curriculum**

ROTC provides both leadership training and experience demanded by both Corporate America and the U.S. Army. ROTC consists of Basic and Advanced courses of instructions. The Basic Courses consist of the first four semesters of MSL, including MSL 101, 102, 201, 202 and associated labs. It is designed to provide all college students with leadership and management skills demanded in today’s workplace. Participation in the Basic Course requires no obligation or commitment to continue in ROTC or serve in the Armed Forces.

The Advanced Courses consist of the last four semesters of the ROTC program. The Advanced Courses are offered to students possessing the potential to become Army officers and who desire to serve as commissioned officers in the Active Army, U.S. Army Reserve, or the Army National Guard. The objective of the Advanced Course is to select, train, and prepare students for military service.

**Basic Courses**

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| MSL           | 101/101L      | Leadership and Personal Development & Lab | 3              |
| MSL           | 102/102L      | Introduction to Tactical Leadership & Lab | 2              |
| MSL           | 201/201L      | Innovative Team Leadership & Lab          | 2              |
| MSL           | 202/202L      | Foundations of Tactical Leadership & Lab  | 2              |
|               |               | <b>Total</b>                              | 9              |

## Advanced Courses

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| HIST          | 460           | American Military History                 | 3              |
| MSL           | 301/301L      | Adaptive Team Leadership & Lab            | 4              |
| MSL           | 302/302L      | Leadership in Changing Environments & Lab | 4              |
| MSL           | 394           | Advanced Military Science Internship      | 4              |
| MSL           | 401/401L      | Developing Adaptive Leaders & Lab         | 4              |
| MSL           | 402/402L      | Leadership in a Complex World & Lab       | 4              |
|               |               | <b>Total</b>                              | 23             |

Students must additionally complete a course in the following areas to satisfy commissioning requirements: 1) American Military History, 2) Communications, and 3) Computer Literacy.

## Electives

ROTC Electives are provided to cadets on a case-by-case basis to further advance their military training and prepare them to lead troops after graduation. These classes are also used to facilitate non-traditional students who desire to participate in the ROTC program. Consult the Military Science Leadership personnel in the Crites building, office number 003 for course information and credit available.

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| MSL           | 403           | Third Year Advanced Military Science I  | 2              |
| MSL           | 404           | Third Year Advanced Military Science II | 2              |
| MSL           | 411           | Developing Subordinate Leaders I        | 3              |
| MSL           | 412           | Developing Subordinate Leaders II       | 3              |
| MSL           | 491           | Advanced Internship in Leadership       | 1              |
| MSL           | 494           | Leader Development & Assessment         | 3              |

## Minor in Military Science

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| MSL           | 109           | Military Fitness                          | 3              |
| MSL           | 301/301L      | Adaptive Team Leadership & Lab            | 4              |
| MSL           | 302/302L      | Leadership in Changing Environments & Lab | 4              |
| MSL           | 401/401L      | Developing Adaptive Leaders & Lab         | 4              |
| MSL           | 402/402L      | Leadership in a Complex World & Lab       | 4              |
| HIST          | 460           | American Military History                 | 3              |
|               |               | <b>Total</b>                              | 22             |

## Financial Information

Financial support in the form of a tax-free stipend is paid to contracted cadets. The amount of this stipend is \$350 per month for freshmen, \$400 per month for sophomores, \$450 per month for juniors and \$500 per month for seniors. The stipend is paid for up to ten months per calendar year to contracted cadets who are enrolled in ROTC. Students attending the four-week ROTC Leadership Training Course or the 32 day Leaders Development and Assessment Course (LDAC) receive approximately \$800 plus room, board, and travel expenses.

Additional financial aid is available to eligible freshman, sophomore, and junior students in the form of four-year, three-year, and two-year Army ROTC scholarships. Required texts and class materials will be provided at no cost to the student. Military equipment will be issued for use to students and will have to be returned at the end of the course. MSL credit may be applied as free electives toward graduation.

## Extracurricular Activities

Military-related extracurricular activities and organizations available to the ROTC student include Pershing Rifles, Scabbard and Blade, participation in the Bataan Memorial Death March, and the Ranger Challenge team. Students may also take part in voluntary hands-on training to include physical fitness, self-defense, survival, weapons, orienteering, rappelling, mountaineering, and first aid. These exercises are designed to provide the student with an opportunity to practice and improve skills learned in the classroom.

## Museum Studies

### Mission

The mission of the Museum Studies program is to provide an introduction to the various aspects and a fundamental understanding of the museum profession. Through the study of museums, their practices, history, and philosophies, students are provided with a strong foundation for beginning their museum career exploration.

This course of study is designed to give the student a broad overview of the various aspects and issues that one may face in the workplace. Through classroom study, practical application, and individualized attention, the Museum Studies program is designed to allow students to personalize their course of study to their career outcomes.

### Student Learning Outcomes

Upon completion of a minor in Museum Studies, students will be able to:

- Articulate principles for collections management and care.
- Demonstrate an understanding of the historical and philosophical context for the museum in modern America.
- Demonstrate a fundamental knowledge of museum administration, education, and exhibit design principles.

## Minor in Museum Studies

A student must complete the following program in addition to the Essential Studies requirements and a major in another discipline.

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| MS            | 235           | Introduction to Archival Collections | 3              |
| MS            | 319           | History and Theory of Museums        | 3              |
| MS            | 330           | Management and Care of Collections   | 3              |
| MS            | 331           | Exhibit Design                       | 3              |
| MS            | 333           | Museum Administration                | 3              |
| MS            | 340           | Museum Education                     | 3              |
| MS            | 390           | Internship in Museum Studies         | 3              |
|               |               | <b>Total</b>                         | 21             |

## Music

### Mission

It is the mission of the Department of Music at Chadron State College to provide students a rich environment in which to pursue their musical interests and career goals. With a broad-based curriculum, the undergraduate programs offered are designed to prepare students for a variety of careers in both the public and the private sectors. The CSC Department of Music strives to set and maintain high standards of excellence in providing musical leadership to the campus and to the service region as the premier four-year institution of higher education in the Nebraska Panhandle.



## **Student Learning Outcomes**

Students will:

- Demonstrate acquired musical skills by performing alone and in ensembles.
- Notate, analyze, and describe music using a common vocabulary.
- Develop an appreciation for and knowledge of the history of music as it relates to form, style, performance practice, and the other arts.
- Formulate strategies and demonstrate skills directly related to their degree program.

## **Admission to the music program**

Incoming students are admitted to the music programs on a probationary basis. Admission is based on the following criteria:

1. Students must successfully pass Admission to Candidacy (MUS 199) in order to continue in any music program. Admission to Candidacy is comprised of an evaluation of the student's progress in their major performance area as well as their piano, theory, and aural skills. A satisfactory evaluation will qualify a student to proceed to 200-level applied lessons.
2. Students must also successfully perform a Sophomore Qualifying Exam (MUS 299) for entrance to 300-level applied lessons. A student must demonstrate, through performance of technical material and repertoire, a degree of facility and musicality deemed sufficient to undertake advanced applied study.

## **Proficiencies and Requirements**

1. Music majors and minors are required to participate in the major performing ensemble directly related to their major performing instrument/voice throughout their entire program, excluding the professional year for education majors and during internship (music industry option).
2. Attendance at department-approved musical programs is required of all full-time music majors and minors enrolled in applied music lessons. Students enrolled in applied music major or minor lessons must also be co-enrolled in MUS 101 (Student Recital).
3. New incoming students must take the theory and piano placement exams during the first week of classes.
4. Students in all degree programs (B.S.E. and B.A.) are required to pass a Piano Proficiency Examination before attempting the Sophomore Qualifying Exam (MUS 299) on their major instrument.
5. The Department of Music requires that music majors and minors receive a grade of "C" or higher in all music coursework in order to receive departmental approval for graduation.
6. Transfer students from a two (2) year institution must complete 50% of the required courses for the music major.
7. In accordance with standards set by the National Association of Schools of Music (NASM), all majors will develop an awareness of non-Western music. The following courses will satisfy the requirement: MUS 269 – Drumming, MUS 328 – World Music and Globalization, or MUS 330 – African-American Popular Music 1619-1980.

## **Bachelor of Arts – Subject Major in Music Studies**

A student must complete the following program in addition to the Essential Studies requirements and a major or minor in another discipline. Recommended majors or minors include Art, Business, Communication Arts, English, History, Psychology, and Theater. A liberal arts degree, such as this, prepares a student for a variety of careers in industry and service as well as for continuing on to graduate school. No grade lower than "C" in any required music course will apply toward graduation.

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| MUS           | 101           | Student Recital                  | 0              |
| MUS           | 102           | Wind Symphony                    | 2              |
|               | 103           | OR Concert Choir                 |                |
| MUS           | 115           | Private Instruction              | 2              |
| MUS           | 131/131L      | Theory I & Lab                   | 4              |
| MUS           | 132/132L      | Theory II & Lab                  | 4              |
| MUS           | 199           | Admission to Candidacy           | 0              |
| MUS           | 215           | Private Music Instruction        | 2              |
| MUS           | 231/231L      | Theory III & Lab                 | 4              |
| MUS           | 299           | Sophomore Qualifying Examination | 0              |
| MUS           | 301           | Principles of Conducting         | 2              |
| MUS           | 302           | Wind Symphony                    | 3              |
|               | 303           | OR Concert Choir                 |                |
| MUS           | 327           | Survey of Music history          | 3              |
| MUS           | 361           | Functional Piano Skills          | 2              |
|               | 363           | OR Accompanying Techniques       |                |
|               |               | Elective Chamber Ensemble        | 1              |
|               |               | Electives in Music History       | 2              |
|               |               | Upper Division Electives*        | 5              |
|               |               | <b>Total</b>                     | <b>36</b>      |

\*Any 300-400 level music course.

### Electives in Chamber Ensemble

(Courses may be taken for repeated credit)

| Course Prefix | Course Number | Course Title           | Course Credits |
|---------------|---------------|------------------------|----------------|
| MUS           | 304           | Vocal Jazz Ensemble    | 1              |
| MUS           | 305           | Jazz Band              | 1              |
| MUS           | 306           | Jazz and Pop Combo     | 1              |
| MUS           | 307           | Woodwind Ensemble      | 1              |
| MUS           | 308           | Brass Ensemble         | 1              |
| MUS           | 309           | Percussion Ensemble    | 1              |
| MUS           | 310           | Keyboard Ensemble      | 1              |
| MUS           | 311           | Guitar Ensemble        | 1              |
| MUS           | 324           | Women's Vocal Ensemble | 1              |
| MUS           | 325           | Men's Vocal Ensemble   | 1              |

### Electives in Music History

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| MUS           | 312           | Choral History and Literature          | 2              |
| MUS           | 423           | Keyboard History and Literature        | 2              |
| MUS           | 426           | Music History I                        | 3              |
| MUS           | 427           | Music History II                       | 3              |
| MUS           | 428           | Music of the 20 <sup>th</sup> Century  | 3              |
| MUS           | 432           | Topics in Music History and Literature | 2-3            |
| MUS           | 435           | History of Jazz                        | 3              |

## Bachelor of Arts – Comprehensive Major in Music

A student must complete the core requirements, an option, and Essential Studies requirements. No grade lower than "C" in any required music course will apply toward graduation. Incoming students should plan to take the theory and piano placement exams during the first week of classes.

## Core Requirements

| Course Prefix | Course Number | Course Title                     | Course Credits |
|---------------|---------------|----------------------------------|----------------|
| MUS           | 101           | Student Recital                  | 0              |
| MUS           | 102           | Wind Symphony                    | 2              |
|               | 103           | OR Concert Choir                 |                |
| MUS           | 115           | Private Instruction              | 2              |
| MUS           | 131/131L      | Theory I & Lab                   | 4              |
| MUS           | 132/132L      | Theory II & Lab                  | 4              |
| MUS           | 199           | Admission to Candidacy           | 0              |
| MUS           | 215           | Private Music Instruction        | 2              |
| MUS           | 231/231L      | Theory III & Lab                 | 4              |
| MUS           | 299           | Sophomore Qualifying Examination | 0              |
| MUS           | 301           | Principles of Conducting         | 2              |
| MUS           | 302           | Wind Symphony*                   | 2-4            |
|               | 303           | OR Concert Choir*                |                |
| MUS           | 315           | Private Instruction              | 2              |
| MUS           | 327           | Survey of Music History          | 3              |
| MUS           | 399           | Solo Half-Recital                | 0              |
|               |               | Elective Chamber Ensembles**     | 1-2            |
|               |               | <b>Total</b>                     | 28-31          |

\*Four-credit requirement for the Applied Music option; Two-credit requirement for the Music Industry option.

\*\*Two-credit requirement for the Applied Music option; One-credit requirement for the Music Industry option.

## Elective Chamber Ensembles

(Courses may be taken for repeated credit)

| Course Prefix | Course Number | Course Title           | Course Credits |
|---------------|---------------|------------------------|----------------|
| MUS           | 104/304       | Vocal Jazz Ensemble    | 1              |
| MUS           | 105/305       | Jazz Band              | 1              |
| MUS           | 106/306       | Jazz and Pop Combo     | 1              |
| MUS           | 107/307       | Woodwind Ensemble      | 1              |
| MUS           | 108/308       | Brass Ensemble         | 1              |
| MUS           | 109/309       | Percussion Ensemble    | 1              |
| MUS           | 110/310       | Keyboard Ensemble      | 1              |
| MUS           | 111/311       | Guitar Ensemble        | 1              |
| MUS           | 124/324       | Women's Vocal Ensemble | 1              |
| MUS           | 125/325       | Men's Vocal Ensemble   | 1              |

## Applied Music Option

This program prepares a student for a career in the private sector as a private music instructor and performer as well as for continuing on to graduate school.

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
|               |               | Core Requirements                 | 31             |
| MUS           | 232           | Theory IV                         | 2              |
| MUS           | 319b          | Independent Music Studio Teaching | 2              |
|               | 338 & 339     | OR Diction I and II               |                |
| MUS           | 361           | Functional Piano Skills           | 2              |
|               | 363           | OR Accompanying Techniques        |                |
| MUS           | 415           | Private Music Instruction         | 2              |
| MUS           | 499           | Solo Full Recital                 | 0              |

| Course Prefix | Course Number | Course Title                | Course Credits |
|---------------|---------------|-----------------------------|----------------|
|               |               | Electives in Music Pedagogy | 2              |
|               |               | Electives in Music History  | 2              |
|               |               | Upper Division Electives*   | 5              |
|               |               | <b>Total</b>                | 48             |

\*Any 300-400 level music course.

### Electives in Music Pedagogy

(Students should complete the courses in their primary instrument)

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
| MUS           | 311           | Guitar Ensemble                   | 2              |
| MUS           | 319a          | Piano Pedagogy                    | 2              |
| MUS           | 351           | Music Education Practicum, Field* | 2              |
| MUS           | 353 & 354     | Music Education Practicum, Vocal  | 2              |

\*This is a one credit repeatable course. Students should enroll for the semesters that include their major instrument.

### Electives in Music History

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| MUS           | 312           | Choral History and Literature          | 2              |
| MUS           | 423           | Keyboard History and Literature        | 2              |
| MUS           | 426           | Music History I                        | 3              |
| MUS           | 427           | Music History II                       | 3              |
| MUS           | 428           | Music of the 20 <sup>th</sup> Century  | 3              |
| MUS           | 432           | Topics in Music History and Literature | 2-3            |
| MUS           | 435           | History of Jazz                        | 3              |

### Music Industry Option

This program is a broad overview of the music industry. Students may pursue careers in the entertainment and music products industry including publishing, artist relations, record industry, marketing, and sales.

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                           | 28             |
| BIS           | 330           | Information Systems                         | 3              |
| MKTG          | 231           | Principles of Marketing                     | 3              |
| MKTG          | 331           | Sales Techniques                            | 3              |
| MKTG          | 335           | Entrepreneurship – Business Start Up        | 3              |
|               | 336           | OR Entre-Promotions and Advertising         |                |
|               | 338           | OR Buyer Behavior                           |                |
| MUS           | 335           | Recording Techniques                        | 2              |
| MUS           | 336           | Jazz Improvisation I*                       | 2              |
| MUS           | 361           | Functional Piano Skills                     | 2              |
|               | 363           | OR Accompanying Techniques                  |                |
| MUS           | 390           | Internship**                                | 1              |
| MUS           | 413           | Jazz and Pop Arranging*                     | 2              |
| MUS           | 419           | Music Business                              | 3              |
| MUS           | 420           | Music Products Seminar                      | 3              |
|               |               | Electives in Music History (see list below) | 2              |
|               |               | <b>Total</b>                                | 57             |

\*MUS 315x Private Improvisation may be substituted for MUS 336. MUS 315z, Private Songwriting Arranging, and MIDI I, may be substituted for MUS 413.

\*\*A student may elect to enroll in 1-12 credit of MUS 390, or a substitution suggested by the advisor and approved by the faculty based on the student's career goals.

### Electives in Music History

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| MUS           | 312           | Choral History and Literature          | 2              |
| MUS           | 423           | Keyboard History and Literature        | 2              |
| MUS           | 426           | Music History I                        | 3              |
| MUS           | 427           | Music History II                       | 3              |
| MUS           | 428           | Music of the 20 <sup>th</sup> Century  | 3              |
| MUS           | 432           | Topics in Music History and Literature | 2-3            |
| MUS           | 435           | History of Jazz                        | 3              |

### Music Industry Option

The following courses are strongly recommended as supportive electives for the Music Industry Option:

| Course Prefix | Course Number | Course Title                   | Course Credits |
|---------------|---------------|--------------------------------|----------------|
| ART           | 229           | Introduction to Graphic Design | 3              |
| BIS           | 230           | Web Page Development           | 3              |
| BIS           | 332           | Decision Support for Managers  | 3              |
| BIS           | 337           | E-Commerce                     | 3              |
| MUS           | 330           | African-American Popular Music | 3              |
| MUS           | 337           | Jazz Improvisation II          | 2              |
| MUS           | 414           | Arranging II                   | 1              |

### Bachelor of Science – Education – Field Endorsement in Music (K-12)

This endorsement qualifies a person to teach instrumental and vocal music in grades K-12. A student must complete the following program in addition to the Essential Studies and Professional Education requirements, including successful completion of MUS 431a, Elementary Music Methods, MUS 431c, Secondary Vocal Methods, MUS 431d, Secondary Instrumental Methods, and EDUC 435c, Learning Methods. Incoming students should plan to take the theory and piano placement exams during the first week of classes.

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| MUS           | 101           | Student Recital                    | 0              |
| MUS           | 102           | Wind Symphony                      | 2              |
|               | 103           | OR Concert Choir                   |                |
| MUS           | 114           | Introduction to Music Education    | 2              |
| MUS           | 115           | Private Music Instruction          | 2              |
| MUS           | 126           | Eagle Band**                       | 0              |
| MUS           | 131/131L      | Theory I & Lab                     | 4              |
| MUS           | 132/132L      | Theory II & Lab                    | 4              |
| MUS           | 199           | Admission to Candidacy             | 0              |
| MUS           | 215           | Private Music Instruction          | 2              |
| MUS           | 216           | Guitar Class                       | 1              |
| MUS           | 231/231L      | Theory III & Lab                   | 4              |
| MUS           | 232           | Theory IV                          | 2              |
| MUS           | 251           | Music Education Practicum, Field** | 2              |
| MUS           | 299           | Sophomore Qualifying Exam          | 0              |
| MUS           | 301           | Principles of Conducting           | 2              |
| MUS           | 302           | Wind Symphony                      | 4              |

| Course Prefix | Course Number | Course Title                                  | Course Credits |
|---------------|---------------|---|----------------|
|               | 303           | OR Concert Choir                              |                |
| MUS           | 315           | Private Instruction                           | 3              |
| MUS           | 321           | Choral Conducting                             | 2              |
| MUS           | 322           | Instrumental Conducting                       | 2              |
| MUS           | 327           | Survey of Music History                       | 3              |
| MUS           | 338           | Diction I                                     | 1              |
| MUS           | 339           | Diction II                                    | 1              |
| MUS           | 351           | Music Education Practicum, Field**            | 2              |
| MUS           | 352           | Music Education Practicum, Field (conclusion) | 1              |
| MUS           | 356           | Technology for the Music Classroom            | 1              |
| MUS           | 357           | Instrumentation and Arranging                 | 2              |
| MUS           | 361           | Functional Piano Skills                       | 2              |
|               | 363           | OR Accompany Techniques                       |                |
| MUS           | 362           | Keyboard Skills for the Classroom             | 2              |
| MUS           | 399           | Solo Half-Recital                             | 0              |
|               |               | Elective Chamber Ensembles (see list below)   | 2              |
|               |               | Electives in Music History (see list below)   | 2              |
|               |               | <b>Total</b>                                  | <b>57</b>      |

\*One semester of participation in the fall is required.

\*\*This is a one credit repeatable course. Transfer students may be asked to complete performance assessment in order to substitute coursework from other institutions for MUS 251. The Music Education Practicum curriculum includes units in jazz education.

### Elective Chamber Ensembles

(Courses may be taken for repeated credit).

| Course Prefix | Course Number | Course Title           | Course Credits |
|---------------|---------------|------------------------|----------------|
| MUS           | 104/304       | Vocal Jazz Ensemble    | 1              |
| MUS           | 105/305       | Jazz Band              | 1              |
| MUS           | 106/306       | Jazz and Pop Combo     | 1              |
| MUS           | 107/307       | Woodwind Ensemble      | 1              |
| MUS           | 108/308       | Brass Ensemble         | 1              |
| MUS           | 109/309       | Percussion Ensemble    | 1              |
| MUS           | 110/310       | Keyboard Ensemble      | 1              |
| MUS           | 111/311       | Guitar Ensemble        | 1              |
| MUS           | 124/324       | Women's Vocal Ensemble | 1              |
| MUS           | 125/325       | Men's Vocal Ensemble   | 1              |

### Electives in Music History

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| MUS           | 312           | Choral History and Literature         | 2              |
| MUS           | 423           | Keyboard History and Literature       | 2              |
| MUS           | 426           | Music History I                       | 3              |
| MUS           | 427           | Music History II                      | 3              |
| MUS           | 428           | Music of the 20 <sup>th</sup> Century | 3              |
| MUS           | 432           | Topics in Music History and Lit       | 2-3            |
| MUS           | 435           | History of Jazz                       | 3              |

The following classes are recommended as supportive classes: MUS 315r, 334, 413, 421.

## Bachelor of Science – Education – Subject Endorsement in Vocal Music (K-12)

This endorsement qualifies a person to teach vocal music in grades K-12. A student must complete the following program in addition to the Essential Studies and Professional Education requirements, including successful completion of MUS 431a, Elementary Music Methods, MUS 431c, Secondary Vocal Methods, and EDUC 435c, Learning Methods. Incoming students should plan to take the theory and piano placement exams and complete a voice assessment with a member of the voice faculty during the first week of classes.

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
| MUS           | 101           | Student Recital                             | 0              |
| MUS           | 103           | Concert Choir                               | 2              |
| MUS           | 114           | Introduction to Music Education             | 2              |
| MUS           | 115S          | Private Music Instruction - Voice           | 2              |
| MUS           | 115K          | Private Music Instruction - Piano           | 2              |
| MUS           | 131/131L      | Theory I & Lab                              | 4              |
| MUS           | 132/132L      | Theory II & Lab                             | 4              |
| MUS           | 199           | Admission to Candidacy                      | 0              |
| MUS           | 215K/S        | Private Music Instruction*                  | 2              |
| MUS           | 216           | Guitar Class                                | 1              |
| MUS           | 231/231L      | Theory III & Lab                            | 4              |
| MUS           | 232           | Theory IV                                   | 2              |
| MUS           | 299           | Sophomore Qualifying Exam                   | 0              |
| MUS           | 301           | Principles of Conducting                    | 2              |
| MUS           | 303           | Concert Choir                               | 4              |
| MUS           | 315K/S        | Private Instruction*                        | 3              |
| MUS           | 321           | Choral Conducting                           | 2              |
| MUS           | 327           | Survey of Music History                     | 3              |
| MUS           | 334           | Developing Music Literacy in Children       | 2              |
| MUS           | 338           | Diction I                                   | 1              |
| MUS           | 339           | Diction II                                  | 1              |
| MUS           | 353           | Music Education Practicum, Vocal            | 1              |
| MUS           | 354           | Music Education Practicum, Vocal            | 1              |
| MUS           | 356           | Technology for the Music Classroom          | 1              |
| MUS           | 361           | Functional Piano Skills**                   | 2              |
| MUS           | 362           | Keyboard Skills for the Classroom           | 2              |
| MUS           | 363           | Accompanying Techniques                     | 2              |
| MUS           | 366           | Solo Half-Recital                           | 0              |
|               |               | Elective Chamber Ensembles (see list below) | 2              |
|               |               | Electives in Music History (see list below) | 2              |
|               |               | Upper Division Electives***                 | 2              |
|               |               | <b>Total</b>                                | <b>58</b>      |

\*The major instrument for students completing this endorsement must be either voice or piano, and a minimum of two semesters of study in each area is required. Vocal majors will typically complete MUS 115K after completing MUS 361. Piano majors should consult the voice faculty regarding completion of MUS 115S.

\*\*Piano majors may substitute two credits of MUS 315k for MUS 361 with permission from the instructor.

\*\*\*Any 300-400 level music course.

### Elective Chamber Ensembles

(Courses may be taken for repeated credit)

| Course Prefix | Course Number | Course Title        | Course Credits |
|---------------|---------------|---------------------|----------------|
| MUS           | 104/304       | Vocal Jazz Ensemble | 1              |

| Course Prefix | Course Number | Course Title           | Course Credits |
|---------------|---------------|------------------------|----------------|
| MUS           | 110/310       | Keyboard Ensemble      | 1              |
| MUS           | 124/324       | Women's Vocal Ensemble | 1              |
| MUS           | 125/325       | Men's Vocal Ensemble   | 1              |

### Electives in Music History

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| MUS           | 312           | Choral History and Literature          | 2              |
| MUS           | 423           | Keyboard History and Literature        | 2              |
| MUS           | 426           | Music History I                        | 3              |
| MUS           | 427           | Music History II                       | 3              |
| MUS           | 428           | Music of the 20 <sup>th</sup> Century  | 3              |
| MUS           | 432           | Topics in Music History and Literature | 2-3            |
| MUS           | 435           | History of Jazz                        | 3              |

## Minor in Music

### Music

A student must complete the following program in addition to the Essential Studies requirements and a major in another discipline. Incoming students should plan to take the theory and piano placement exams during the first week of classes.

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
| MUS           | 101           | Student Recital                     | 0              |
| MUS           | 115           | Private Instruction                 | 2              |
| MUS           | 116           | Piano Class Foundations I*          | 1              |
| MUS           | 117           | Piano Class Foundations II*         | 1              |
| MUS           | 131/131L      | Theory I & Lab                      | 4              |
| MUS           | 199           | Admission to Candidacy              | 0              |
| MUS           | 215           | Private Instruction                 | 1              |
| MUS           | 327           | Survey of Music History             | 3              |
|               |               | Elective Ensembles (see list below) | 2              |
|               |               | Upper Division Electives**          | 7              |
|               |               | <b>Total</b>                        | 21             |

\*Students who test out of MUS 116 or 117 may substitute MUS 118, 361, 362, and/or 363.

\*\*Any 300-400 level music course.

### Elective Ensembles

(Courses may be taken for repeated credit)

| Course Prefix | Course Number | Course Title        | Course Credits |
|---------------|---------------|---------------------|----------------|
| MUS           | 102/302       | Wind Symphony       | 1              |
| MUS           | 103/303       | Concert Choir       | 1              |
| MUS           | 104/304       | Vocal Jazz Ensemble | 1              |
| MUS           | 105/305       | Jazz Band           | 1              |
| MUS           | 106/306       | Jazz and Pop Combo  | 1              |
| MUS           | 107/307       | Woodwind Ensemble   | 1              |
| MUS           | 108/308       | Brass Ensemble      | 1              |
| MUS           | 109/309       | Percussion Ensemble | 1              |
| MUS           | 110/310       | Keyboard Ensemble   | 1              |
| MUS           | 111/311       | Guitar Ensemble     | 1              |



| Course Prefix | Course Number | Course Title           | Course Credits |
|---------------|---------------|------------------------|----------------|
| MUS           | 124/324       | Women's Vocal Ensemble | 1              |
| MUS           | 125/325       | Men's Vocal Ensemble   | 1              |
| MUS           | 126/326       | Eagle Band             | 1              |

Note: Entrance to many of the above ensembles is by audition.

## Areas of Concentration – Elementary Education Music

A student must complete the following courses in addition to the Essential Studies and Professional Education, Elementary Education requirements.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| MUS           | 114           | Introduction to Music Education       | 2              |
| MUS           | 116           | Piano Class Foundations I             | 1              |
| MUS           | 216           | Guitar Class                          | 1              |
| MUS           | 230           | Voice Class                           | 1              |
|               | 115S          | OR Private Music Lessons - Voice      |                |
| MUS           | 334           | Developing Music Literacy in Children | 2              |
|               |               | Two courses from list below           | (2)            |
| MUS           | 016           | Community Chorus                      | 0-1            |
|               | 103/303       | OR Concert Choir                      | 1              |
|               | 124/324       | OR Women's Vocal Ensemble             | 1              |
|               | 125/325       | OR Men's Vocal Ensemble               | 1              |
|               |               | <b>Total</b>                          | 9              |

## Physical Sciences

### Mission

The physical sciences program at Chadron State College prepares students for careers as problem solvers, investigating the physical properties and processes of the natural world. By observing, building hypotheses and communicating results, students are engaged in the methods and culture of science. As part of the global scientific community, they learn firsthand the contributions of science to the values of leadership, lifelong learning, and maintaining a sustainable society.

### Student Learning Outcomes

- Students will have a strong knowledge base and the skills to be lifelong learners. Students will:
  - Have a strong foundational knowledge to be able to critically evaluate information.
  - Be able to recognize the limits of their knowledge and have the skills to seek and evaluate additional information.
  - Be able to apply logical reasoning and organizational skills to integrate new information into their functional knowledge base.
- Students will be prepared for their profession in the science discipline. Students will:
  - Understand the interrelatedness of science and society and exhibit the professional skills appropriate for their chosen career path.
  - Be able to communicate scientific knowledge to a diverse audience using appropriate technology and media tools.

## Bachelor of Science – Comprehensive Major in Physical Sciences

A student must complete the core requirements, an option, and the Essential Studies requirements. Students seeking to enter graduate school are advised to take advanced coursework in the discipline, plus additional mathematics. Students should consult their advisor.

Some courses require successful completion of Prerequisite courses prior to enrollment, as articulated in the catalog course descriptions. Successful completion means earning a “C” or better in the Prerequisite course(s).

### Core Requirements

| Course Prefix       | Course Number | Course Title                         | Course Credits |
|---------------------|---------------|--------------------------------------|----------------|
| CHEM                | 131/131L      | College Chemistry I & Lab            | 4              |
| CHEM                | 132/132L      | College Chemistry II & Lab           | 4              |
| CHEM,<br>GEOS, PHYS | 310           | Capstone I: Research Seminar         | 1              |
| CHEM,<br>GEOS, PHYS | 401           | Capstone II: Senior Research         | 1              |
| CHEM,<br>GEOS, PHYS | 410           | Capstone III: Senior Research Thesis | 1              |
| GEOS                | 231/231L      | Physical Geology & Lab               | 4              |
| GEOS                | 332           | Introduction to GIS                  | 3              |
| PHYS                | 151/151L      | College Physics I & Lab              | 4              |
| PHYS                | 152/152L      | College Physics II & Lab             | 4              |
| MATH                | 135           | Pre-Calculus Mathematics             | 3              |
|                     | 232           | OR Applied Statistics                |                |
| <b>Total</b>        |               |                                      | 29             |

### Chemistry Option

Students pursuing this option must consult with their chemistry advisor in selecting the appropriate mathematics classes from those listed in the Core Requirements.

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
|               |               | Core requirements                  | 29             |
| CHEM          | 333/333L      | Organic Chemistry I & Lab          | 4              |
| CHEM          | 334/334L      | Organic Chemistry II & Lab         | 4              |
| CHEM          | 335/335L      | Biochemistry I & Lab               | 4              |
| CHEM          | 341/341L      | Quantitative Analysis & Lab        | 4              |
|               |               | Upper division Chemistry electives | 8              |
| <b>Total</b>  |               |                                    | 53             |

Students should consult with an academic advisor in Chemistry in choosing elective courses specializing in physical chemistry, environmental chemistry, or biological chemistry. Must include at least two courses and associated labs from the following list: CHEM 314, 342/342L, 430, 433/433L, 444/444L.

### Geoscience Option

Students pursuing this option must complete MATH 138 or 151 as their Essential Studies Math requirement and MATH 232 as their core math elective.

| Course Prefix | Course Number | Course Title                | Course Credits |
|---------------|---------------|-----------------------------|----------------|
|               |               | Core requirements           | 29             |
| GEOS          | 234/234L      | Earth Systems History & Lab | 4              |
| GEOS          | 338           | Rocks & Minerals            | 3              |

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| GEOS          | 431           | Geology of Water Resources           | 3              |
| GEOS          | 432           | Structural Geology                   | 3              |
| GEOS          | 439/439L      | Sedimentology and Stratigraphy & Lab | 4              |
| GEOS          | 300           | Geology Field Camp I                 | 2              |
| GEOS          | 346           | Geology Field Camp II                | 2              |
| GEOS          | 446           | Geology Field Camp III               | 2              |
|               |               | Upper division GEOS elective         | 3              |
|               |               | <b>Total</b>                         | 55             |

### **Bachelor of Science – Education – Subject Endorsement in Chemistry (7-12)**

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. Students pursuing this endorsement must complete MATH 138 as the Essential Studies SLO #4 requirement and PHYS 435 to fulfill the Essential Studies SLO #9 requirement. A final grade of “C” or better must be attained in all endorsement area courses.

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| BIOL          | 136/136L      | Biological Science & Lab              | 3              |
| CHEM          | 131/131L      | College Chemistry I & Lab             | 4              |
| CHEM          | 132/132L      | College Chemistry II & Lab            | 4              |
| CHEM          | 231/231L      | Survey of Organic Chemistry & Lab     | 4              |
| CHEM          | 310           | Capstone I: Research Seminar          | 1              |
| CHEM          | 320           | Supervised Study in Lab/Field Methods | 1              |
| CHEM          | 335/335L      | Biochemistry I & Lab                  | 4              |
| CHEM          | 341/341L      | Quantitative Analysis & Lab           | 4              |
| GEOS          | 231/231L      | Physical Geology & Lab                | 4              |
| PHYS          | 151/151L      | College Physics I & Lab               | 4-5            |
|               | 241/241L      | OR University Physics I & Lab         |                |
|               |               | Biology Electives                     | 1              |
|               |               | Upper division Chemistry electives    | 7              |
|               |               | <b>Total</b>                          | 41-42          |

### **Bachelor of Science – Education – Subject Endorsement in Earth and Space Science**

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. Students pursuing this endorsement must complete MATH 138 as the Essential Studies SLO #4 requirement and PHYS 435 to fulfill the Essential Studies SLO #9 requirement. A final grade of “C” or better must be attained in all endorsement area courses.

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| BIOL          | 136/136L      | Biological Science & Lab                | 3              |
| CHEM          | 140/140L      | Survey of Chemistry & Lab               | 4              |
| GEOS          | 137           | Environmental Geology                   | 3              |
| GEOS          | 231/231L      | Physical Geology & Lab                  | 4              |
| GEOS          | 234/234L      | Earth System History & Lab              | 4              |
| GEOS          | 310           | Capstone I: Research Seminar            | 1              |
| GEOS          | 320           | Supervised Study in Lab & Field Methods | 1              |
| GEOS          | 338           | Rocks & Minerals                        | 3              |
| GEOS          | 431           | Geology of Water Resources              | 3              |
|               | 434           | OR Introduction to Oceanography         |                |
| PHYS          | 151/151L      | College Physics I & Lab                 | 4-5            |
|               | 241/241L      | OR University Physics I & Lab           |                |
| PHYS          | 333/333L      | Astronomy & Lab                         | 3              |
| PHYS          | 334           | Meteorology                             | 3              |

| Course Prefix | Course Number | Course Title         | Course Credits |
|---------------|---------------|----------------------|----------------|
|               |               | Biology Electives    | 3              |
|               |               | Geoscience Electives | 3              |
|               |               | <b>Total</b>         | 42-43          |

### Bachelor of Science – Education – Field Endorsement in Science (7-12)

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. Students pursuing this endorsement must complete MATH 138 as the Essential Studies SLO #4 requirement and PHYS 435 to fulfill the Essential Studies SLO #9 requirement. Spanish language classes are highly encouraged.

Students choosing the Science Field Teaching Endorsement opt for a concentration in one of three areas: Biology, Chemistry, or Earth and Space Science (below). A final grade of “C” or better must be attained in all endorsement area courses.

### Core Requirements

| Course Prefix       | Course Number | Course Title                              | Course Credits |
|---------------------|---------------|---|----------------|
| BIOL                | 138/138L      | General Biology: Botany & Lab             | 4              |
| BIOL                | 139/139L      | General Biology: Zoology & Lab            | 4              |
| CHEM                | 131/131L      | College Chemistry I & Lab                 | 4              |
| CHEM                | 132/132L      | College Chemistry II & Lab                | 4              |
| GEOS                | 231/231L      | Physical Geology & Lab                    | 4              |
| GEOS                | 234/234L      | Earth System History & Lab                | 4              |
| PHYS                | 151/151L      | College Physics I & Lab                   | 4              |
| PHYS                | 152/152L      | College Physics II & Lab                  | 4              |
| CHEM,<br>GEOS, PHYS | 310           | Capstone I                                | 1              |
| CHEM,<br>GEOS, PHYS | 320           | Supervised Study in Lab and Field Methods | 1              |
|                     |               | <b>Total</b>                              | 34             |

Select one concentration from below:

### Biology

| Course Prefix | Course Number | Course Title              | Course Credits |
|---------------|---------------|---------------------------|----------------|
|               |               | Core requirements         | 34             |
| BIOL          | 220/220L      | Comparative Anatomy & Lab | 4              |
| BIOL          | 314           | Biotechnology             | 3              |
| BIOL          | 332/332L      | Genetics & Lab            | 4              |
| BIOL          | 336/336L      | General Ecology & Lab     | 3              |
| BIOL          | 341/341L      | Microbiology & Lab        | 4              |
|               |               | <b>Total</b>              | 52             |

### Chemistry

| Course Prefix | Course Number | Course Title                      | Course Credits |
|---------------|---------------|-----------------------------------|----------------|
|               |               | Core requirements                 | 34             |
| CHEM          | 231/231L      | Survey of Organic Chemistry & Lab | 4              |
| CHEM          | 335/335L      | Biochemistry I & Lab              | 4              |
| CHEM          | 341/341L      | Quantitative Analysis & Lab       | 4              |
| CHEM          | 433           | Environmental Chemistry           | 3              |

| Course Prefix | Course Number | Course Title | Course Credits |
|---------------|---------------|--------------|----------------|
|               |               | <b>Total</b> | 49             |

### Earth and Space Science

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
|               |               | Core requirements                    | 34             |
| PHYS          | 333           | Astronomy                            | 2              |
| PHYS          | 333L          | Astronomy Lab                        | 1              |
| PHYS          | 334           | Meteorology                          | 3              |
| GEOS          | 338           | Rocks & Minerals                     | 3              |
| GEOS          | 431           | Geology of Water Resources           | 3              |
| GEOS          | 439/439L      | Sedimentology and Stratigraphy & Lab | 4              |
|               |               | <b>Total</b>                         | 50             |

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308 432 6032.

### Bachelor of Science – Education – Middle Grades Content Area of Specialization in Sciences (Grades 4-9)

A student must complete the following program in addition to the Essential Studies, Professional Education Middle Grades requirements, and one other Content Area of Specialization requirements. Students pursuing this endorsement must complete PHYS 435 to fulfill the Essential Studies requirement for student learning outcome number nine (SLO #9). A final grade of “C” or better must be attained in all endorsement area courses. The following course credits must be unduplicated, i.e. different from Essential Studies course credits taken:

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| BIOL          | 121/121L      | Human Biology & Lab                                      | 3              |
| BIOL          | 136/136L      | Biological Science & Lab                                 | 3              |
| CHEM          | 140/140L      | Survey of Chemistry & Lab                                | 4              |
| GEOS          | 231/231L      | Physical Geology & Lab                                   | 4              |
|               | 234/234L      | OR Earth System History & Lab                            |                |
| PHYS          | 330           | Physical Science for Elementary & Middle School Teachers | 3              |
|               |               | Elective in Biology, Chemistry, Geoscience or Physics    | 1              |
|               |               | <b>Total</b>   | 18             |

### Area of Concentration Science Education

A student must complete 9 course credits from the following courses in addition to the Essential Studies and Professional Education, Elementary Education requirements. The following course credits must be unduplicated, i.e. different from Essential Studies course credits taken:

| Course Prefix | Course Number | Course Title                              | Course Credits |
|---------------|---------------|---|----------------|
| BIOL          | 121/121L      | Human Biology & Lab                       | 3              |
| BIOL          | 136/136L      | Biological Science & Lab                  | 3              |
| CHEM          | 140/140L      | Survey of Chemistry & Lab                 | 4              |
| GEOS          | 231/231L      | Physical Geology & Lab                    | 4              |
| PHYS          | 330           | Physical Science for Elem & Middle School | 3              |

## Minors in Physical Science

A student must complete the following program in addition to the Essential Studies requirements and a major in another area.

### Chemistry

| Course Prefix | Course Number | Course Title                       | Course Credits |
|---------------|---------------|------------------------------------|----------------|
| CHEM          | 140/140L      | Survey of Chemistry & Lab          | 4              |
| CHEM          | 231/231L      | Survey of Organic Chemistry & Lab  | 4              |
| CHEM          | 335/335L      | Biochemistry I & Lab               | 4              |
| CHEM          | 342/342L      | Instrumental Analysis & Lab        | 4              |
|               |               | Upper division Chemistry Elective* | 3-4            |
|               |               | <b>Total</b>                       | 19-20          |

\*If the upper division elective has an accompanying laboratory, the student must complete both class and laboratory.

For an Environmental emphasis, CHEM 131/131L, and 132/132L should be substituted for CHEM 140/140L, and CHEM 341/341L may be substituted for CHEM 342/342L.

### Geoscience

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| GEOS          | 231/231L      | Physical Geology & Lab               | 4              |
| GEOS          | 234/234L      | Earth System History & Lab           | 4              |
| GEOS          | 338           | Rocks & Minerals                     | 3              |
| GEOS          | 431           | Geology of Water Resources           | 3              |
| GEOS          | 432           | Structural Geology                   | 3              |
| GEOS          | 439/439L      | Sedimentology and Stratigraphy & Lab | 4              |
|               |               | <b>Total</b>                         | 21             |

### Physics

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
| MATH          | 138           | Applied Calculus                    | 3              |
| MATH          | 151           | Calculus I                          | 5              |
| PHYS          | 151/151L      | College Physics I & Lab             | 4-5            |
|               | 241/241L      | OR University Physics I & Lab       |                |
| PHYS          | 152/152L      | College Physics II & Lab            | 4-5            |
|               | 242/242L      | OR University Physics II & Lab      |                |
|               |               | Upper Division Electives in Physics | 3              |
|               |               | <b>Total</b>                        | 19-21          |

### Water Resources Management

| Course Prefix | Course Number | Course Title                        | Course Credits |
|---------------|---------------|-------------------------------------|----------------|
| CHEM          | 140/140L      | Survey of Chemistry & Lab           | 4              |
| GEOS          | 231/231L      | Physical Geology & Lab              | 4              |
| BIOL          | 337           | Environmental Management            | 3              |
| GEOS          | 322           | OR Introduction to GIS              |                |
| AGRI          | 348           | Rangeland Hydrology                 | 3              |
| CHEM          | 433/433L      | Environment Chemistry & Lab         | 4              |
| AGRI          | 245/245L      | OR Principles of Soil Science & Lab |                |

| Course Prefix | Course Number | Course Title               | Course Credits |
|---------------|---------------|----------------------------|----------------|
| GEOS          | 431           | Geology of Water Resources | 3              |
|               |               | <b>Total</b>               | 21             |

## Psychological Sciences

### Mission

Undergraduate majors and minors in Psychological Sciences develop the knowledge and skills which will enable them to pursue graduate education in related disciplines and to succeed in careers utilizing knowledge and skills from psychological sciences.

### Student Learning Outcomes

The undergraduate Psychological Sciences program at Chadron State College adopted student learning outcomes associated with five comprehensive learning goals developed by the American Psychological Association (APA)\*. Students completing a major in Psychological Sciences will be tested in “performance indicators” embedded throughout the curricula as part of the assessment strategy adopted by the Undergraduate Psychological Sciences Program Committee.

#### Goal 1: Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical trends, and empirical findings to discuss how psychological principle apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

- 1.1 Describe key concepts, principles, and overarching themes in psychology.
- 1.2 Develop a working knowledge of psychology’s content domains.
- 1.3 Describe applications of psychology.

#### Goal 2: Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

- 2.1 Use scientific reasoning to interpret psychological phenomena.
- 2.2 Demonstrate psychology information literacy.
- 2.3 Engage in innovative and integrative thinking and problem solving.
- 2.4 Interpret, design, and conduct basic psychological research.
- 2.5 Incorporate sociocultural factors in scientific inquiry.

#### Goal 3: Ethical and Social Responsibility in a Diverse World

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

- 3.1 Apply ethical standards to evaluate psychological science and practice.
- 3.2 Build and enhance interpersonal relationships.
- 3.3 Adopt values that build community at local, national, and global levels.

#### Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

- 4.1 Demonstrate effective writing for different purposes.
- 4.2 Exhibit effective presentation skills for different purposes.
- 4.3 Interact effectively with others.

#### Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for post baccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement.

- 5.1 Apply psychological content and skills to career goals.
- 5.2 Exhibit self-efficacy and self-regulation.
- 5.3 Refine project-management skills.
- 5.4 Enhance teamwork capacity.
- 5.5 Develop meaningful professional direction for life after graduation.

\*Source: APA Guidelines for the Undergraduate Psychology Major (Version 2.0) (August 2013). Visit <http://www.apa.org/ed/precollege/undergrad/index.aspx> to find the revised APA undergraduate program guidelines.

### Bachelor of Arts – Subject Major in Psychological Sciences

Students majoring in Psychological Sciences are required to complete a minor in another subject area. Courses required for the major do not count for the Essential Studies Requirement, i.e., PSYC 421.

| Course Prefix | Course Number | Course Title                            | Course Credits |
|---------------|---------------|---|----------------|
| PSYC          | 131           | Introduction to Psychology              | 3              |
| PSYC          | 234           | Psychology of Cognition and Learning    | 3              |
| PSYC          | 242           | Measurement and Research                | 3              |
| PSYC          | 331           | Social Psychology                       | 3              |
| PSYC          | 334           | Developmental Psychology                | 3              |
| PSYC          | 421           | Culture and Psychology                  | 3              |
| PSYC          | 430           | Introduction to Behavioral Neuroscience | 3              |
| PSYC          | 350           | Statistics for Psychologists            | 3              |
| PSYC          | 433           | Abnormal Psychology                     | 3              |
| PSYC          | 435           | Theories of Personality                 | 3              |
| PSYC          | 442           | History of Psychology                   | 3              |
| PSYC          | 499           | Empirical Research Project              | 3              |
|               |               | <b>Total</b>                            | 36             |

### Minors in Psychological Sciences

#### Psychology

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| PSYC          | 131           | Introduction to Psychology           | 3              |
| PSYC          | 234           | Psychology of Cognition and Learning | 3              |
| PSYC          | 242           | Measurement and Research             | 3              |
| PSYC          | 331           | Social Psychology                    | 3              |



| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| PSYC          | 334           | Developmental Psychology               | 3              |
| PSYC          | 350           | Statistics for Psychologists           | 3              |
|               |               | Electives from Psychological Sciences* | 3              |
|               |               | <b>Total</b>                           | 21             |

\*300 or 400 level electives from Psychological Sciences.

### **Social Psychology and Personality Systems**

| Course Prefix | Course Number | Course Title                           | Course Credits |
|---------------|---------------|--|----------------|
| PSYC          | 131           | Introduction to Psychology             | 3              |
| PSYC          | 234           | Psychology of Cognition and Learning   | 3              |
| PSYC          | 331           | Social Psychology                      | 3              |
| PSYC          | 334           | Developmental Psychology               | 3              |
| PSYC          | 421           | Culture and Psychology                 | 3              |
| PSYC          | 433           | Abnormal Psychology                    | 3              |
|               |               | Electives from Psychological Sciences* | 3              |
|               |               | <b>Total</b>                           | 21             |

\*Electives may include any course with a Psychological Sciences prefix or a course approved by the student's advisor and the Chair of the Department of Counseling, Psychological Sciences, and Social Work.

## **Social Science**

### **Mission**

It is the mission of the Social Science program to prepare social studies teachers as future leaders in secondary education. In doing so, the program seeks to foster critical thinking and inquiry skills, and an interdisciplinary understanding of the social sciences. Furthermore, the program prepares future teachers to effectively communicate knowledge and ideas to students in the secondary education environment, and to design effective lesson plans and learning units within the social sciences.

### **Student Learning Outcomes**

Students will be able to demonstrate competence in the following skills outcomes of the Social Science program:

1. Historical interpretation
  - 200 - Illustrate how historians make interpretations of the past.
  - 300 - Distinguish broad trends in historical interpretations (historiography).
  - 400 - Synthesize multiple historical interpretations.
2. Scholarly Argument
  - 200 - Identify authors' arguments.
  - 300 - Distinguish between authors' main arguments and secondary points.
  - 400 - Evaluate authors' arguments and evidence.
3. Primary Sources
  - 200 - Learn how to analyze/question a primary source.
  - 300 - Evaluate trustworthiness of sources and contrast diverse and conflicting primary sources.
  - 400 - Formulate relationships among multiple primary sources.
4. Thesis Statement
  - 200 - Develop thesis statement supported by evidence using appropriate standards of evidence.
  - 300 - Create an argument, marshal evidence from multiple sources, and use endnotes, footnotes, and bibliography.
  - 400 - Select problem of study, find appropriate resources, and use endnotes, footnotes, and bibliography.

5. Social Sciences
  - 200 - Demonstrate the connections among cognate social studies areas.
  - 300 - Integrate perspectives from multiple cognate social studies areas.
  - 400 - Evaluate the applicability of cognate social science areas.
6. Communication
  - Display clear and cogent written and oral communication.

In addition, students will demonstrate competence in the following outcomes particular to the cognate social science:

1. Articulate essential knowledge and concepts in the social sciences.
2. Interpret quantitative and qualitative evidence.
3. Apply the scientific method to answer well-formulated research questions.
4. Evaluate the utility of contending analytical perspectives.

### **Bachelor of Science – Field Endorsement in Social Science (7-12)**

A student must complete the following program in addition to the Essential Studies Program requirements (PS 101 is recommended to fulfill SLO #8 of the Essential Studies Program) and Professional Education requirements.

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
| HIST          | 151           | United States before 1877                        | 3              |
|               | 152           | OR United States after 1877                      |                |
| HIST          | 171           | World History before 1500                        | 3              |
|               | 172           | OR World History after 1500                      |                |
|               |               | Two Historical Process courses                   | (6)            |
| HIST          | 210           | Power and Institutions                           | 3              |
|               | 220           | OR The Global and Identity                       | 3              |
|               | 230           | OR Exchange and the Environment                  | 3              |
|               | 240           | OR Belief and Culture                            | 3              |
|               |               | One Content/Context (US/Europe) course           | (3)            |
| HIST          | 351           | Ancient West                                     | 3              |
|               | 352           | OR Europe: Renaissance to World War              | 3              |
|               | 353           | OR Europe Since 1914                             | 3              |
|               | 354           | OR U.S. Colonial and Early Republic              | 3              |
|               | 355           | OR U.S. in the Nineteenth Century                | 3              |
|               | 356           | OR America in the Twentieth Century              | 3              |
|               |               | One Content/Context (North American West) course | (3)            |
| HIST          | 361           | North American West                              | 3              |
|               | 362           | OR Nebraska History                              | 3              |
|               | 363           | OR American Indian History                       | 3              |
|               | 364           | OR American Environmental History                | 3              |
|               | 365           | OR History of Canada                             | 3              |
|               | 366           | OR History of Mexico                             | 3              |
|               |               | One Content/Context (World) course               | (3)            |
| HIST          | 371           | Ancient East Asia                                | 3              |
|               | 372           | OR Modern East Asia                              | 3              |
|               | 373           | OR The History of the Pacific Rim                | 3              |
|               | 374           | OR History of the Middle East                    | 3              |
|               | 375           | OR History of Africa                             | 3              |
|               |               | One Seminar in Process/Context                   | (3)            |
| HIST          | 455           | Process in US/European History                   | 3              |
|               | 465           | OR Process in North American West History        | 3              |
|               | 475           | OR Process in World History                      | 3              |

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Focus area in PS or ANTH (select credits from tables below) | (9)            |
|               |               | Additional Social Science Electives (see below)             | (24)           |
| SS            | 495           | Seminar in the Social Sciences                              | 3              |
|               |               | <b>Total</b>  | 60             |

### Political Science Focus Area

| Course Prefix | Course Number | Course Title                 | Course Credits |
|---------------|---------------|------------------------------|----------------|
| PS            | 321           | U.S. Politics and Government | 3              |
| PS            | 332           | International Politics       | 3              |
|               | 341           | OR Comparative Politics      |                |
| PS            |               | 400-level PS elective        | 3              |
|               |               | <b>Total</b>                 | 9              |

### Anthropology Focus Area

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| ANTH          | 231           | Introduction to Cultural Anthropology | 3              |
| ANTH          |               | 300-level ANTH elective               | 3              |
| ANTH          |               | 400-level ANTH elective               | 3              |
|               |               | <b>Total</b>                          | 9              |

### Additional Social Science Electives\*

\*At least six course credits from each of four disciplines below that are not in the chosen Focus Area (24 credits total).

| Course Prefix             | Course Number | Course Title                             | Course Credits |
|---------------------------|---------------|--|----------------|
| ANTH                      | 231           | Introduction to Cultural Anthropology    | 3              |
| ANTH                      |               | AND Upper-division elective              | 3              |
| PS                        | 321           | U.S. Politics and Government             | 3              |
| PS                        |               | AND Upper-division elective              | 3              |
| ECON                      | 130           | Survey of Economics                      | 3              |
| ECON<br>ECON<br>FIN<br>PS | 231           | AND Macroeconomics                       | 3              |
|                           | 232           | OR Microeconomics                        |                |
|                           | 333           | OR International Finance and Economics   |                |
|                           | 425           | OR Global Power, Prosperity, and Poverty |                |
| PSYC                      | 131           | Introduction to Psychology               | 3              |
| PSYC                      |               | AND Upper division elective              | 3              |
| GEOG                      | 231           | Physical Geography                       | 3              |
| GEOG                      | 232           | AND Cultural Geography                   | 3              |

Prior to selecting this major, contact the certification officer at Chadron State College. The office is located in the Education Department of the Old Administration Building room 117 or by calling 308-432-6032.

### Bachelor of Science – Middle Grades Content Area of Specialization in Social Science (Grades 4-9)

A student must complete the following program in addition to the Essential Studies requirements and Professional Education, Middle Grade requirements and one other Content Area of Specialization requirement.

| Course Prefix | Course Number | Course Title        | Course Credits |
|---------------|---------------|---------------------|----------------|
| ECON          | 130           | Survey of Economics | 3              |
| GEOG          | 232           | Cultural Geography  | 3              |

| Course Prefix | Course Number | Course Title                          | Course Credits |
|---------------|---------------|---------------------------------------|----------------|
| HIST          | 151           | U.S. History to 1877                  | 3              |
| HIST          | 152           | U.S. History since 1877               | 3              |
| HIST          | 172           | World History since 1500              | 3              |
| PS            | 321           | U.S. Politics and Government          | 3              |
|               |               | Upper division elective in ANTH or PS | 3              |
|               |               | <b>Total</b>                          | 21             |

## Area of Concentration – Elementary Education

### Social Science

A student must complete 9 course credits from the following courses in addition to the Essential Education and Professional Education, Elementary Education requirements.

| Course Prefix | Course Number | Course Title                 | Course Credits |
|---------------|---------------|------------------------------|----------------|
|               |               | One History course           | (3)            |
| HIST          | 151           | U.S. History to 1877         | 3              |
|               | 152           | U.S. History since 1877      | 3              |
|               | 171           | World History to 1500        | 3              |
|               | 172           | World History since 1500     | 3              |
|               |               | Two Social Science Electives | (6)            |
| ECON          | 130           | Survey of Economics          | 3              |
| GEOG          | 232           | Cultural Geography           | 3              |
| HIST          | 362           | Nebraska History*            | 3              |
|               | 363           | American Indian History*     | 3              |
| PS            | 321           | U.S. Politics and Government | 3              |
|               |               | <b>Total</b>                 | 9              |

\*Certification requirements vary from state to state. For example, students planning to teach in Nebraska should take HIST 362. Student planning to teach in South Dakota should take HIST 363. Please consult individual state requirements or your advisor for more information.

## Social Work

### Mission

The CSC Social Work program has been accredited by the Council on Social Work Education (CSWE) since 1993. Students who graduate from Chadron State College in Social Work are prepared for social work practice in a multicultural context within the region, as well as nationally and globally. The challenges of and capacities for addressing human diversity are integrated throughout the social work curriculum. The social work curriculum is also designed to encourage the development of knowledge and skills in collaboration, collegiality, and networking. Graduates of the CSC Social Work program are prepared to provide professional leadership within the region.

The Bachelor of Arts in Social Work at Chadron State College provides an undergraduate experience that fosters student development of practice behaviors and competencies including the knowledge, skills, and values in order to function as generalist Social Workers. The acquired competencies prepare social workers who demonstrate practice abilities that enhance the capacities and quality of life for individuals, families, groups, organizations, and communities within the region of western Nebraska, southwest South Dakota, southeast Wyoming, and northeast Colorado.

In order to carry out the Social Work Program mission of Chadron State College, the Social Work faculty strive for excellence in teaching, scholarship, and service. Social Work faculty teach foundation curriculum with a sensitivity to student needs and with an awareness of the requisite practice behaviors and values appropriate to a competent social work practice at a baccalaureate level. To maintain student learning, Social Work faculty use innovative technology,

experiential and active learning approaches, and outcome-based learning that individualize curriculum and instruction to the needs of individual learners.

Social Work faculty continually evaluate courses through student process evaluations, course evaluations of teaching and objective attainment, peer reviews of teaching, assessment of written assignments, and tests of student learning and evaluation of student demonstration of competencies through practice behaviors identified by the Council on Social Work Education. Social Work faculty seek to integrate scholarship with student learning through presentations at regional and national conferences, special projects, and community consultation. Social Work faculty provide service to the College, community, and professional associations by serving on local and regional boards and committees and participating in projects with local human service systems.

## **Student Learning Outcomes**

To carry out the mission of the Social Work Program and Chadron State College, the Social Work Program seeks to prepare Social Work Professionals who will, upon completion of the Program, be able to:

1. Critically engage, assess and intervene with individuals, families, groups, organizations and communities using multidimensional theories and strategies that enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in recognizing assets and strengths, accomplishing goals, developing resources, and preventing and alleviating distress. Monitor and evaluate intervention efficacy. Apply knowledge of human development across the lifespan and age appropriate prevention interventions.
2. Utilize the skills and knowledge to successfully practice within the context of rural settings with diverse cultures, reflected by but not limited to age, gender, mission/orientation, sexual preference, racial or ethnic background, disability, marital status, religious orientations, and life style. Communicate the value of diversity in all social institutions. Recognize the impact of societal values that marginalize or grant privilege to individuals and groups on local and global levels.
3. Utilize knowledge of basic human rights, the forms and mechanisms of oppression/social/economic injustice, integrate a value-base that fosters commitment to advocacy, and develop social skills, practice behaviors, and political skills necessary to alleviate oppression/social/economic injustice.
4. Critically analyze and implement social welfare policies, services, and programs through political and organizational processes in order meet basic human needs and support the development of human capacities. Demonstrate understanding of historical and current social policies and services.
5. Work collaboratively within rural human service agencies and human service delivery systems with supervisors and professional colleagues and develop personal/professional/political support systems.
6. Engage in research-informed practice. Utilize the knowledge and skills of research, evaluate professional practice using qualitative and quantitative research methods, use and solicit collegial feedback, and apply existing knowledge to advance Social Work practice.
7. Practice Social Work with an ethical orientation compatible with the Code of Ethics of the National Association of Social Workers and to apply strategies of ethical reasoning, and act professionally and intentionally in situations with ethical dilemmas. Conduct one's personal life ethically by recognizing and managing personal values in order to allow professional standards of ethical practice to guide practice.
8. Develop an identity as a professional Social Worker and practice Social Work with the highest regard for the strengths/capacities, integrity and value of all beings whether as individuals or in families, groups, organizations and communities. Demonstrate application of the value base of the profession and relevant laws to practice.
9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others.
10. Enter a graduate program in Social Work with advanced standing.

The Social Work Program consists of pre-professional studies in the freshman and sophomore years and the professional major which is usually completed during the student's junior and senior years of study. Except for some transfer students, incoming students who want to major in Social Work are given the status of a Pre-Professional Social Work major. The Pre-Professional Social Work major is determined by the student indicating Social Work as an area of interest when first enrolling in college. Identifying an interest in Social Work permits the School of Education, Human Performance, Counseling, Psychology, and Social Work to assign the student to a Social Work faculty advisor. Prerequisite courses to the Professional Social Work Program include the following courses: BIOL 121/121L; ECON 130; PSYC 131; SW 231, 251, 252, and 271.

Students considering Social Work should consult the Social Work faculty early in their academic career to insure that the necessary Prerequisite coursework is completed prior to admission to the Professional Social Work program.

## **Admission to the Professional Social Work Program**

The admissions policy of the Chadron State College Professional Social Work Program is to accept all qualified students within the limits of its resources, facilities, and mission. Qualified students are admitted without regard to age, race, marital status, gender, religion, national origin, or disability. Educational policies, scholarship and loan programs, and other programs and activities, are administered without discrimination. Chadron State College offers a B.A. degree with a comprehensive major in Social Work which is accredited by the Council on Social Work Education (CSWE). Graduating students are prepared to practice as competent beginning Social Work professionals.

Generally, students make application to the Professional Social Work Program during the fall semester of the junior year. Students who change majors or transfer to Chadron State College make application during the first semester on campus or when they have either completed or enrolled in all Prerequisite Social Work courses. Applications to the Professional Social Work Program are available online in the Social Work Student Handbook.

## **Admission Criteria**

Admission to the Chadron State College Professional Social Work Program is based on the following criteria:

1. Junior standing
2. Cumulative grade point average of 2.50 and a 2.75 GPA in Prerequisite Social Work courses
3. Completion of an Application to the Professional Social Work Program by deadlines published during the fall semester. An Application to the Professional Social Work Program includes: the application form, three letters of reference, written responses to questions identified on the application form, a personal statement, and a current resume
4. Completion of the following required courses: BIOL 121/121L; ECON 130; PSYC 131, 242; SW 231, 251, 252, 271; and LS 236
5. Documentation of 40 hours of volunteer experience in a social service setting must be completed by the beginning of the fall semester of the senior year
6. Completed interview with Social Work faculty and the Social Work Program Advisory Committee
7. Signed statement of acknowledgement of student's willingness to abide by the NASW Code of Ethics.

In accordance with the educational standards of the Council on Social Work Education, the Chadron State College Social Work Program does not grant academic credit for life experience for any social work course requirement.

After discussion with Social Work faculty, a student who does not meet the admission requirements for the Social Work Program may petition the Social Work Advisory Committee for special consideration.

Once accepted into the Professional Social Work program, students who apply to enter the Social Work Field Program are required to give permission to have a criminal background check conducted by an approved background investigation service. The background check will include states and counties of prior residence and will be completed at the expense of the student.

A student with a major felony conviction(s) including but not limited to the use of weapons or abuse of vulnerable individuals may not be able to complete SW 464, Social Work Field Practicum, depending upon the Program's ability to find a field placement site. If a student completes the Social Work Professional Program, he/she may not be able to secure a license to practice Professional Social Work, depending upon a given state's social work licensing board's standards or depending upon a given agency's hiring standards. Students with questions about prior convictions must schedule a meeting with the Social Work Program Director and Field Director to discuss circumstances and options available.

Applications for admission to the Professional Social Work Program are reviewed by the Social Work Program Advisory Committee. Students also interview with the Social Work Program Advisory Committee. Action on admission requests may include admission, conditional admission, or denial of admission. Students are notified of the decision of the Social Work Program Advisory Committee by an official letter from the Director of the Social Work

Program. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the Social Work Program Student Handbook.

## Transfer Students

Students transferring into CSC may upon completion of Prerequisite Social Work courses or upon enrollment in Prerequisite Social Work courses, apply for admission to the Professional Social Work Program. Before a student can be admitted to the Professional Social Work Program, the application process must be completed.

In situations where students are applying to the Professional Social Work Program while finishing Prerequisite courses, students may pre-enroll in Professional Social Work courses on a conditional basis with permission of the Director of the Social Work Program.

Students wanting to transfer credits from another institution must submit an official transcript to Chadron State College for evaluation. Unless an articulation agreement related to Social Work courses exists between Chadron State College and the institution, students must submit syllabi from prior Social Work courses to the Director of the Social Work Program. For Social Work Program courses, the final decision concerning content and acceptability of transferred courses rests with the Director of the Social Work Program.

## Termination Policy

A student may be terminated from the Social Work Program due to failure to meet generally accepted standards of professional conduct as identified in the National Association of Social Work Code of Ethics and as identified in the Chadron State College Code of Student Conduct. Examples of nonprofessional conduct include, but are not limited to, consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a nonjudgmental attitude, and inability to allow client self-determination.

Students who are dismissed from the Social Work Program may appeal the decision by initiating the appeal process as outlined in the Social Work Program Student Handbook.

## Bachelor of Arts – Comprehensive Major in Social Work

A student must complete the following program in addition to all coursework required by Chadron State College. Students pursuing this comprehensive major must complete the following: BIOL 121/121L and ECON 130.

| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
| LS            | 236           | Family Law  | 3              |
| PSYC          | 131           | Introduction to Psychology                        | 3              |
| PSYC          | 242           | Measurement and Research Designs                  | 3              |
| SW            | 231           | Professional Social Work                          | 3              |
| SW            | 251           | Human Behavior in the Soc Environ I               | 3              |
| SW            | 252           | Human Behavior in the Soc Environ II              | 3              |
| SW            | 271           | Social Welfare History & Service Delivery Systems | 3              |
| SW            | 330           | Diversity in the Rural Environment                | 4              |
| SW            | 332           | Services to Elderly & Differently Abled           | 2              |
| SW            | 343/343L      | Research Methods & Lab                            | 4              |
| SW            | 431           | Generalist Methods Lab                            | 1              |
| SW            | 432           | Methods I: Individuals & Families                 | 3              |
| SW            | 433           | Methods II: Therapeutic & Task Groups             | 3              |
| SW            | 434           | Policy Analysis & Advocacy                        | 3              |
| SW            | 435           | Methods III: Organizations & Communities          | 3              |
| SW            | 459           | Pre-Field & Orientation                           | 1              |
| SW            | 463           | Professional Seminar                              | 2              |
| SW            | 464           | Social Work Field Practicum                       | 10             |
|               |               | <b>Total</b>                                      | 57             |

Depending upon student’s future practice interests, Social Work students are encouraged to consider one or more of the following Social Work electives in course planning: SW 331, 338, 339, 340, 430, 436.

Social Work faculty may offer special topics courses under SW 230 or 430, Topics in Social Work.

Students who plan to practice Social Work in the Nebraska Panhandle service area are encouraged to take Spanish and Lakota culture and language courses (i.e. WLAN 100).

Students interested in the following fields of Social Work practice, may want to consider ONE OR MORE of the following recommended electives

- Disability Services: PSYC 435, SPED 435; SW 332
- Policy Analysis: CA 346; ECON 231, 232; LS 333
- Mental Health Services: AIS 334; PSYC 433, 435; SW 340
- International Social Work: AGRI 423; PS 332; SW 371
- Adolescent – School Services: AIS 334; CJ 338, 432; LS 432; SOC 332; SPED 331; SW 331, 339
- Administration: AIS 334; BA 337; LS 235, 435; MGMT 230
- Child Welfare Services: AIS 334; SPED 331; SW 331
- Gerontology Services: PSYC 234, 430, 433; SW 339.

## **Special Education**

### **Mission**

Chadron State College offers a cross-categorical special education program, providing teaching endorsement programs with current information, skills, and methods regarding program planning, implementation, and assessment for learners with mild/moderate disabilities. Endorsements in Special Education have been selected for their broad scope to effectively meet the special educational needs of teachers who will serve students in a variety of teaching/learning and inclusive environments.

The undergraduate special education curriculum provides the following options: Special Education endorsement (K-12) and Early Childhood Inclusive endorsement (birth-grade 3). An Area of Concentration in Special Education is also offered, as an option, for those also seeking the Elementary Education Field Endorsement program.

### **Bachelor of Science – Education – Field Endorsement in Special Education (K-12)**

Students seeking a teaching endorsement in the area of Special Education (K-12) are required to complete the following courses in addition to the Professional Education courses (2.75 minimum cumulative GPA required), and the Essential Studies Program requirements. Education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

The Teacher Internship experience in Special Education (K-12) requires 6 Teacher Internship credit hours in a Special Education setting at the secondary level, as well as 6 course credits at the elementary level; (EDUC 480V, Teacher Internship, Special Education K-12).

### **Professional Education**

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required no grade may be below a “C”)

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 131           | Introduction to Teaching                               | 3              |
| EDUC          | 224           | Multimedia Support of Instruction/Learning             | 2              |
| EDUC          | 320           | Elementary/Middle School Observation and Participation | 1-3            |



| Course Prefix | Course Number | Course Title                                      | Course Credits |
|---------------|---------------|---|----------------|
| EDUC          | 329           | Assessment Foundations                            | 2              |
| EDUC          | 433           | The Middle School                                 | 3              |
| EDUC          | 434           | Technology in Instructional Strategies*           | 3              |
| PSYC          | 231           | Educational Psychology                            | 3              |
| SPED          | 230           | Introduction Exceptional Learner                  | 3              |
| SPED          | 334           | Differentiated Instruction for Diverse Classrooms | 3              |
| <b>Total</b>  |               |   | 23-25          |

\*May be taken concurrently with Block Professional Semester

### Special Education Endorsement Courses (K-12)

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| CTE           | 431           | Introduction to Special Needs Programs in CTE                                    | 3              |
| HPER          | 422           | Introduction to Adapted Physical Education                                       | 3              |
| PSYC          | 334           | Developmental Psychology   | 3              |
| FCS           | 139           | OR Human Development   |                |
| READ          | 431           | Improvement of Instruction in Reading  | 3              |
| SPED          | 216           | Pre-referral Clinical Experience   | 1              |
| SPED          | 232           | Interpersonal Comm Skills for SPED   | 3              |
| SPED          | 316E          | Microteach Elem/Middle School  | 1              |
| SPED          | 316S          | Microteach Secondary Special Education   | 1              |
| SPED          | 331           | Behavior Modification & Management.  | 3              |
| SPED          | 432           | Elementary/Middle School/Secondary Methods & Materials for Mild/Mod Disabilities | 3              |
| SPED          | 433           | Program Development, Implementation, and Management                              | 3              |
| SPED          | 435           | Assessing Individuals with Mild/Moderate Disabilities                            | 3              |
| SPED          | 438           | Consultation/Collaboration   | 3              |
| SPED          | 439           | Language and Learning Disorders  | 3              |
| SPED          | 455           | Characteristics of LD  | 3              |
|               |               | One Core Content course (Math, Science, Social Science, or Language Arts)        | 3              |
| <b>Total</b>  |               |  | 42             |

### Professional Year (two semesters)

Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching).

Students pursuing only the Special Education Endorsement program may select to complete their Professional Year course work requirements by enrolling in either the Elementary Professional Year (Elementary Block route) or the Secondary Professional Year (Secondary Block route). Options are outlined below.

The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): refer to Application for Professional Year requirements.

### Semester #1/Option 1 – Elementary Block Route

| Course Prefix | Course Number | Course Title                                     | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 413E          | Elementary/Middle School Curriculum & Counseling | 1              |
| EDUC          | 414E          | Classroom Management                             | 1              |
| EDUC          | 415E          | Human Relations/Multicultural                    | 1              |
| EDUC          | 416E          | Elementary/Middle School Assessment              | 1              |

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 417E          | Teach Reading & Writing                            | 1              |
| EDUC          | 422           | Teaching Elementary/Middle School Science & Health | 2              |
| EDUC          | 423           | Teaching Primary Reading and Writing               | 2              |
| EDUC          | 424           | Teaching Intermediate Reading and Writing          | 2              |
| SPED          | 412E          | SPED Practices & Strategies                        | 1              |
|               |               | <b>Total</b>                                       | 12             |

### Semester #1/Option 2 – Secondary Block Route

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
| EDUC          | 411S          | Reading/Writing in the Content Areas | 1              |
| EDUC          | 412S          | Curriculum & Standards               | 1              |
| EDUC          | 414S          | Classroom Management                 | 1              |
| EDUC          | 415S          | Human Relations/Multicultural        | 1              |
| EDUC          | 418S          | Secondary/Middle School Assessment   | 1              |
| SPED          | 412S          | SPED Practices & Strategies          | 1              |
|               |               | <b>Total</b>                         | 6              |

### Semester #2 – Teacher Internship

EDUC 480V, Teacher Internship can be taken only after the successful completion of the Professional Semester (Block) courses (minimum cumulative GPA of 2.75 required).

NOTE: The Praxis II Test #5354 Special Education: Core Knowledge & Application and test #5017 EECIA must be taken as a requisite for graduation for all Special Education Endorsed students.

### Bachelor of Science – Education – Early Childhood Inclusive Field Endorsement (Birth through Grade 3)

This endorsement qualifies teachers to teach and provide services to infants, toddlers, and children from birth through grade 3, including those with special developmental and/or learning needs as defined in Section 79-1118.08R.S, and to support families and other personnel with responsibilities for their care and education. A student must complete the following program requirements in addition to the Essential Studies and Professional Education Program course requirements. Education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

### Professional Education

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required; no grade may be below a “C”)

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 131           | Introduction to Teaching                               | 3              |
| EDUC          | 224           | Multimedia Support of Instruction/Learning             | 2              |
| EDUC          | 320           | Elementary/Middle School Observation and Participation | 1-3            |
| EDUC          | 329           | Assessment Foundations                                 | 2              |
| EDUC          | 434           | Technology in Instructional Strategies*                | 3              |
| PSYC          | 231           | Educational Psychology                                 | 3              |
| SPED          | 230           | Introduction Exceptional Learner                       | 3              |
| SPED          | 334           | Differentiated Instruction for Diverse Classrooms      | 3              |
|               |               | <b>Total</b>   | 20-22          |

\*May be taken concurrently with Block Professional Semester.

## Early Childhood Inclusive Endorsement

The following courses are prerequisites to the Professional Year (2.75 minimum cumulative GPA required and no grade below a “C”)

| Course Prefix | Course Number | Course Title  | Course Credits |
|---------------|---------------|---|----------------|
| EDUC          | 231           | Play, Art & Music for Early Childhood                   | 3              |
| EDUC          | 232           | Science, Math & Social Studies for Early Child          | 3              |
| EDUC          | 233           | Literature & Language Arts for Early Child              | 3              |
| EDUC          | 321           | Teach Elementary/Middle School Math                     | 2              |
| FCS           | 139           | Human Development                                       | 3              |
| FCS           | 337           | Guidance Techniques in Human Relations                  | 3              |
| FCS           | 338           | Prenatal & Infant Practicum (Birth through Age 3)       | 3              |
| FCS           | 239           | Partners in Early Childhood Education                   | 3              |
| FCS           | 321A          | Curriculum Development in Early Childhood Education     | 2              |
| FCS           | 423           | Program Development Management                          | 3              |
| FCS           | 448/448L      | Early Childhood Practicum & Lab (Age 3 through Grade 3) | 4              |
| SPED          | 216           | Clinical Experience in Pre-referral                     | 1              |
| SPED          | 316E          | Micro Teaching in Preschool                             | 1              |
| SPED          | 331           | Behavior Modification and Management                    | 3              |
| SPED          | 433           | Program Development, Implementation, and Management     | 3              |
| SPED          | 435           | Assessing Individuals with Mild/Moderate Disabilities   | 3              |
| SPED          | 438           | Consultation/Collaboration                              | 3              |
| SPED          | 439           | Language & Learning Disorders                           | 3              |
|               |               | <b>Total</b>  | 49             |

## Professional Year Courses (two semesters)

Comprised of the “Block” Professional Semester and the Teacher Internship Experience Semester (Student Teaching): The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): Refer to Admission Requirements for the Professional Year.

### Semester #1 – Block

| Course Prefix | Course Number | Course Title                                       | Course Credits |
|---------------|---------------|--|----------------|
| EDUC          | 413E          | Elementary/Middle School Curriculum & Counseling   | 1              |
| EDUC          | 414E          | Classroom Management                               | 1              |
| EDUC          | 415E          | Human Relations/Multicultural                      | 1              |
| EDUC          | 416E          | Elementary/Middle School Assessment                | 1              |
| EDUC          | 417E          | Teaching Reading & Writing Diagnosis               | 1              |
| EDUC          | 422           | Teaching Elementary/Middle School Science & Health | 2              |
| EDUC          | 423           | Teaching Primary Reading and Writing               | 2              |
| EDUC          | 424           | Teaching Intermediate Reading and Writing          | 2              |
| SPED          | 412E          | SPED Practices & Strategies                        | 1              |
|               |               | <b>Total</b>                                       | 12             |

### Semester #2 – Teacher Internship

EDUC 480P, Teacher Internship Primary and EDUC 480R, Teacher Internship Early Childhood Education Inclusive can be taken only upon successful completion of the above (Semester #1 – “Block”) courses (minimum cumulative GPA of 2.75 required).

NOTE: The Praxis II: Test #5024, Education of Young Children, must be taken as a requisite for graduation. Test #5017, Elementary Education Curriculum, Instruction and Assessment, must also be taken as a requisite for graduation.

## Area of Concentration - Elementary

### Special Education

These courses must be completed along with the Elementary Education Field Endorsement course curriculum

| Course Prefix | Course Number | Course Title                    | Course Credits |
|---------------|---------------|---------------------------------|----------------|
| SPED          | 232           | Interpersonal Comm. Skills      | 3              |
| SPED          | 433           | Program Dev., Imp. & Management | 3              |
| SPED          | 439           | Language & Learning Disorders   | 3              |
|               |               | <b>Total</b>                    | <b>9</b>       |

## Technical Occupations

### Mission

The Bachelor of Applied Sciences in Technical Occupations is a specialized baccalaureate degree program restricted to individuals who transfer to Chadron State College with a completed Associate of Science (AS), Associate of Applied Science (AAS), or Associate of Occupational Science (AOS) degree from an accredited community or technical college. At Chadron State College, students will, working with an academic advisor, develop an official plan of study to complete upper division courses that meet career and educational goals of the student. Contact the Dean of Curriculum, Assessment and Accreditation for more information.

### Student Learning Outcomes

Students will:

- Describe connections between their coursework and their anticipated career.
- Discuss linkages within their coursework.
- Write logically and persuasively, using proper grammar and punctuation.

### Bachelor of Applied Sciences – Comprehensive Major in Technical Occupations

|  |                         |
|--|-------------------------|
| Associate Degree Transfer Course                   | up to 70 course credits |
| Minimum Essential Studies* Course                  | 30 course credits       |
| Minimum Upper Division** Course                    | 40 course credits       |
| Minimum Total Course Credits for Degree Completion | 120 course credits      |

\*Essential Studies requirements may be reduced by comparable transfer courses. Students must fulfill Essential Studies minimum credit requirements in each of the Student Learning Outcomes 2 through 11. It is recommended that students select upper division courses in order to help achieve the necessary 40 upper division course credit requirement.

\*\*Upper division requirements may include upper division Essential Studies courses.

### Transfer of Courses

Chadron State College will accept up to 70 course credits from an AS, AAS, or AOS degree granted by an accredited technical or community college. Additional units may be accepted from accredited baccalaureate institutions.

# Theatre

## Mission

The mission of the Chadron State College Theatre Studies Program is to prepare students for professional and educational theatre through a comprehensive program of practical application of knowledge bases and skills as well as sound analytical and theoretical development. Through a global perspective on theatre, its practices, and its history, students are provided the diversity necessary to their development as an individual and responsible member of a world society.

The course of study is designed to prepare the student for a career in theatre and to encourage personal and artistic growth in a student-centered environment that places equal value on both classroom study and practical application. To this end, the program is dedicated to providing a classroom experience strong in historical, theoretical, and process-oriented work combined with extensive practical opportunities in production in which students are encouraged and expected to play key roles as actors, designers, technicians, and directors.

## Student Learning Outcomes

Upon Completion of this program, students will:

- Demonstrate a working knowledge of theatre as a collaborative art form.
- Demonstrate a fundamental knowledge of light, set, and sound design as well as voice, acting, and movement in performance.
- Describe and apply the concepts that constitute the making of theatre and performance.
- Distinguish between various genres in playwriting and performance and the intrinsic demands of these various genres.
- Acquire and articulate a working knowledge of the vocabulary for describing and analyzing plays, scenes, designs and performances.
- Demonstrate understanding and application of key concepts through assignments in design, costuming, lighting, directing, and /or performance.
- Demonstrate understanding of theatre as a business with a grasp of unions, agents, and professional protocols.

## Bachelor of Arts – Comprehensive Major in Theatre

A student must complete the core requirements, the Essential Studies program requirements, and one of the following options.

## Core Requirements

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| FCS           | 135/135L      | Alteration and Construction Techniques & Lab   | 3              |
| TH            | 134           | Principles of Acting   | 3              |
| TH            | 159/159L      | Technical Theatre & Lab  | 3              |
| TH            | 222           | Stage Make-Up  | 2              |
| TH            | 234           | Audition Techniques & Practices  | 2              |
| TH            | 237           | Beginning Directing  | 3              |
| TH            | 242/242L      | Introduction to Light Design & Lab   | 3              |
|               | 243           | OR Introduction to Set Design  |                |
| TH            | 327           | Fundamentals of Voice & Movement   | 3              |
| TH            | 336           | Theatre History I  | 3              |
| TH            | 337           | Theatre History II   | 3              |
| TH            | 412           | Senior Assessment Jury   | 1              |
| TH            | 429           | Playscript Analysis  | 3              |
| TH            | 435           | Special Topics in Theatre (Choose from Stage Combat, Scene Painting, or Acting for the Camera) | 3              |

| Course Prefix | Course Number | Course Title | Course Credits |
|---------------|---------------|--------------|----------------|
|               |               | <b>Total</b> | 35             |

### Performance/Directing Option

| Course Prefix | Course Number | Course Title                         | Course Credits |
|---------------|---------------|--------------------------------------|----------------|
|               |               | Core Requirements                    | 35             |
|               |               | Elective from list below             | (19)           |
| TH            | 300/400       | Independent Study or Research        | 1-3            |
|               | 334           | Intermediate Acting                  | 3              |
|               | 339           | Children's Theatre Workshop          | 4              |
|               | 434           | Advanced Acting (periods and styles) | 3              |
|               | 435           | Topics in Theatre                    | 3              |
|               | 437           | Directing for the Stage              | 3              |
|               |               | <b>Total</b>                         | 54             |

### Technical/Design Option

| Course Prefix | Course Number | Course Title                                | Course Credits |
|---------------|---------------|---|----------------|
|               |               | Core Requirements                           | 35             |
|               |               | Elective from list below                    | (19)           |
| TH            | 300/400       | Independent Study or Research               | 1-3            |
|               | 339           | Children's Theatre Workshop                 | 4              |
|               | 435           | Topics in Theatre                           | 3              |
|               | 459A          | Theatrical Design: Advanced Set Design      | 3              |
|               | 459B          | Theatrical Design: Advanced Lighting Design | 3              |
|               |               | <b>Total</b>                                | 54             |

TH 390 Internship in Theatre (1-12 credits): Internship credits may be substituted for above course requirements in Theatre at the discretion of the Theatre faculty.

### Bachelor of Science – Education – Supplemental Endorsement in Theatre (7-12)

A student must complete the following program in addition to the Essential Studies program, Professional Education requirements, and a major (Subject Endorsement) in another discipline

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| TH            | 134           | Principles of Acting   | 3              |
| TH            | 159/159L      | Technical Theatre Lab  | 3              |
| TH            | 237           | Beginning Directing  | 3              |
| TH            | 242/242L      | Introduction to Light Design & Lab   | 3              |
|               | 243           | OR Introduction to Set Design  |                |
| TH            | 327           | Fundamentals of Voice & Movement   | 3              |
|               |               | One History/Analysis Elective  | (3)            |
| TH            | 336           | Theatre History I  | 3              |
| TH            | 337           | Theatre History II   | 3              |
| TH            | 429           | Playscript Analysis  | 3              |
|               |               | One Production Elective  | (3-4)          |
| TH            | 334           | Intermediate Acting  | 3              |
| TH            | 339           | Children's Theatre Workshop  | 4              |
| TH            | 300/400       | Independent Study or Research  | 1-3            |
| TH            | 434           | Advanced Acting Period and Styles  | 3              |
| TH            | 435           | Special Topics (Scene Painting, OR Acting for the Camera, OR Stage Combat) | 3              |
| TH            | 437           | Directing for the Stage  | 3              |

| Course Prefix | Course Number | Course Title                                 | Course Credits |
|---------------|---------------|--|----------------|
| TH            | 459A/459B     | Advanced Theatrical Design (Set or Lighting) | 3              |
|               |               | <b>Total</b>                                 | 21-22          |

NOTE: In addition to the above, students are required to successfully complete EDUC 480 (Field Study-3 credit hours) in a theatre-related experience to fulfill State of Nebraska requirements for the supplemental endorsement.

## Minor in Theatre

A student must complete the following program in addition to the Essential Studies requirements and a major in another discipline

| Course Prefix | Course Number | Course Title   | Course Credits |
|---------------|---------------|--|----------------|
| FCS           | 135/135L      | Alteration and Construction Techniques & Lab                               | 3              |
| TH            | 134           | Principles of Acting   | 3              |
| TH            | 159/159L      | Technical Theatre Lab  | 3              |
| TH            | 237           | Beginning Directing  | 3              |
| TH            | 242           | Introduction to Light Design & Lab   | 3              |
|               | 243           | OR Introduction. To Set Design   |                |
|               |               | One History/Analysis Elective  | (3)            |
| TH            | 336           | Theatre History I  | 3              |
| TH            | 337           | Theatre History II   | 3              |
| TH            | 429           | Playscript Analysis  | 3              |
|               |               | One Production Elective  | (3)            |
| TH            | 300/400       | Independent Study or Research  | 1-3            |
| TH            | 327           | Fundamentals of Voice & Movement   | 3              |
| TH            | 334           | Intermediate Acting  | 3              |
| TH            | 434           | Advanced Acting Period and Styles  | 3              |
| TH            | 435           | Special Topics (Scene Painting, OR Acting for the Camera, OR Stage Combat) | 3              |
| TH            | 437           | Directing for the Stage  | 3              |
| TH            | 459A/459B     | Advanced Theatrical Design (Set or Lighting)                               | 3              |
|               |               | <b>Total</b>   | 21             |

## Course Descriptions

### Accounting

**ACTG 160 Topics in Accounting** 1-3 course credits  
Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

**ACTG 241 Accounting Principles I** 3 course credits  
Introduction to financial accounting principles & the communication of financial information to external users. Examines the conceptual foundations, accounting processes, transaction analysis, & preparation of the four basic financial statements: income statement, balance sheet, equity statement & statement of cash flows.

**ACTG 242 Accounting Principles II** 3 course credits  
Introduction to managerial accounting principles & the communication of financial information to internal users. Emphasis on budgeting, planning, management decision making, cost behavior, cost control & product cost accumulation. Prerequisite: ACTG 241 or equivalent.

**ACTG 332 Accounting Information Systems** 3 course credits  
Focuses on the collecting, processing & communication of financial information in an organization to both internal & external users. An entity's processing cycles are studied.

**ACTG 337 Cost Management Accounting** 3 course credits  
Cost accounting & managerial accounting concepts & procedures are applied to the management decision making process. Topics included are: activity-based costing, job-order costing & process costing.

**ACTG 341 Intermediate Accounting I** 3 course credits  
Investigates theoretical accounting concepts relating to financial statement preparation and an in-depth study of accounting concepts related to assets. Prerequisites: ACTG 241, 242 or equivalencies.

**ACTG 342 Intermediate Accounting II** 3 course credits  
Accounting concepts relating to non-current assets and liabilities, with emphasis on stockholder's equity in the study of corporate accounting. Prerequisites: ACTG 241 and 242 or equivalencies.

**ACTG 430 Personal Income Tax** 3 course credits  
Federal income and state tax statutes, tax forms and regulations. Preparation of individual income tax returns. Computer software packages may be included.

**ACTG 431 Corporate/Fiduciary Tax** 3 course credits  
Basic principles of federal income taxation for partnerships, corporations, and fiduciaries. Tax preparation software packages may be included. Prerequisite: ACTG 430 or equivalent.

**ACTG 433 Governmental and Not-For-Profit Accounting** 3 course credits  
Specialized accounting procedures designed for governmental and non-profit entities including fund accounting, budgetary accounting, and reporting procedures. Non-profit accounting system software may be used to record transactions for these governmental and non-profit entities. Prerequisite: ACTG 241, 242 and 341 or equivalencies.

**ACTG 437 Advanced Cost Management Accounting** 3 course credits  
Advanced cost accounting & managerial accounting concepts & procedures are applied to the management decision making process. Topics included are: capital investment decisions, budgeting, standard costing, & transfer pricing.

**ACTG 438 Auditing** 3 course credits  
Duties and responsibilities of auditors, how to conduct an audit, preparation of audit reports, and special auditing problems. Standardized auditing software may be used to conduct a simulated audit for a business entity. Prerequisites: ACTG 241, 242 and 341 or equivalencies.



ACTG 443 Advanced Financial Accounting 3 course credits  
Accounting theory and problems dealing with corporate combinations and consolidations and other specialized financial accounting topics.

ACTG 460 Topics in Accounting 1-3 course credits  
Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

## **Agriculture**

Many of the Agriculture courses require field trips that are considered an integral part of the course. Field trips may be held on Saturdays.

AGRI 110 Agriculture Seminar 1 1 course credit  
This course is designed to provide students with an introduction to the study of agriculture. Students will be exposed to study methods, technical writing, scientific literature, and written and oral communication skills that will be vital to successfully completing their study of agriculture and related fields. This course will clarify and improve student expectations of an undergraduate education.

AGRI 132 Introduction to Animal Science 3 course credits  
Species adaptability, product standards and requirements, areas and types of production, processing and distribution of products, including meat animals, dairy, and horses.

AGRI 141 Introduction to Plant Science 3 course credits  
Fundamental structures and processes of plants. Principles to be applied cover plant structures, physiology, genetics, and environmental relationship to growth, adaptation, biotechnology, and management of plants.

AGRI 160 Special Topics 1-3 course credits  
Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.

AGRI 234 Principles of Animal Nutrition 3 course credits  
Principles of ruminant and non-ruminant nutrition as they relate to the biochemical and physiological functions of nutrients in life processes, and as they relate to feeding practices. Prerequisite: AGRI 132, or consent of the instructor.

AGRI 235 Introduction to Wildlife Management 3 course credits  
Introduction to the basic principles of wildlife biology and the art and science of wildlife management. Emphasis will be placed on terrestrial wildlife. Field trips may be required.

AGRI 242 Principles of Rangeland and Forage Management 3 course credits  
Emphasizes rangeland history, ecology, physiology of rangeland productivity and utilization, grazing management, rangeland improvements, and domestic livestock and wildlife management. Also includes forage production, harvesting, storage, rotations and pasture management.

AGRI 245 Principles of Soil Science 3 course credits  
Origin, development, classification, and management of soils that affect plant growth. Must be taken concurrently with AGRI 245L.

AGRI 245L Principles of Soil Science Laboratory 1 course credit  
Lab experience. Must be taken concurrently with AGRI 245.

AGRI 270 Special Topics 1-3 course credits  
Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.

AGRI 324 Wildlife and Livestock Disease Management 3 course credits  
Outlines parasitic, infectious, and environmental diseases influencing wild and domestic animal populations. Identifies the cause of disease, routes of transmission, and effects on the individual and population. Explores management

alternatives to control disease and reduce impacts on wildlife populations. Prerequisite: AGRI 132 or AGRI 235, or consent of the instructor.

|          |                               |                  |
|----------|-------------------------------|------------------|
| AGRI 325 | Rangeland Wildlife Management | 3 course credits |
|----------|-------------------------------|------------------|

Issues and management of wildlife and their habitats on rangelands. Emphasis will be on wildlife habitat management and manipulation and the issues of co-habitation of wildlife and domestic livestock. Field trips may be required. Prerequisite: Sophomore status or consent of the instructor.

|          |                        |                  |
|----------|------------------------|------------------|
| AGRI 329 | Agricultural Marketing | 3 course credits |
|----------|------------------------|------------------|

Market structure, conduct, and performance factors within the domestic and global marketing areas with specific emphasis on production components, agricultural resources, outputs and marketing through supply chains and channels. Specific attention involves governments' roles in marketing, market basket, price spreads, price analysis, futures and options markets, and contract marketing. Prerequisites: Department's Mathematics Requirement, ECON 231, 232, or consent of the instructor.

|          |   |                  |
|----------|---|------------------|
| AGRI 330 | Agricultural Economics and Agribusiness | 3 course credits |
|----------|---|------------------|

Basic economic principles and theories focusing on product markets, resource markets, production costs, and market structures, conduct and performance of the agricultural sector from retail level, consumers' demands, and resource sectors, production, domestically and globally within agriculture. Governments' roles, functions and policies which impact domestic and global markets for agriculture. Prerequisites: Department's Mathematics Requirement; ECON 232; or consent of the instructor.

|          |                           |                  |
|----------|---------------------------|------------------|
| AGRI 331 | Farm and Ranch Management | 3 course credits |
|----------|---------------------------|------------------|

The skills, techniques, innovations, and current procedures for management of farms and ranches.

|          |                     |                  |
|----------|---------------------|------------------|
| AGRI 333 | Ruminant Production | 3 course credits |
|----------|---------------------|------------------|

Principles and practices of commercial and purebred domestic and wildlife production including breeds, breeding, reproduction, diseases, marketing, management, and general husbandry. Must be taken concurrently with AGRI 333L.

|           |                                |                 |
|-----------|--------------------------------|-----------------|
| AGRI 333L | Ruminant Production Laboratory | 1 course credit |
|-----------|--------------------------------|-----------------|

Lab experience. Must be taken concurrently with AGRI 333.

|          |                                   |                  |
|----------|-----------------------------------|------------------|
| AGRI 334 | Vegetation Manipulation Practices | 3 course credits |
|----------|-----------------------------------|------------------|

Methods of manipulating rangeland vegetation for multiple-use purposes by grazing management, undesirable animal and plant control, seeding, soil and water enhancement, and other appropriate management practices. Prerequisite: AGRI 242 or consent of instructor.

|          |                  |                  |
|----------|------------------|------------------|
| AGRI 335 | Horse Production | 3 course credits |
|----------|------------------|------------------|

Principles and practices related to modern horse industry including conformation, performance, horse handling, diseases, housing, foot and leg care, equipment, and history.

|          |                         |                  |
|----------|-------------------------|------------------|
| AGRI 336 | Non-Ruminant Production | 3 course credits |
|----------|-------------------------|------------------|

Principles and practices of non-ruminant production including breeds, breeding and reproduction, diseases, marketing, management, and general husbandry.

|          |                          |                  |
|----------|--------------------------|------------------|
| AGRI 337 | Applied Animal Nutrition | 3 course credits |
|----------|--------------------------|------------------|

Characteristics of basic feedstuffs and recommended feeding practices utilizing ration development, feeding trials, and feed analysis.

|          |                      |                  |
|----------|----------------------|------------------|
| AGRI 338 | Livestock Evaluation | 3 course credits |
|----------|----------------------|------------------|

Evaluation of the relationship of form to function of domestic animals for superior production. Various types, classes, grades, and breeds of livestock will be studied. Prerequisite: AGRI 132 or consent of the instructor.

|          |                                |                 |
|----------|--------------------------------|-----------------|
| AGRI 339 | Rangeland Plant Identification | 1 course credit |
|----------|--------------------------------|-----------------|

Identification of the principle rangeland grasses, forbs, and shrubs of North American rangelands by ecosystem, with both common and scientific names. Habitat, management, and historic use characteristics of these species is also presented. Must be taken concurrently with AGRI 339L.

|  |  |                     |
|--|--|---------------------|
| AGRI 339L  | Rangeland Plant Identification Laboratory      | 2 course credits    |
| Lab experience. Must be taken concurrently with AGRI 339.  |  |                     |
| AGRI 346   | Equine Communications I                        | 2 course credits    |
| This course is designed as an introduction to natural horsemanship. Through the principle of making the right thing easy and the wrong thing difficult, students will learn the fundamental nature of round penning young horses. Students will build a strong foundation with aspects of controlling the forehead, haunches, shoulders and ribs. Must be taken concurrently with AGRI 346L.   |  |                     |
| AGRI 346L  | Equine Communications Lab                      | 1 course credit     |
| Lab experience. Must be taken concurrently with AGRI 346.  |  |                     |
| AGRI 347   | Equine Communications II                       | 2 course credits    |
| This course is a continuation of Equine Communications I. Through the principle of making the right thing easy and the wrong thing difficult, students will learn the fundamental nature of centered riding, soft supple maneuvers, and riding with confidence. Students will learn to train horses through soft hands and communication through their seat position. Maneuvers being taught are: side pass, turn-around, correct stop, lead changes, roll-backs, circling, hip, shoulder, rib, and forehand control. Must be taken concurrently with AGRI 347L. |  |                     |
| AGRI 347L  | Equine Communications II Lab                   | 1 course credit     |
| Lab experience. Must be taken concurrently with AGRI 347.  |  |                     |
| AGRI 348   | Rangeland Hydrology                            | 3 course credits    |
| Studies the hydrological cycle of rangeland watersheds. Primary focus will be on the role of vegetation in hydrologic processes and how utilization of rangeland watershed and manipulation of vegetation can alter or modify the processes.   |  |                     |
| AGRI 350   | Rangeland Ungulate Production                  | 3 course credits    |
| Production of ungulates on rangelands. Includes plant and animal responses to grazing, grazing animal behavior, grazing management, supplementing Rangeland forage, and economic considerations. Prerequisite: AGRI 242 or consent of the instructor.  |  |                     |
| AGRI 390   | Internship in Agriculture/Rangeland Management | 1-12 course credits |
| Provides practical experience in resource management relative to agriculture, rangeland management, natural resources, and wildlife management. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work course credits.   |  |                     |
| AGRI 400   | Independent Study or Research                  | 1-3 course credits  |
| For student seeking an individual problem in agriculture. Approval of a supervising faculty member, Dean and Academic Vice President are required before registering.  |  |                     |
| AGRI 410   | Agriculture Seminar II                         | 1 course credit     |
| Designed to enhance oral and written communication skills as encountered in agriculture. Prerequisite: Junior or Senior status.  |  |                     |
| AGRI 420   | Rangeland Short Course                         | 2 course credits    |
| Intensive summer workshop covering all contemporary areas of Rangeland management. Additional fees will be assessed.   |  |                     |
| AGRI 423   | Agricultural Policy                            | 3 course credits    |
| An examination of USDA agricultural, fiber, conservationist, and rural economic policies studied from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance for U.S. and international food and agriculture. Farm, international marketing and consumer policies are analyzed. No prerequisites although prior economic courses will be beneficial.   |  |                     |

|  |   |                  |
|--|---|------------------|
| AGRI 426   | Wildlife Research and Management Techniques | 3 course credits |
| Field and laboratory techniques for studying, evaluating, and managing wildlife and their habitats are described and demonstrated. Field trips required. Prerequisite: AGRI 235 required; AGRI 325 recommended. This course is dual-listed with AGRI 526.  |   |                  |
| AGRI 427   | Animal Anatomy and Physiology               | 3 course credits |
| Principles of physiology as related to gross anatomy, disease, and management practices of mammals. Recommended for pre-veterinary students. Prerequisites: AGRI 132, BIOL 139/139L, or consent of the instructor. Must be taken concurrently with AGRI 427L. This course is dual-listed with AGRI 527.  |   |                  |
| AGRI 427L  | Animal Anatomy and Physiology Laboratory    | 1 course credit  |
| Lab experience. Must be taken concurrently with AGRI 427. This course is dual-listed with AGRI 527L.   |   |                  |
| AGRI 428   | Habitat Inventory and Analysis              | 1 course credit  |
| Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use. Must be taken concurrently with AGRI 428L. Prerequisites: AGRI 242 and 339, or consent of the instructor. This course is dual-listed with AGRI 528.   |   |                  |
| AGRI 428L  | Habitat Inventory and Analysis Laboratory   | 2 course credits |
| Field lab experience. Must be taken concurrently with AGRI 428. This course is dual-listed with AGRI 528L.   |   |                  |
| AGRI 429   | Equine Industry Applied Field Studies       | 3 course credits |
| Provides an overview of the marketing and economic trends in the equine industry, as well as global equestrian hot-spots. A required field experience will provide firsthand experience with equine industry components including training, breeding, ranching, marketing, business, and showing venues throughout the United States, and expose students to opportunities available in the equine industry.   |   |                  |
| AGRI 435   | Wildlife Management Practicum               | 3 course credits |
| Seminar style course that will bring together wildlife professionals, natural resource managers, livestock producers, environmentalists and others interested in wildlife management. Participants will describe, discuss, and debate existing programs and issues on private and public lands. Field trips required. Prerequisites: AGRI 235, AGRI 426 required; AGRI 325 recommended. This course is dual-listed with AGRI 535.  |   |                  |
| AGRI 436   | Rangeland and Fire Ecology                  | 3 course credits |
| Principles of rangeland ecology using an approach treating plants, animals and humans as a whole. Includes composition, structure, processes, adaptations to environmental factors, biotic relationships, and problems of environmental quality and resource use. The role of fire in rangeland ecosystems, the characteristics of fire, and use of fire in maintaining native ecosystems will be explored. May require field trips. Prerequisite: AGRI 242 or consent of the instructor. This course is dual-listed with AGRI 536.  |   |                  |
| AGRI 438A  | Land Resource Management Planning I         | 1 course credit  |
| Inventory of soils, vegetation, water, wildlife, timber, mineral, recreation, and cropland resources of a selected farm/ranch operation or conservation area and development of a detailed management plan. Techniques of management of private and public lands. This is a spring course with the intent of the student beginning their land planning efforts. Students taking this course must also enroll in AGRI 438B Land Resource Management Planning II for 2 credit course credits to achieve a total of 3 hours credit in the Land Resource Management Planning area. Prerequisites: AGRI 141, 242, 245, 334, 339, and 350 or consent of the instructor. This course is dual-listed with AGRI 538A. |   |                  |
| AGRI 438B  | Land Resource Management Planning II        | 2 course credits |
| Inventory of soils, vegetation, water, wildlife, timber, mineral, recreation, and cropland resources of a selected farm/ranch operation or conservation area and development of a detailed management plan. Techniques of management of private and public lands. This is a fall course with the intent of the student completing their land planning efforts. Student taking this course must also enroll in AGRI 438A Land Resource Management Planning I for 1 credit hour to achieve a total of 3 hours credit in the Land Resource Management Planning area. Prerequisites: AGRI 141, 242, 245, 334, 339, and 350, or consent of the instructor. This course is dual-listed with AGRI 538B.             |   |                  |

**AGRI 438C Land Resource Management Planning III** 3 course credits  
Inventory of soils, vegetation, water, wildlife, timber, mineral, recreation, and cropland resources of a selected farm/ranch operation or conservation area and development of a detailed management plan. Techniques of management of private and public lands. This is a fall course for primarily transfer students and students that cannot take Land Resource Management Planning I and II due to scheduling conflicts. Students must achieve a total of 3 hours credit in the Land Resource Management Planning area. Prerequisites: AGRI 141, 242, 245, 334, 339, and 350 or consent of the instructor. This course is dual-listed with AGRI 538C.

**AGRI 440 Range Livestock Reproduction** 3 course credits  
Reproductive processes of range livestock including anatomy, physiology, endocrinology of reproduction, reproductive techniques including artificial insemination, embryo transfer, in vitro fertilization and cloning and various management techniques to enhance reproductive efficiency on the ranch. Prerequisite: AGRI 132 or consent of the instructor.

**AGRI 444 Grass Systematics** 3 course credits  
The main focus of the course is on identification of members of the Poaceae, or grass, family. Students will work through grasses provided to identify them down to species. Upon completion of the class the students will be able to recognize common tribal and genera characteristics, and be able to key out unknown grasses. This course is dual-listed with AGRI 544.

**AGRI 445 Mammalogy** 2 course credits  
Systematic, life history, physiology, and behavior of mammals. Must be taken concurrently with AGRI 445L. Field trips may be required. Cross-listed as BIOL 435. This course is dual-listed with AGRI 545.

**AGRI 445L Mammalogy Laboratory** 1 course credit  
Laboratory experience. Must be taken concurrently with AGRI 445. Cross-listed as BIOL 435L. This course is dual-listed with AGRI 545L.

**AGRI 447 Animal Breeding and Genetics** 3 course credits  
Range livestock animal breeding principles including heritabilities, correlations, mating systems, and the use of modern day genetic selection tools including expected progeny differences, indexes, and DNA applications. Course will include discussion of practical application of current genetic selection tools and principles. Prerequisite: AGRI 132 or consent of the instructor. This course is dual-listed with AGRI 547.

**AGRI 451 Human Dimensions of Wildlife Management** 3 course credits  
Overviews the historic and current public viewpoints of wildlife and wildlife/human conflicts. Examines the policies which affect wildlife research and management and the impacts public opinion has on policy formation. Identifies the various stakeholders involved in natural resource management and policy and incorporates the idea that wildlife management is people management. Prerequisite: AGRI 235, or consent of the instructor. This course is dual-listed with AGRI 551.

**AGRI 460 Topics in Agriculture** 1-3 course credits  
Meets the needs of changing conditions in agriculture. Topics may change from semester to semester. This course may be repeated for up to a total of 6 course credits.

**AGRI 461 Special Problems** 1-4 course credits  
Designed for the highly motivated advanced student. The student must submit a plan of study to the instructor and have the instructor's approval the semester prior to enrollment. This course may be repeated for up to a total of 6 course credits.

## **American Indian Studies**

**AIS 131 Lakota Language I** 3 course credits  
Introduction to the Lakota language, with focus on preserving the ancient language of the Lakota, both written and spoken.

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| AIS   | 132 | Lakota Language II                 | 3 course credits |
| Continuation of Lakota language study with emphasis on speaking and reading skills. Prerequisite: AIS 131 or equivalent.  |     |                                    |                  |
| AIS   | 334 | Lakota Society and Culture         | 3 course credits |
| Focus upon the central cultural aspects of the Lakota Sioux, including tribal and political organization, and social mores and norms. Recent changes in Reservation society will be examined. |     |                                    |                  |
| AIS   | 430 | Topics in American Indian Studies  | 3 course credits |
| Special topics in American Indian Studies.  |     |                                    |                  |
| AIS   | 436 | Seminar in American Indian Studies | 3 course credits |
| Designed to meet the specific needs of a group of students. Permission of the Instructor is required.   |     |                                    |                  |

## Anthropology

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| ANTH  | 231 | Introduction to Cultural Anthropology | 3 course credits |
| Comparative study of a variety of human groups modern and pre-modern, including analysis of technology, family form, religion, other aspects of social organization, and cultural change. Methods of cultural anthropology will be discussed. Field trips may be required.  |     |                                       |                  |
| ANTH  | 337 | People and Cultures of North America  | 3 course credits |
| Survey of indigenous cultures of North America from prehistory through contemporary societies. Emphasis is placed on the wide range of diversity exhibited by American Indians across the continent. Course content will include prehistoric Native Americans, the contact period, and contemporary American Indian societies.  |     |                                       |                  |
| ANTH  | 351 | Ancient West                          | 3 course credits |
| This course investigates the peoples and cultures of the West from the Neolithic through the Middle Ages with attentions to Greco-Roman societies, Iron-Age Celtic and Germanic societies, and the European world(s) that emerged as the earlier cultures collided. In addition to anthropological works, the course analyzes the subject through cognate fields with special emphasis on history.  |     |                                       |                  |
| ANTH  | 371 | Ancient East Asia                     | 3 course credits |
| This course investigates the history of East Asia from the emergence of Bronze-Age kingdoms through the failure of Confucian political and social systems in the mid-nineteenth century. In addition to historical works, this course analyzes the subject area through cognate disciplines, with special emphasis on anthropology.   |     |                                       |                  |
| ANTH  | 430 | Topics in Anthropology                | 3 course credits |
| Special topical studies that may include: art and religion, Native American culture, impact of technology on culture, agricultural systems, cultures of the Middle East, exploration and cultures, linguistics, and nomadism. Student may repeat the course for a maximum of 9 hours credit. Field research is possible.  |     |                                       |                  |
| ANTH  | 435 | Northern Plains Indian Cultures       | 3 course credits |
| Survey of Northern Plains Indian cultures with a focus upon aspects of cultures from both a historical and contemporary perspective, but with emphasis being placed on the contemporary cultures. The impact of modern technology and Euro-American contact on Northern Plains Indians will also be examined as well as the continuing functions of traditional Native beliefs in contemporary social, economic, political, and religious contexts. This course is dual-listed with ANTH 535. |     |                                       |                  |

## Art

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| ART  | 131 | Drawing I | 3 course credits |
| Basic drawing techniques using a variety of media and emphasizing the development of perceptual skills and communication through the language of art. May require field trips. |     |           |                  |

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| ART 133  | Design Fundamentals I          | 3 course credits   |
| Study of the basic elements and principals of two dimensional design and their application in the visual language of creative art.   |                                |                    |
| ART 136  | Drawing II                     | 3 course credits   |
| Continuation of drawing skills introduced in Drawing I. Students will work from both still life and live models.<br>Prerequisite: ART 131 or by permission of instructor.  |                                |                    |
| ART 225  | Printmaking I                  | 3 course credits   |
| Introduction to fundamental processes and creative potential of printmaking, including block printing, intaglio, and serigraphic techniques. Prerequisite: ART 131 or permission of instructor.  |                                |                    |
| ART 227  | Sculpture I                    | 3 course credits   |
| Experimentation with various materials in the creation of three-dimensional forms. Various media and processes will be explored.   |                                |                    |
| ART 228  | Ceramics I                     | 3 course credits   |
| Basic techniques of pinch, coil, slab and wheel thrown ceramics, including clay mixing, glazing and kiln loading.  |                                |                    |
| ART 229  | Introduction to Graphic Design | 3 course credits   |
| Introduction to the fundamentals of design, typography, layout, exploration of design history, the profession of graphic design and commercial art.  |                                |                    |
| ART 230  | Design Fundamentals II         | 2 course credits   |
| Fundamentals of three-dimensional design are covered through the elements and principles of form. Prerequisites: ART 131 or by permission of instructor.   |                                |                    |
| ART 232  | Painting I                     | 3 course credits   |
| Basic painting techniques emphasizing the use of value and color, the development of perceptual skills, familiarization with materials and communication through the language of Art. May require field trips. Prerequisite: ART 131 or permission of instructor.  |                                |                    |
| ART 237  | Creative Crafts I              | 3 course credits   |
| Course designed to be an exploration into the field of the Creative Craft Artist. Areas covered but not limited to are Fabric Design, Glass Lampworking, Papermaking, Jewelry and Weaving.   |                                |                    |
| ART 239  | Elements of Art                | 3 course credits   |
| Introduction to Art History, artists, techniques, and materials employed in the production of art. Illustrated lectures and demonstrations.  |                                |                    |
| ART 310  | Art Seminar                    | 0-3 course credits |
| Designed to meet the needs of a group of students wanting to study or research an aspect of art not offered as a regular class. May be repeated with a different topic/medium up to a total of nine credit course credits. Prerequisite: Permission of instructor. |                                |                    |
| ART 319  | Black and White Photography    | 3 course credits   |
| Survey of the tools and techniques of traditional darkroom black and white photography. Topics covered include camera operation, lighting, film and print development, and professional presentation.  |                                |                    |
| ART 320  | Figure Drawing                 | 3 course credits   |
| Development of perceptual skills in relation to the figure. Emphasis is placed on the use of the figure as a means of self-expression. Prerequisite: ART 131 and 136.  |                                |                    |
| ART 321  | Glass I                        | 3 course credits   |
| (A) Study of the history of and techniques used in forming hot glass. Student will gather, blow, shape and finish molten glass.  |                                |                    |

(B) Designed to introduce the student to various cold working processes in glass. Course will cover stained glass, etched, lampworked and fused processes.

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| ART | 322 | Graphic Design I | 3 course credits |
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Intermediate-level graphic design work using design principles with an introduction to Adobe Creative Suite design software (InDesign, Photoshop, and Illustrator) through assignments and projects.

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| ART | 323 | Creative Photography | 3 course credits |
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Introduction to the procedures and creative potential of the photographic process. Topics will include alternative, traditional, and digital photographic techniques.

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| ART | 325 | Printmaking II | 3 course credits |
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Advanced exploration of processes and creative potential of printmaking, including block printing, intaglio and serigraphic techniques. Prerequisite: ART 225.

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| ART | 329 | Graphic Design II | 3 course credits |
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Intermediate-level graphic design work focusing on web design utilizing concept, information organization, and design principles with an introduction to Dreamweaver and Flash software.

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| ART | 330 | Topics in Art | 1-3 course credits |
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Open to advanced art students who have completed both introductory and intermediary courses in a specific topic/medium and want to further develop mastery in the topic/medium. Students must submit a written outline detailing a plan of research to the art department. Departmental approval must be received before registering. Critiques of work and participation in an art show are required. May be repeated with a different topic/medium up to a total of nine credit hours. Prerequisite: Permission of instructor.

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| ART | 331 | Watercolor | 3 course credits |
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Introduction to watercolor and other mediums such as pastels or pencils. The use of color, development of perceptual skills and communication through the language of art will be emphasized.

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| ART | 332 | Painting II | 3 course credits |
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Advanced oil or acrylic painting techniques emphasizing the development of a personal direction and portfolio. Prerequisite: ART 232.

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| ART | 334 | Art for the Elementary/Middle School Teacher | 3 course credits |
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Study of Discipline Based Art Education in the elementary/middle school classroom. Includes basic design, media experience, reference materials, art criticism, aesthetics, and history. Recommended Prerequisites: EDUC 131 and PSYC 231.

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| ART | 337 | Sculpture II | 3 course credits |
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Advanced construction of three-dimensional forms through the use of clay, wood, wire and various other materials. Prerequisite: ART 227.

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| ART | 338 | Art History Survey I | 3 course credits |
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Historical survey of Western Art from Prehistory through Gothic with emphasis on the social and political influences of the visual arts. Field trips may be required.

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| ART | 339 | Art History Survey II | 3 course credits |
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Historical survey of Western Art from the Renaissance through Impressionism with emphasis on the social and political influences of the visual arts. Field trips may be required.

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| ART | 340 | Twentieth Century Art Survey | 3 course credits |
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Survey of important movements and individual artists that have shaped Art History from Impressionism through the Postmodern 90s. Field trips may be required.



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| ART 343  | Digital Photography           | 3 course credits    |
| Course is designed to explore digital photography and digital image manipulation using Adobe Photoshop and related software. Manually adjustable digital camera required.  |                               |                     |
| ART 390  | Internship in Art             | 1-12 course credits |
| Provides practical experience in art. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.  |                               |                     |
| ART 400  | Independent Study or Research | 3 course credits    |
| Study or research in an area of special interest. Students must submit a written proposal for study and be approved by the instructor prior to registration. Prerequisite: permission from Instructor, Dean, and the Vice President of Academic Affairs.   |                               |                     |
| ART 411  | Graphic Design III            | 3 course credits    |
| Advanced-level work in graphic design. Exploration of several areas of design including logos, visual identity and branding, posters, editorial design, packaging design, annual reports, advertising, and web design. Further instruction and practice with Adobe Creative Suite design software (In Design, Photoshop, and Illustrator). Prerequisite: ART 322 or permission of instructor.  |                               |                     |
| ART 412  | Senior Thesis                 | 1 course credit     |
| Preparation of the student's senior art exhibit and portfolio is required of all art majors. Students will be evaluated on poster design, publicity, pictorial display, gallery arrangement, creativity and craftsmanship in a broad range of media.   |                               |                     |
| ART 421  | Glass II                      | 3 course credits    |
| Exploration in the use of molten glass as an art medium, with attention to techniques, construction and maintenance of studio equipment. Prerequisite: ART 321A.<br>Exploration into the advanced construction of strained glass panels. Course will cover both lead and copper foil processes. Lampworking with beads and marbles will be introduced. Prerequisite: ART 321B.   |                               |                     |
| ART 422  | Graphic Design Practicum      | 3 course credits    |
| Advanced level work in graphic design. Emphasis on multi-piece design, concept development, professional presentation and portfolio preparation. Prerequisite: ART 322 and 329.  |                               |                     |
| ART 428  | Ceramics II                   | 3 course credits    |
| Concentration on the wheel thrown form, both functional and non-functional, with continued research into glaze formulation and firing of kilns. Prerequisite: ART 228.   |                               |                     |
| ART 430  | Advanced Art Studio           | 3 course credits    |
| Open to advanced art students who have completed both introductory and intermediary courses in a specific topic/medium and want to further develop mastery in the topic/medium. Students must submit a written outline detailing a plan of research to the art department. Departmental approval must be received before registering. Critiques of work and participation in an art show are required. May be repeated with a different topic/medium up to a total of nine credit hours. Prerequisite: permission of instructor. |                               |                     |
| ART 437  | Creative Crafts II            | 3 course credits    |
| Advanced exploration into the field of the Creative Craft's Artist. Areas covered, but not limited to, are Fabric Design, Glass Lampworking, Papermaking, Jewelry and Weaving. Prerequisite: ART 237.  |                               |                     |

## Biology

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| BIOL 110   | Introduction to Laboratory Medicine | 1 course credit |
| Processes and procedures of the clinical laboratory including a historical perspective, hospital/laboratory organization, accrediting agencies, professional organizations, communication, ethics, departments, specialties, and the attributes of effective medical laboratory utilization. |                                     |                 |

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| BIOL 121  | Human Biology                       | 2 course credits |
| An introductory study of the structure and function of the human body. Not for Biology or Health Science majors and minors. Must be taken concurrently with BIOL 121L.  |                                     |                  |
| BIOL 121L   | Human Biology Laboratory            | 1 course credit  |
| Laboratory experience in the structure and function of the human body. Must be taken concurrently with BIOL 121.  |                                     |                  |
| BIOL 132  | Medical Terminology                 | 2 course credits |
| The study of prefixes, suffixes, and roots of words used in medical and biological fields, emphasizing their origin in the Greek and Latin languages. Designed for biology majors and pre-professional students in the health care fields. This course does not satisfy any Essential Studies requirements.   |                                     |                  |
| BIOL 136  | Biological Science                  | 2 course credits |
| A survey of biological knowledge and principles designed to meet the needs of the non-science major. No credit towards biology major or minor. Must be taken concurrently with BIOL 136L.   |                                     |                  |
| BIOL 136L   | Biological Science Laboratory       | 1 course credit  |
| Laboratory experience in biological study, including using technology to explore and to gather scientific data. Must be taken concurrently with BIOL 136.   |                                     |                  |
| BIOL 138  | General Biology: Botany             | 3 course credits |
| A survey of flowering plants, with focus on anatomy and foundational cellular and organismal physiology and classification. Plant importance to humans and role in climate moderation and responses to climate changes will be introduced. Must be taken concurrently with BIOL 138L.   |                                     |                  |
| BIOL 138L   | General Biology: Botany Laboratory  | 1 course credit  |
| Laboratory experience in flowering plants. Must be taken concurrently with BIOL 138.  |                                     |                  |
| BIOL 139  | General Biology: Zoology            | 3 course credits |
| General scientific principles, diversity and origin of life, and fundamental cell biology, genetics, classification, ecology, anatomy, behavior of animals, phylogenetic relationships of major animal groups, and an introduction to the systematics, ecology and importance of fungi. Must be taken concurrently with BIOL 139L.  |                                     |                  |
| BIOL 139L   | General Biology; Zoology Laboratory | 1 course credit  |
| Laboratory experience in major animal group anatomy and phylogeny. Must be taken concurrently with BIOL 139.  |                                     |                  |
| BIOL 220  | Comparative Anatomy                 | 3 course credits |
| A systemic approach to vertebrate anatomy examining how structures and organ systems have evolved through the different vertebrate groups from fish to mammals. The structure and function of vertebrate organ systems will be discussed in the context of developmental and evolutionary history. Must be taken concurrently with BIOL 220L. Prerequisite: BIOL 138/138L and BIOL 139/139L |                                     |                  |
| BIOL 220L   | Comparative Anatomy Laboratory      | 1 course credit  |
| Investigation of vertebrate anatomy through dissection of a variety of vertebrates and microscopic examination of selected histological preparations of tissues. Must be taken concurrently with BIOL 220.  |                                     |                  |
| BIOL 238  | Plant Morphology                    | 3 course credits |
| The phylogenetic treatment of the vascular, lower vascular, and nonvascular plants, living and extinct. Must be taken concurrently with BIOL 238L. Prerequisite: BIOL 138/138L or AGRI 141.   |                                     |                  |
| BIOL 238L   | Plant Morphology Laboratory         | 1 course credit  |
| Laboratory experience in phylogenetic relationships of the plants. Must be taken concurrently with BIOL 238.  |                                     |                  |
| BIOL 239  | Animal Classification               | 3 course credits |
| The phylogenetic treatment of vertebrate and invertebrate animals, living and extinct. Must be taken concurrently with BIOL 239L. Prerequisite: BIOL 138/138L and BIOL 139/139L.  |                                     |                  |

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| BIOL 239L  | Animal Classification Laboratory                 | 1 course credit    |
| Laboratory experience in the phylogenetic relationships of animals. Must be taken concurrently with BIOL 239.  |  |                    |
| BIOL 240   | Anatomy and Physiology I                         | 3 course credits   |
| The anatomy and physiology of the human body will be studied through the ten body systems. The content of this course includes the microscopic organization of the tissue of the body and the integument, skeletal, muscular, nervous system. This is the first semester of a two semester sequence with BIOL 242 Anatomy and Physiology II. This course is designed for students preparing for 2 year professional schools. Must be taken concurrently with BIOL 240L. Prerequisite: BIOL 138/138L, BIOL 139/139L, either CHEM 140/140L or CHEM 132/132L, or consent of instructor. |  |                    |
| BIOL 240L  | Gross Human Anatomy Laboratory                   | 1 course credit    |
| Gross human anatomy laboratory uses donor bodies. Must be taken concurrently with BIOL 240. Taught concurrently with BIOL 340L.  |  |                    |
| BIOL 242   | Anatomy and Physiology II                        | 3 course credits   |
| The anatomy and physiology of the human body will be studied through the ten body systems. The content of this course includes the microscopic organization of the tissues of the endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive systems. This is the second semester of a two semester sequence with BIOL 240 Anatomy and Physiology I. This course is designed for students preparing for 2 year health professional schools. Must be taken concurrently with BIOL 242L. Prerequisite: BIOL 240/240L or consent of the instructor.        |  |                    |
| BIOL 242L  | Human Physiology Laboratory                      | 1 course credit    |
| Laboratory experience in physiology of human systems, using technology and donor bodies. Must be taken concurrently with BIOL 242. Taught concurrently with BIOL 342L.   |  |                    |
| BIOL 270   | Topics in Biology                                | 1-3 course credits |
| Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.  |  |                    |
| BIOL 311   | Biology Seminar I                                | 1 course credit    |
| Selection of topics suitable for library research, conducting of literature searches, critical analysis of sources, and presentation of integrated thesis in a poster format. Resume development will be discussed. Should be taken within the last two semesters student is enrolled at Chadron State College. Pre- or co-requisite: BIOL 332/332L.   |  |                    |
| BIOL 314   | Biotechnology                                    | 3 course credits   |
| Hands-on procedures with lectures and readings to provide theoretical understanding and historical background of biotechnology work. Prerequisite or co-requisite: BIOL 332/332L. Cross-listed with CHEM 314.  |  |                    |
| BIOL 320   | Supervised Study in Laboratory and Field Methods | 1-2 course credits |
| Students will prepare, supervise, and evaluate laboratory exercises under the direction of faculty members. Designed to give students practical experience teaching in the laboratory setting.   |  |                    |
| BIOL 323   | Basic Hematology                                 | 1 course credit    |
| Basic hematology and urinalysis including microscope usage and care; blood cell formation, function and destruction; abnormal blood cells; blood clotting; coagulation disorders; and the chemical and physical examination of urine. Must be taken concurrently with BIOL 323L. Prerequisites: BIOL 138/138L, BIOL 139/139L, BIOL 240/240L, BIOL 242/242L, and CHEM 231/231L.   |  |                    |
| BIOL 323L  | Basic Hematology Laboratory                      | 1 course credit    |
| Laboratory experience in basic hematology and urinalysis. All students must have received two of the three hepatitis B vaccinations prior to beginning this course. Must be taken concurrently with BIOL 323.  |  |                    |
| BIOL 330   | Immunology                                       | 3 course credits   |
| Function of the human immune system including the structure and function of bone marrow, blood cells, and lymphatic tissue. Prerequisites: BIOL 341/341L.  |  |                    |

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| BIOL 332   | Genetics                       | 3 course credits |
| Transmission of traits from generation to generation, including Mendelian, molecular, and population genetics. Must be taken concurrently with BIOL 332L. Prerequisites: BIOL 138/138L, BIOL 139/139L, CHEM 131/131L or CHEM 140/140L, or permission of instructor.  |                                |                  |
| BIOL 332L  | Genetics Laboratory            | 1 course credit  |
| Laboratory experience in inheritance, molecular genetic analysis, and genomic studies. Must be taken concurrently with BIOL 332.   |                                |                  |
| BIOL 336   | General Ecology                | 2 course credits |
| The structure and function of nature with emphasis on biomes, ecosystems, communities, and populations. Must be taken concurrently with BIOL 336L. Field trips required. Prerequisite: 6 hours from any of the following: BIOL 138/138L, BIOL 139/139L, AGRI 141, AGRI 242/242L.   |                                |                  |
| BIOL 336L  | General Ecology Laboratory     | 1 course credit  |
| Laboratory experience in describing and quantifying natural communities and populations. Must be taken concurrently with BIOL 336.   |                                |                  |
| BIOL 337   | Environmental Management       | 3 course credits |
| Global ecosystem and humans' impact on it, including biology in human affairs, air and water pollution, and population growth. Coverage includes the major environmental laws, such as NEPA, ESA, The Wilderness Act, etc. Special projects are required. Field trips required.  |                                |                  |
| BIOL 340   | Human Anatomy                  | 3 course credits |
| An advanced study of the microscopic and gross structure of the human body. This course will prepare the study for entry into BIOL 342. Donor bodies are used. Must be taken concurrently with BIOL 340L. Prerequisite: BIOL 138/138L and BIOL 139/139L.   |                                |                  |
| BIOL 340L  | Gross Human Anatomy Laboratory | 1 course credit  |
| Gross human anatomy laboratory uses donor bodies. Must be taken concurrently with BIOL 340. Taught concurrently with BIOL 240L.  |                                |                  |
| BIOL 341   | Microbiology                   | 3 course credits |
| Study of bacteria, mold, yeasts, algae, protozoa, viruses, and rickettsias. Must be taken concurrently with BIOL 341L. Prerequisite: BIOL 138/138L and 139/139L  |                                |                  |
| BIOL 341L  | Microbiology Laboratory        | 1 course credit  |
| Laboratory experience in techniques for microbe identification. Must be taken concurrently with BIOL 341.  |                                |                  |
| BIOL 342   | Human Physiology               | 3 course credits |
| The detailed human physiology of each organ system of the body is discussed at an advanced level. BioPac computer laboratory equipment and donor bodies are used. This is the second semester of a two semester sequence with BIOL 340. This course is designed for students preparing for 3-4 year professional schools. Must be taken concurrently with BIOL 342L. Prerequisites: BIOL 340/340L, and either CHEM 140/140L, or CHEM 132/132L, or consent of the instructor. Cross-listed with BIOL 242. |                                |                  |
| BIOL 342L  | Human Physiology Laboratory    | 1 course credit  |
| Laboratory experience in physiology of human systems, using technology and donor bodies. Must be taken concurrently with BIOL 342. Taught concurrently with BIOL 242L.   |                                |                  |
| BIOL 343   | Parasitology                   | 2 course credits |
| Taxonomy, morphology, physiology, life history, and control of the parasitic protozoans, helminthes, and arthropods. Must be taken concurrently with BIOL 343L. Prerequisites: BIOL 138/138L and BIOL 139/139L.  |                                |                  |
| BIOL 343L  | Parasitology Laboratory        | 1 course credit  |
| Laboratory experience in identifying and understanding parasites of living systems. Must be taken concurrently with BIOL 343.  |                                |                  |

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| BIOL 350   | Field Biology                 | 1-6 course credits  |
| Two to five week field course offered between semesters, spring break, or during the summer. One hour of credit may be earned for each week of full time participation. Itinerary for each class will be announced several weeks prior to registration. Fees in addition to tuition will be charged. Early registration required.  |                               |                     |
| BIOL 390   | Internship in Biology         | 1-12 course credits |
| Practical experience as a biologist in government, business, or industry. Open to upper division students majoring in the area of biology. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. |                               |                     |
| BIOL 400   | Independent Study or Research | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean of Curriculum, Assessment and Accreditation and Academic Vice President is required.   |                               |                     |
| BIOL 401   | Ornithology                   | 2 course credits    |
| Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology, and identification with emphasis on local species. Must be taken concurrently with BIOL 401L.  |                               |                     |
| BIOL 401L  | Ornithology Laboratory        | 1 course credit     |
| Laboratory and field experience in anatomy, behavior, and identification of birds. Must be taken concurrently with BIOL 401.   |                               |                     |
| BIOL 404   | Anatomy and Physiology Mentor | 2 course credits    |
| Students will assist BIOL 240L instructor in the preparation and delivery of laboratory instruction using anatomical specimens and physiological simulations and conduct additional optional "open-lab" study sessions. Concurrent enrollment in BIOL 422 required. Written permission of instructor is required.  |                               |                     |
| BIOL 405   | Human Anatomy Mentor          | 2 course credits    |
| Students will assist BIOL 340L instructor in the preparation and delivery of laboratory instruction using anatomical specimens and conduct additional optional "open-lab" study sessions. Concurrent enrollment in BIOL 422 required. Written permission of instructor is required.  |                               |                     |
| BIOL 406   | Human Physiology Mentor       | 2 course credits    |
| Students will assist BIOL 342L instructor in the preparation and delivery of laboratory instruction using live physiologic experimentation and computer simulations and conduct additional occasional "open-lab" study sessions. Prerequisite: BIOL 422. Written permission of instructor is required.   |                               |                     |
| BIOL 409   | Senior Biology Research       | 1-3 course credits  |
| Original investigation in biology under a faculty member's supervision and guidance. A public presentation of results will occur. May be repeated up to four times, for no more than 6 credits total. Written permission of instructor is required.  |                               |                     |
| BIOL 410   | Biology Seminar II            | 1 course credit     |
| Each student will select a topic with approval by the biology faculty. The student will complete original research or literature review on the topic and report by a written research report, and a verbal presentation with audiovisuals. May be repeated but only one hour applies to major. Requirements: Senior Status, Biology Major or junior status, Health Sciences Major. Prerequisite: BIOL 311.   |                               |                     |
| BIOL 422   | Advanced Human Anatomy        | 1 course credit     |
| The advanced study of human anatomy through human gross dissection, histological analysis and clinical anatomy of each system of the body. Prerequisites: C or better in BIOL 340/340L and BIOL 342/342L and written permission by the course instructor.  |                               |                     |

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| BIOL 427  | Biology of Populations              | 3 course credits |
| Population ecology and the genetic processes of adaptation and evolution. Lectures and class discussion of current literature, plus application of concepts in a literature review paper is required. Prerequisites: BIOL 332/332L, and BIOL 336/336L or equivalent. This course is dual-listed with BIOL 527.  |                                     |                  |
| BIOL 429  | Aquatic Microbiology                | 3 course credits |
| The detection and study of bacteria in streams, lakes, wells, etc. and a basic review of water-borne viruses that are of public health significance. Oral and written presentations, laboratory and field trips required. BIOL 341 highly recommended prior to taking this course. This course is dual-listed with BIOL 529.  |                                     |                  |
| BIOL 431  | Entomology                          | 2 course credits |
| Taxonomy, morphology, physiology, life history, behavior, ecology, and economic importance of insects. Lecture, laboratory and field trips. Must be taken concurrently with BIOL 431L. Prerequisites: BIOL 139/139L and BIOL 239/239L. This course is dual-listed with BIOL 531.  |                                     |                  |
| BIOL 431L   | Entomology Laboratory               | 1 course credit  |
| Laboratory and field experience in insect morphology and taxonomy. Must be taken concurrently with BIOL 431. This course is dual-listed with BIOL 531L.   |                                     |                  |
| BIOL 432  | Developmental Biology               | 2 course credits |
| Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis, and organogenesis. Must be taken concurrently with BIOL 432L. Prerequisites: BIOL 332/332L. This course is dual-listed with BIOL 532.  |                                     |                  |
| BIOL 432L   | Developmental Biology Laboratory    | 1 course credit  |
| Laboratory experience in vertebrate embryology and morphological development. Must be taken concurrently with BIOL 432. This course is dual-listed with BIOL 532L.  |                                     |                  |
| BIOL 433  | Human Biomechanics                  | 2 course credits |
| Utilization of anatomy, physiology, biochemistry, and physics in the study of human movement, with emphasis on biomechanics, control and integration of muscle groups in maintaining posture and producing complicated movements, bioenergetics, adaptation of the body to stress and exercise, and training regimens. Must be taken concurrently with BIOL 433L. Prerequisites: BIOL 342/342L and PHYS 151/151L. This course is dual-listed with BIOL 533. |                                     |                  |
| BIOL 433L   | Human Biomechanics Laboratory       | 1 course credit  |
| Laboratory experience in human movement. Technology and donor bodies will be used. Must be taken concurrently with BIOL 433. This course is dual-listed with BIOL 533L.   |                                     |                  |
| BIOL 435  | Mammalogy                           | 2 course credits |
| Systematics, life history, physiology, and behavior of mammals. Must be taken concurrently with BIOL 435L. Field trips required. Cross-listed with: AGRI 445. This course is dual-listed with BIOL 535.   |                                     |                  |
| BIOL 435L   | Mammalogy Laboratory                | 1 course credit  |
| Laboratory experience in mammal structure and function. Must be taken concurrently with BIOL 435. Cross-listed with: AGRI 445L. This course is dual-listed with BIOL 535L.  |                                     |                  |
| BIOL 436A   | Microscopy Theory                   | 1 course credit  |
| Microscopic principles and techniques focusing on the use of microscopes in scientific inquiry and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation, and types of research microscopes. Recommend taking with BIOL 436B. Prerequisites: 12 hours of Biology/Geoscience credit, or approval of the instructor. Cross-listed as GEOS 426A. This course is dual-listed with BIOL 536A.                    |                                     |                  |
| BIOL 436B   | Introduction to Scientific Research | 2 course credits |
| Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. Recommend taking with BIOL 436A. Prerequisite:   |                                     |                  |

12 credits of Biology/Geoscience courses, or approval of the instructor. Cross-listed as GEOS 426B. This course is dual-listed with BIOL 536B.

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| BIOL 438   | Taxonomy of Plants            | 2 course credits   |
| The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants. Field trips required. Must be taken concurrently with BIOL 438L. Prerequisite: BIOL 138/138L or equivalent. This course is dual-listed with BIOL 538.   |                               |                    |
| BIOL 438L  | Taxonomy of Plants Laboratory | 1 course credit    |
| Laboratory experience in plant phylogeny and identification. Must be taken concurrently with BIOL 438. This course is dual-listed with BIOL 538L.  |                               |                    |
| BIOL 439   | Plant Physiology              | 2 course credits   |
| Physiological and developmental processes occurring in cells, tissues, and organs of plants, with emphasis on hormonal, environmental and other control mechanisms of plant behavior and development. Must be taken concurrently with BIOL 439L. Prerequisite: BIOL 138/138L or AGRI 141, and either CHEM 131/131L or 140/140L. This course is dual-listed with BIOL 539.                                |                               |                    |
| BIOL 439L  | Plant Physiology Laboratory   | 1 course credit    |
| Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry. Must be taken concurrently with BIOL 439. This course is dual-listed with BIOL 539L.  |                               |                    |
| BIOL 440   | Topics in Biology             | 1-3 course credits |
| Designed to meet the needs of students desiring knowledge in areas of biology not covered in another biology course. Study topics and credit will be arranged to meet the needs of the students. Laboratory work, field work, and extra fees may be required. Can be repeated with a change in emphasis for a total of six course credits.   |                               |                    |
| BIOL 444   | Limnology                     | 2 course credits   |
| Biological, chemical and physical studies of inland surface waters. Must be taken concurrently with BIOL 444L. Field trips required. Prerequisite: 12 credits of Biology excluding BIOL 136/136L. This course is dual-listed with BIOL 544.  |                               |                    |
| BIOL 444L  | Limnology Laboratory          | 1 course credit    |
| Laboratory and field experience in freshwater systems. Must be taken concurrently with BIOL 444. This course is dual-listed with BIOL 544L.  |                               |                    |
| BIOL 446   | Regional Flora                | 3 course credits   |
| The plants and plant communities of the region. Workshop format for majors and non-majors. Field trips required. This course is dual-listed with BIOL 546.   |                               |                    |
| BIOL 448   | Ethnobotany                   | 2 course credits   |
| Plants useful or harmful to man, their origins and history, botanical relationships, chemical constituents which make them economically important, roles in prehistoric and modern cultures and civilizations, and the potential of the plant kingdom for new economically important species. Must be taken concurrently with BIOL 448L. Field trips required. This course is dual-listed with BIOL 548. |                               |                    |
| BIOL 448   | Ethnobotany Laboratory        | 1 course credit    |
| Laboratory experience in plant-human interactions. Must be taken concurrently with BIOL 448. This course is dual-listed with BIOL 548L.  |                               |                    |
| BIOL 449   | Molecular Biology of The Cell | 3 course credits   |
| In-depth analysis of eukaryotic cellular biology, including cell-cell communication, signal transduction, apoptosis, control of cell cycle, and other advanced topics (cancer, gene therapy, prokaryotic cells, viruses). Prerequisites: BIOL 332/332L, 341/341L, and either CHEM 231/231L or CHEM 333/333L. This course is dual-listed with BIOL 549.   |                               |                    |

BIOL 450 Field Limnology 3 course credits  
Lecture and field methods for studying the biological, chemical, and physical processes in lakes and streams. Includes an extended field trip to Yellowstone National Park or other areas. Fees in addition to tuition will be charged. Early registration required. Prerequisite: one year of college-level science. This course is dual-listed with BIOL 550.

BIOL 456 Pathogenic Microbiology 2 course credits  
Major communicable diseases of humans caused by bacteria, fungi, and viruses. Global and regional impact, host-parasite relationships, morphology and physiology, diagnostic techniques used in isolation and identification, treatment, prevention, and modes of transmission are discussed. Field trips required. Must be taken concurrently with BIOL 456L. Prerequisites: BIOL 341/341L or equivalent. This course is dual-listed with BIOL 556.

BIOL 456L Pathogenic Microbiology Laboratory 1 course credit  
Laboratory experience in isolation and clinical identification of pathogenic microbes. Must be taken concurrently with BIOL 456. This course is dual-listed with BIOL 556L.

BIOL 458 Evolution 3 course credits  
Study of the fundamental theory of evolution, including phylogeny and earth history, macro-evolutionary patterns, micro-evolutionary processes, and synthesis. Prerequisites: BIOL 332/332L Genetics or Equivalent.

## Business Administration

BA 160 Topics in Business 1-3 course credits  
Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

BA 241 Quantitative Methods 3 course credits  
Business and economic concepts, techniques, models, analysis, and applications with emphasis on quantitative measurements for resource utilization, production, processing, marketing, and management. Prerequisite: Department's Mathematics Requirement or equivalent.

BA 331 Business Communications 3 course credits  
Designed to assist students in acquiring the knowledge and skill necessary for effective communication through both the spoken and written word. Grammar, letter writing, formal and informal report writing, and the job application process.

BA 336 Business and Economic Statistics 3 course credits  
Statistical analysis of business and economic data used in business and how this analysis aids in making sound business decisions.

BA 337 Business Law 3 course credits  
Introductory business law including the legal and social environment of business, consumer protection, contracts, personal property and bailments, and sales and leases of personal property.

BA 390 Internship in Business 1-12 course credits  
Provides practical work experience in business. Interested students should contact the Internship & Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

BA 400 Independent Study or Research 1-3 course credits  
Research in an area of special interest or need. The topic and the amount of work required are determined by the number of course credits. Permission of Instructor, Department Chair, Dean, and Vice President for Academic Affairs are required prior to registration.



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| BA | 431 | Professional Ethics | 3 course credits |
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Philosophical moral theories and rules or standards governing the conduct of the members of a profession. Comprises principles, standards, and social, economic, legal, political, ethical, and philanthropic responsibilities that guide behavior in society. An application of ethical theories in solving professional ethics issues.

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| BA | 432 | Legal Aspects of Business Ownership | 3 course credits |
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Business law covering negotiable commercial paper, debtor-creditor relations and risk management, agency and employment, business organizations and real property and estates.

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| BA | 460 | Topics in Business | 1-3 course credits |
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Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

## **Business Information Systems**

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| BIS | 160 | Topics in BIS | 1-3 course credits |
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Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

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| BIS | 200 | Introduction to Computer Applications | 3 course credits |
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Development of proper techniques in word processing, organizing and maintaining data in a spreadsheet, creating and managing a database, and producing professional presentations using current software applications. A practical hands-on application of various information processing tools is utilized to develop organizational decision making skills.

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| BIS | 230 | Web Page Development | 3 course credits |
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Provides a foundation for establishing and maintaining a web site; specifically, creating, designing, and publishing content on the Web. Current Web programming languages will be covered. Topics include web development, debugging, version control, and introductory web site administration. In addition, dynamically generated web sites and database-driven web sites are discussed.

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| BIS | 235 | Business Programming | 3 course credits |
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Provides the concepts and skills necessary to design and develop web-based database applications; specifically building a working database application and a client application to serve the information needs of an enterprise. Prerequisites: BIS 230.

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| BIS | 330 | Information Systems | 3 course credits |
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Information systems concepts and principles applied to business uses of technology. Conceptual areas include: fundamentals of information systems, data resource management, telecommunications and networks, ebusiness, ecommerce, decision support systems, information technology management, developing business and information technology solutions, security, and ethical challenges.

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| BIS | 331 | Database Management | 3 course credits |
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Introduction to the design and use of databases in meeting business information needs. Topics include database planning, conceptual design, the relational data model, structured query language (SQL), and related concepts of enterprise-wide data management. The concepts are studied in part with projects involving the use of a current database management system.

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| BIS | 332 | Decision Support for Managers | 3 course credits |
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This course is designed to educate managers in the process of becoming more effective and efficient problem solvers through integrating the use of spreadsheet modeling to support business decisions.

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| BIS | 337 | E-Commerce | 3 course credits |
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Examines how modern organizations can leverage emerging technologies to create new opportunities for business success. Topics include an introduction to the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies; a thorough understanding of information technology elements that create the building blocks of electronic commerce, and the identification, use and management of emerging technologies.

**BIS 430 Project Management 3 course credits**  
Introduces the basic principles of modern project management, the project planning processes, and knowledge areas. Attention will be given to how projects contribute to the strategic goals of the organization and the process of selecting projects that best support the strategy of a particular organization.

**BIS 431 Systems Analysis and Design 3 course credits**  
An understanding of the phases of the Systems Development Life Cycle (SDLC), including techniques to investigate system problems, determine requirements, identify possible solutions, perform feasibility studies and cost analysis, and oversee the development of a new system or the reengineering of an existing system. An understanding of the human and technical factors in the analysis and design of information systems will also be addressed.

**BIS 460 Topics in BIS 1-3 course credits**  
Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

### **Essential Studies Capstone**

**CAP 469A How to Save the Rain Forest 3/6 course credits**  
This course will examine the scientific, social, economic, political and ethnic dimensions of efforts to create the conditions for environmental sustainability in the world's rainforests and other areas impacted by development. In doing so, it will examine the interaction between human and ecological diversity. Students will learn through collaborative, interdisciplinary research projects. They will engage in problem-based learning and experiential learning. The experiential component will involve a field trip to Costa Rica so that students can experience first-hand the delicate environmental systems that are the rainforests of Costa Rica. After returning from Costa Rica, students will conduct a major research project on some impacted ecosystem - perhaps the rain forest or somewhere closer to home.

**CAP 469B Cuba Libré 3/6 course credits**  
This course analyzes Modern Cuba. Using an Interdisciplinary approach, the course will investigate the historical path to the revolution of 1959, the literary and artistic aspects of Cuban society pre and post revolution, the position of Cuba in the larger world (with special emphasis on the US-Cuban relationship) and asks problem-based queries of internal Cuban society as well as interrogations of its regional and International role. This course highlights the experiential study abroad component and requires an interdisciplinary, collaborative engagement related to Modern Cuba resulting from CSC classroom participation, experiences during the trip and post-trip analysis and reflection.

**CAP 469C Great Plains 3/6 course credits**  
Using the Great Plains as a backdrop and conceptual framework, students will produce a creative or scholarly work that addresses a significant issue relevant to the region and which integrates their essential studies skills, knowledge and abilities within that exploration.

**CAP 469D Weight of the Nation 6 course credits**  
This course investigates the nature, content and effects of healthy lifestyle living. The course takes a practical approach focusing on information gained through research, speakers, and lab studies which will supplement the course-work and required readings. A variety of learning methods will be employed in this course to examine how healthy living lifestyle can effectively be applied for improved healthy living and sustainability.

**CAP 469E Outside: Your Self in the World 3 course credits**  
Students will produce a creative or scholarly work that explores their experiences of getting "outside" themselves in myriad ways: being outdoor (studies of nature, environment and landscape), being abroad (studies from a context in which they are unfamiliar-study abroad, study away, field experience), being of service (experiential learning, volunteering to help a community or cause), being expressive (writing performing or studying literature, art, culture) or being itself (philosophy, spirituality, self-exploration). These outside experiences may precede the capstone course, be from concurrent coursework elsewhere, or emerge from projects planned within the course.

**CAP 469F Talking Heads 6 course credits**  
This course analyzes the scientific, historical, political and cultural context of current events in four areas: medicine, environment, government politics and a fourth category decided by the class. Using an interdisciplinary approach,

students will investigate current events selected by the class with in a topic area and investigate the science, historical, political and cultural context of the issues. They will then express the information uncovered by their inquiry in three forms, a YouTube video, an opinion player, and a debate.

**CAP 469G Social Media and Democratization 6 course credits**  
Students will study the use of the “new media” in social movements with a focus on democratization in non-Western societies. The study of social movements will engage students in one of the most important means by which citizens attempt to effect social and political change. Media topics include the forms and uses of various types of digital media, including blogs, websites, and social media. To apply the information and ideas learned in the course, students will engage in an interdisciplinary and collaborative project that demonstrates substantial learning, and utilizes critical inquiry skills acquired throughout their Essential Studies program.

**CAP 469H Poetics and Philosophy of Walking 3/6 course credits**  
This is as team taught, interdisciplinary writing intensive course with an experiential study abroad component. In this course we will inquire into the cultural history and philosophy of walking, exploring its different modes and practices as these develop in specific times and places. We will also study different representations of walking texts (such as in the philosophical meditations of Rousseau’s Reveries or the poems of Wordsworth), and images (in film and art), as well as walking as pilgrimage. Additionally, we will do some walking ourselves, including walking abroad.

**CAP 469I Composing a Public Life 3 course credits**  
Students draw on knowledge and skills from their own major discipline to develop a project that reflects an emerging public identity and that takes into account issues of life, death, and work.

**CAP 469J Topics in Capstone Integration 3/6 course credits**  
Each section of this course will focus upon a specific issue or theme that students will explore and then respond to producing creative or scholarly projects that integrate their essential studies skills, knowledge and abilities within that exploration. Each capstone topics course must be approved by the Essential Studies Committee.

**CAP 469K The Creative Mind 3/6 course credits**  
The Creative Mind is a course in the philosophy, psychology, neuroscience, practices, and processes of creativity. While many of the course materials will be drawn from the fine and applied arts, we will also consider the role of innovation in business and experimentation in science. As a Capstone in the Essential Studies Program, this course will require students to draw upon many of the skills and much of the knowledge they have developed in the sequence of courses they have taken throughout their Essential Studies program. Students will have many low-stakes opportunities to experiment, explore, play, and practice creativity. During the second half of the semester, they will design, and develop and produce a substantial original creative work.

## **Career and Technical Education**

**CTE 390 Internship in Career and Technical Education 1-12 course credits**  
Provides practical work experience in an agency related to career and technical education. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

**CTE 400 Independent Study or Research 1-3 course credits**  
The problem selected and the amount of work in its solution determine the number of credit hours. May be repeated for up to six hours credit. Prerequisite: Consent of advisor.

**CTE 431 Introduction to Special Needs Programs in Career and Technical Education 3 course credits**  
Designed to help high school career and technical education teachers, special education teachers, and others determine the work based and school based needs of learners identified as special populations. The course includes transition to work curriculum and program plans. This course is dual-listed with CTE 531.

**CTE 434 Principles & Philosophy of Career and Technical Education 3 course credits**  
The principles, philosophy, and history of career and technical education are presented in this course. This course is dual-listed with CTE 534.

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| CTE 435 | Adult Education | 3 course credits |
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Study of the adult learner, adult learning theory, and the adult programming. This course is dual-listed with CTE 535.

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| CTE 437 | Occupational Analysis | 3 course credits |
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Study of the standard occupational analysis systems and practice in applying these systems to occupations and activities for determining content in curriculum development.

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| CTE 438 | Coordination Techniques/Work-Based Learning | 3 course credits |
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Foundation and scope of current and projected career and technical cooperative education programs and general studies work experience. Emphasis on coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. This course is dual-listed with CTE 538.

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| CTE 440 | Topics in Career and Technical Education | 1-6 course credits |
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Contemporary topics within career and technical education.

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| CTE 441 | Improvement of Instruction | 3 course credits |
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Study of curriculum development, instructional models, integration of academic and occupational programs, and utilization of technologies in instruction.

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| CTE 452 | Program Development, Implementation and Assessment | 3 course credits |
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A course that studies the development, implementation, and assessment of programs within an organization. The course examines the leadership necessary to accomplish the goals and mission of the organization's programs. This course is dual-listed with CTE 552.

## Chemistry

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| CHEM 121 | Introductory Chemistry | 3 course credits |
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Fundamental principles of chemistry and the application of chemical principles to health, environment, and society. Required of students who have not taken high school chemistry who plan to enroll in CHEM 131 or CHEM 140.

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| CHEM 131 | College Chemistry I | 3 course credits |
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Principles and applications of general college chemistry. Concurrent enrollment in CHEM 131L is required. Enrollment in this course assumes competencies in math and chemistry equivalent to those accrued in high school algebra or Math 142, and high school chemistry or CHEM 121. An ACT Math Section score of 22 or higher is recommended.

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| CHEM 131L | College Chemistry I Laboratory | 1 course credit |
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Laboratory experience in basic chemical concepts, including concentrations, reaction mechanisms, molecular structure and spectroscopy. Concurrent enrollment in CHEM 131 required.

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| CHEM 132 | College Chemistry II | 3 course credits |
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Continuation of College Chemistry I with qualitative analysis. Concurrent enrollment in CHEM 132L required. Prerequisite: CHEM 131/131L.

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| CHEM 132L | College Chemistry II Laboratory | 1 course credit |
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Laboratory experience in qualitative chemical analysis. Concurrent enrollment in CHEM 132 required.

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| CHEM 140 | Survey of Chemistry | 3 course credits |
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Survey of chemistry principles and applications for students requiring a one semester freshman chemistry course. Does not duplicate CHEM 131 and is not a Prerequisite for CHEM 132. Concurrent enrollment in CHEM 140L required. Prerequisite: Enrollment in this course assumes competencies in math and chemistry equivalent to those accrued in high school algebra or Math 142, and high school chemistry or CHEM 121. An ACT Math Section score of 22 or higher is recommended.

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| CHEM 140L   | Survey of Chemistry Laboratory                   | 1 course credit    |
| Laboratory experiences in basic chemical processes and mechanisms. Accompanies CHEM 140. Basic chemistry laboratory operations. Concurrent enrollment in CHEM 140 required.   |  |                    |
| CHEM 231  | Survey of Organic Chemistry                      | 3 course credits   |
| Survey of organic chemistry principles and applications for students requiring one semester of Organic Chemistry. The nomenclature, structure, physical and chemical properties and reactions of the principle families of organic compounds is covered. Carbohydrates, lipids, enzymes, amino acids and protein synthesis is also covered at an introductory level. Prerequisite: CHEM 132/132L or CHEM 140/140L. Concurrent enrollment in CHEM 231L required. |  |                    |
| CHEM 231L   | Survey of Organic Chemistry Laboratory           | 1 course credit    |
| Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy. Concurrent enrollment in CHEM 231 required.  |  |                    |
| CHEM 270  | Topics in Chemistry                              | 1-3 course credits |
| Special topics in chemistry appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.   |  |                    |
| CHEM 310  | Capstone I: Research Seminar                     | 1 course credit    |
| The student will choose a topic for research and conduct a literature survey of that topic. Preliminary results and a plan for conducting further independent research on the topic will be presented in oral and written form during the semester. Normally taken during the student's junior year.  |  |                    |
| CHEM 314  | Biotechnology                                    | 3 course credits   |
| Hands-on procedures with discussions and readings to provide theoretical understanding and historical background of biotechnology work. Prerequisite or co-requisite: BIOL 332/332L or consent of instructor. Cross-listed as BIOL 314.   |  |                    |
| CHEM 320  | Supervised Study in Laboratory and Field Methods | 1-2 course credits |
| Students will prepare, supervise, and evaluate laboratory exercises under the direction of faculty members. Designed to give students practical experience teaching in the laboratory setting. Sophomore or higher status required.   |  |                    |
| CHEM 333  | Organic Chemistry I                              | 3 course credits   |
| Nomenclature, reactions, multi-step synthesis, stereochemistry, mechanisms, and spectroscopy of organic compounds. Prerequisite: CHEM 132/132L. Concurrent enrollment in CHEM 333L required.  |  |                    |
| CHEM 333L   | Organic Chemistry I Laboratory                   | 1 course credit    |
| Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy. Concurrent enrollment in CHEM 333 required.  |  |                    |
| CHEM 334  | Organic Chemistry II                             | 3 course credits   |
| A continuation of Organic Chemistry I. Concurrent enrollment in CHEM 334L required. Prerequisite: CHEM 333/333L.  |  |                    |
| CHEM 334L   | Organic Chemistry II Laboratory                  | 1 course credit    |
| A continuation of Organic Chemistry I laboratory. Concurrent enrollment in CHEM 334 required.   |  |                    |
| CHEM 335  | Biochemistry I                                   | 3 course credits   |
| Components and reactions of living matter. Topics include metabolism of major macromolecules including carbohydrates, lipids, proteins, and nucleic acids. Enzyme function and regulation will be studied. Concurrent enrollment in CHEM 335L recommended. Prerequisite: CHEM 231/231L or CHEM 333/333L.  |  |                    |
| CHEM 335L   | Biochemistry I Laboratory                        | 1 course credit    |
| Laboratory experience in purification, quantitation, and characterization of biological molecules. Prerequisite: CHEM 335 or concurrent enrollment in CHEM 335.   |  |                    |

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| CHEM 341   | Quantitative Analysis                | 3 course credits    |
| Principles of modern analytical chemistry. Must be taken concurrently with CHEM 341L. Prerequisite: CHEM 132/132L.   |                                      |                     |
| CHEM 341L  | Quantitative Analysis Laboratory     | 1 course credit     |
| Laboratory experience in quantitative analysis. Must be taken concurrently with CHEM 341.  |                                      |                     |
| CHEM 342   | Instrumental Analysis                | 3 course credits    |
| Emphasis on instrumental and radioisotopic analysis. Must be taken concurrently with CHEM 342L. Prerequisite: CHEM 132/132L, or consent of instructor.   |                                      |                     |
| CHEM 342L  | Instrumental Analysis Laboratory     | 1 course credit     |
| Laboratory experience involving the use of quantitative instrumentation. Must be taken concurrently with CHEM 342.   |                                      |                     |
| CHEM 390   | Internship in Chemistry              | 1-12 course credits |
| Provides practical experience as a chemist in government, business, or industry. Open to upper division students majoring the area of chemistry. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. |                                      |                     |
| CHEM 400   | Independent Study or Research        | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean of Curriculum and Accreditation, and Academic Vice President is required.  |                                      |                     |
| CHEM 401   | Capstone II: Senior Research         | 1 course credit     |
| Independent research projects based on the results presented in CHEM 310. Data collection, analysis, and presentation of scientific papers. Taken during the student's Junior or Senior year. May be repeated for a total of up to six hours of credit. Prerequisite: CHEM 310.  |                                      |                     |
| CHEM 410   | Capstone III: Senior Research Thesis | 1 course credit     |
| Research thesis is completed and presented at the Nebraska Academy of Sciences or other regional or national scientific forum approved by the faculty. Required field trip in late April. Normally taken during the student's senior year. Prerequisite: CHEM 401.   |                                      |                     |
| CHEM 417   | Topics in Chemistry                  | 1-3 course credits  |
| Designed to meet the needs of students in a special area of interest. May be repeated for up to 6 hours.   |                                      |                     |
| CHEM 430   | Inorganic Chemistry                  | 3 course credits    |
| Advanced principles of inorganic chemistry. Prerequisite: CHEM 132/132L. This course is dual-listed with CHEM 530.   |                                      |                     |
| CHEM 433   | Environmental Chemistry              | 3 course credits    |
| Chemical processes that influence the environment, including processes which affect the quality and use of land, water, and atmosphere. Focuses on topics of current concern. Concurrent enrollment in CHEM 433L recommended. Prerequisite: CHEM 132/132L or CHEM 140/140L. This course is dual-listed with CHEM 533.  |                                      |                     |
| CHEM 433L  | Environmental Chemistry Laboratory   | 1 course credit     |
| Laboratory experience in environmental chemical analysis. Prerequisite: CHEM 433 or concurrent enrollment in CHEM 433. This course is dual-listed with CHEM 533L.  |                                      |                     |
| CHEM 444   | Physical Chemistry I                 | 3 course credits    |
| Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts. Concurrent enrollment in CHEM 444L recommended. Prerequisites: CHEM 132/132L, and either MATH 138 or MATH 151. This course is dual-listed with CHEM 544.  |                                      |                     |

CHEM 444L Physical Chemistry I Laboratory 1 course credit  
Laboratory experience. Prerequisite: CHEM 444 or concurrent enrollment in CHEM 444. This course is dual-listed with CHEM 544L.

CHEM 464 Physical Chemistry II 3 course credits  
Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts. Prerequisites: CHEM 444/444L and MATH 151 or instructor approval. This course is dual-listed with CHEM 564.

## Communication Arts

CA 125 Fundamentals of Oral Communication 3 course credits  
Develops understanding and skills necessary for effective oral communication. Activities will include public speaking, group discussion, interviewing, and interpersonal communication.

CA 130 Interpersonal Communication 3 course credits  
Study of the dynamics of interpersonal communication in one-to-one relationships through experiential exercises and selected readings. Designed to improve students' interpersonal communication skills and enhance knowledge about the importance of communication in interpersonal settings.

CA 133 Media Writing 3 course credits  
A study of various techniques of media writings intended to familiarize students on why and how media utilize those techniques. Writing techniques for Journalism, radio, television, and online will be addressed.

CA 144 Oral Interpretation and Performance Studies 3 course credits  
Introduction to the performance of literature and personal narratives. Theory and application in literary analysis, presentation modern, and criticism. Study of how performance is used as an aspect of and research tool for the study of everyday communication.

CA 160 Topics in Communications 1-3 course credits  
Special Topics in Communications. May be repeated with a change in emphasis.

CA 225 Communicating in Groups and Teams 3 course credits  
Theory and practice of groups and teamwork that occurs in a variety of settings.

CA 231 Introduction to Digital Publishing 3 course credits  
Electronic publishing techniques emphasizing actual preparation of advertisements, brochures, newsletters, and programs. Topics covered based on selected DTP computer hardware configurations and software applications for layout, graphics, text formatting, digital imagery, web and print design.

CA 233 Presentational Speaking 3 course credits  
Practice in delivering persuasive, informative, impromptu, special occasion, and seminar-style speeches. Students will be expected to write speeches and utilize technology in their delivery.

CA 234 Photojournalism 3 course credits  
Techniques and practical application of basic digital photography skills. Lecture and laboratory time include planning and shooting story-telling photographs, cropping, enlarging, and printing photographs, writing cutlines for newspapers or other publications.

CA 238 Introduction to Mass Media 3 course credits  
A study of print and non-print media and their application to public communications. Field trips may be required.

CA 239 Event Planning and Leadership 3 course credits  
This course will provide an overture to event planning and leadership. Moreover, this course will explore event-planning aspects such as: marketing, leadership, financial administration, and effective research evaluation.

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| CA   | 250 | Introduction to Public Relations: Principles, Processes and Practices         | 3 course credits    |
| An overview of the history, theory, ethics and practices in the American public relations profession. It provides a critical-thinking framework for understanding organizational practice with diverse settings, media relations, image and identity management, target audiences and public opinion.  |     |   |                     |
| CA   | 260 | Introduction to Communication Theory  | 3 course credits    |
| Examination of the origins, development, and uses of communication theories as they apply to communication dynamics.   |     |   |                     |
| CA   | 330 | Conflict Resolution and Mediation   | 3 course credits    |
| Examination of the nature, myths, theories, and strategies of conflict management and resolution. Mediation styles and strategies will be practiced in small group settings. Includes speaking activities as well as analysis of argumentation in interpersonal, public, and organizational settings.  |     |   |                     |
| CA   | 333 | News Journalism   | 3 course credits    |
| The principles of news and feature writing in conjunction with publication of THE EAGLE, the student newspaper.  |     |   |                     |
| CA   | 334 | Theories and Practices of Persuasion  | 3 course credits    |
| Current studies in persuasive theory and practices in persuasion. May include study of political, mediated, and interpersonal communication. Students will be expected to analyze and critique persuasive messages from varied sources.  |     |   |                     |
| CA   | 335 | Media Advertising   | 3 course credits    |
| An overview of the fundamentals of copywriting for advertising in mass communication covering print and electronic media. The practice of advertising audience direction, appeals, strategy and structure will be included.  |     |   |                     |
| CA   | 346 | Intercultural Communication   | 3 course credits    |
| Practical and theoretical aspects of intercultural communication as applied toward diversity issues and minority groups inside and outside the United States. A special focus on application to interpersonal and organizational communication.  |     |   |                     |
| CA   | 350 | Applied Public Relations: Concepts and Practices – Intermediate Studies in PR | 3 course credits    |
| Theory and practice of producing public relations and publicity tools for the traditional and digital media. It emphasizes problem solving and critical thinking for professional practice in the development and use of campaigns for personal, institutional, and organizational outcomes and activities. It includes writing, design and production techniques.   |     |   |                     |
| CA   | 351 | Organizational Communication  | 3 course credits    |
| The nature and flow of communication in modern organizations (such as businesses, political structures, hospitals, etc.) through applied theory, diagnosis, and problem solving skills. Examination of communication between management, employees, and the community. Students will be expected to analyze communication environments and present communication findings to the class.  |     |   |                     |
| CA   | 353 | Health Communication  | 3 course credits    |
| Communication theory, research, and applications in health care, health promotion, and wellness industries. Variables influencing communication between and within health care providers and consumers are examined.   |     |   |                     |
| CA   | 390 | Internship in Communication   | 1-12 course credits |
| Provides practical experience in a field related to Communication Arts. Interested students should contact the Internship and Career Services office to secure application materials. Dean of the School of Arts and Sciences, Department Chairperson, and the student's major advisor must approve program prior to semester of internship. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. |     |   |                     |



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| CA  | 390 | Internship in Journalism            | 1-12 course credits |
| Provides practical work experience program on the staff of a mass media outlet. Dean of the School of Arts and Sciences, Department Chairperson, and student's major advisor must approve program prior to semester of internship. Application must be submitted to the Director of Internships at least 30 days prior to semester of internship. Open to upper division students with previous course credit in journalism. Selection of interns based upon availability of work positions and the qualifications of the applicants. |     |                                     |                     |
| CA  | 400 | Independent Study or Research       | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.   |     |                                     |                     |
| CA  | 420 | Relational and Family Communication | 3 course credits    |
| Advanced interpersonal course to explore current interpersonal research in modern family relationship situations. In-depth exploration of intimate communication, parent-child communication, child-child communication, and extended family communication in the western tradition and inter-culturally. This course is dual-listed with CA 520.   |     |                                     |                     |
| CA  | 430 | Research Methods                    | 3 course credits    |
| A review of research methods used in the discipline of Communication wherein students can gain an understanding of and practice in research design. Students will be exposed to both quantitative and qualitative methodologies.  |     |                                     |                     |
| CA  | 431 | Media Projects                      | 1-3 course credits  |
| Production work on the student newspaper, THE EAGLE. The student arranges for weekly lab work. May be repeated with a change of emphasis up to a maximum of nine (9) course credits. Prerequisite: CA 333 or permission of Instructor. Production work on radio at Chadron State College.   |     |                                     |                     |
| CA  | 434 | Editing and Design                  | 3 course credits    |
| Principles of editing and designing publication with emphasis on newspapers, especially THE EAGLE. May be repeated with a change of emphasis up to a maximum of 9 course credits. Prerequisite: CA 333 or permission of Instructor.   |     |                                     |                     |
| CA  | 435 | Advanced Topics in Communications   | 1-3 course credits  |
| Special topics in communications. May be repeated with change of emphasis. This course is dual-listed with CA 535.  |     |                                     |                     |
| CA  | 436 | Seminar in Communication            | 3 course credits    |
| Designed to meet the specific needs of a group of students. May be repeated with a different topic. Admission by permission of Communication Arts faculty.  |     |                                     |                     |
| CA  | 440 | Gendered Communication              | 3 course credits    |
| Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication. This course is dual-listed with CA 540.   |     |                                     |                     |
| CA  | 442 | Globalization, Culture and Media    | 3 course credits    |
| Explores how globalization of culture and communication was shaped and reshaped as results of economic, technological, political and cultural concerns of various global players. Although all the major theoretical approaches of globalization of communication will be explored, focus on global communication as an emerging, hybrid and contested global field and global media will be emphasized.  |     |                                     |                     |
| CA  | 443 | Media Law                           | 3 course credits    |
| An overview of legal issues related to Journalism and other media outlets. Special emphasis on broadcast and print media, current interpretations of law, copyright and first amendment issues.   |     |                                     |                     |
| CA  | 450 | Communication Campaigns             | 3 course credits    |
| This course will discuss communications campaigns that influence us every day. Public relations, advertising, health and political campaigns will be examined throughout the semester. In addition, current campaign goals and outcomes will be analyzed and critiqued. Lastly students will plan, organize, and implement an actual communication campaign.  |     |                                     |                     |

## Criminal Justice

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| CJ  | 231 | Introduction to Criminal Justice                | 3 course credits |
| A study of the structure, functions, and operations of the criminal justice system in the United States. This course provides an overview of the organization and decision-making processes of agencies that deal with the management and control of crime and criminal offenders – law enforcement, courts, and corrections.   |     |   |                  |
| CJ  | 232 | Introduction to Law Enforcement                 | 3 course credits |
| A study of the origins of policing, the nature of police work, and the issues, trends, and challenges facing modern policing. Prerequisite: CJ 231.   |     |   |                  |
| CJ  | 233 | Law Enforcement Organization and Administration | 3 course credits |
| A study of the structure and functions of law enforcement organizations (city, county, state, and federal). Theories of leadership and organizational goals, efficiency, expectations, and employer/employee relationships will be explored. Prerequisite: CJ 231.  |     |   |                  |
| CJ  | 234 | Correctional Casework and Practice              | 3 course credits |
| A study of the role and techniques of casework in correctional settings. This course includes an introduction to behavior modification theories and methods, contemporary counseling methods, assessment and classification processes, and the development of interpersonal communication skills.   |     |   |                  |
| CJ  | 235 | Fundamentals of Criminal Investigation          | 3 course credits |
| A study of the theoretical and philosophical underpinnings necessary to understand the investigatory process. Particular emphasis is placed on the role of the first responder, chain of custody, crime scene evidence, and interaction with victims, witnesses, and potential perpetrators. Prerequisite: CJ 231.  |     |   |                  |
| CJ  | 236 | Introduction to Corrections                     | 3 course credits |
| A study of the correctional system and its role in the criminal justice process. This course provides an overview of the historical development of crime and corrections, philosophical concepts and major developments, which have shaped corrections. Sentencing options, as well as community and institutional correctional programs, will be covered. Prerequisite: CJ 231.  |     |   |                  |
| CJ  | 238 | Survey of Private Security                      | 3 course credits |
| Focuses on the increasing role private security plays in the field of crime prevention, detection, and investigation. Forms of private security including armed protective services, retail loss prevention, and security surveys, issues related to the manufacture, sale, installation, and effectiveness of a variety of security system application, including fire prevention, protection of trade secrets, perimeter security, and workplace safety will be explored. |     |   |                  |
| CJ  | 321 | Police and Community Relations                  | 3 course credits |
| A study of the interdependence of the police and community in maintaining order and controlling crime. This course focuses on the historical and contemporary roles of policing in society, community attitudes toward police, and strategies for positive police-community relations. Prerequisite: CJ 231 and 232.  |     |   |                  |
| CJ  | 322 | Juvenile Crime and Gangs                        | 3 course credits |
| A study of juvenile delinquency in the context of subcultures. This course will examine crime trends and patterns of delinquent behavior, as related to subcultures. Furthermore, this course will explore gang history and variations of gang practices by race, class, and gender. Policies and intervention strategies relevant to this type of crime are considered.  |     |   |                  |
| CJ  | 323 | Forensic Studies I                              | 3 course credits |
| A study of scientific theories and applications related to the collection, analysis, and interpretation of crime scene evidence. This course will include: dusting and lifting of fingerprints, chemical processing of fingerprints, 3D evidence, blood pattern recognition and blood spatter interpretation. Prerequisite: CJ 231.   |     |   |                  |
| CJ  | 331 | Criminal Law                                    | 3 course credits |
| A study of the general principles of criminal law and the specific elements of particular crimes. This course examines the sources of criminal law, the constitutional limitations on criminal law, the basic proof requirements for  |     |   |                  |

specific crimes, and the various defenses to criminal liability. Prerequisite: CJ 231 or LS 231. Cross-listed as LS 331.

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| CJ  | 332 | Juvenile Delinquency             | 3 course credits    |
| A study of the history and concept of delinquency, the development of the juvenile justice system, nature and extent of delinquency, theoretical explanations of delinquency, and environmental influences of delinquency. Special topics covered include child abuse and neglect, school-based crime, gang control efforts, and the relationship between delinquency and drug abuse. Prerequisite: CJ 231. Cross-listed as SOC 332.  |     |                                  |                     |
| CJ  | 333 | Judiciary and Constitutional Law | 3 course credits    |
| A study of the development of the American governmental system through judicial interpretation of the Constitution. This class is rooted in the conviction that constitutional interpretation is an intricate blend of politics, economics, history, and competing values. This class will emphasize the institutional development of the Court, the evolving role of the judiciary, legislative and executive branches, the dominant theories of constitutional interpretation, the politics of judicial selection, and the ongoing relevance of constitutional interpretation. Cross-listed as LS 333 and PS 333. |     |                                  |                     |
| CJ  | 334 | Criminal Procedures              | 3 course credits    |
| A study of the rule of law in action. Students will examine procedural limitations in processing an individual through the criminal justice system with special emphasis on arrest, search and seizure, interrogation, identification and exclusion of evidence. Cross-listed as LS 334.  |     |                                  |                     |
| CJ  | 336 | Multicultural Issues in CJ       | 3 course credits    |
| A study of theories and current research related to racial, ethnic, and gender discrimination within the American criminal justice system. This course examines the most recent research on patterns of criminal behavior and victimization, police practices, court processing and sentencing, the death penalty and correctional programs in a diverse society. Prerequisite: CJ 231.   |     |                                  |                     |
| CJ  | 337 | Introduction to Law              | 3 course credits    |
| A study of the American legal system, legalism in society and the relationship between law and justice. This course examines the structures of our legal system, and considers the economic, social, and political implications as they influence the development of a rule of law. Historical and contemporary legal controversies will be examined. Cross-listed as LS 337 and PS 337.  |     |                                  |                     |
| CJ  | 338 | Community Based Corrections      | 3 course credits    |
| A study of the procedures, practices, and personnel involved in community-based corrections. This course examines the role of the community in the reintegration of offenders, with a focus on correctional programs designed to be administered in a community setting, such as probation, parole and intermediate sanctions. Prerequisites: CJ 231 and CJ 236.  |     |                                  |                     |
| CJ  | 339 | Criminology                      | 3 course credits    |
| A study of the nature and causes of criminal behavior. This course will analyze the crime causation ranging through biological, psychological, sociological, and cultural theories. This course will also evaluate the historical influences and thoughts which have led to criminology's development as a contemporary science. Cross-listed as SOC 339.   |     |                                  |                     |
| CJ  | 390 | Internship in Criminal Justice   | 1-12 course credits |
| Open to upper division students majoring in the area of criminal justice. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.   |     |                                  |                     |
| CJ  | 400 | Independent Study or Research    | 1-3 course credits  |
| Faculty-guided research in an area of mutual interest to the student and instructor. Students are responsible for selecting the area of inquiry prior to contacting the instructor. Prerequisite: 15 credits of Criminal Justice and permission of Instructor, Dean, and Academic Vice President.   |     |                                  |                     |

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| CJ  | 430 | Topics in Corrections      | 1-3 course credits |
| Topics selected to meet the needs of students in a special area of interest in corrections. Prerequisite: CJ 236 or permission of Instructor.   |     |                            |                    |
| CJ  | 431 | Institutional Corrections  | 3 course credits   |
| A study of the history and operation of jails and prisons in the United States. This course examines the history of incarceration, institutional programs and procedures, institutional subcultures, and the classification and supervision of incarcerated offenders. Prerequisites: CJ 231 and CJ 236.  |     |                            |                    |
| CJ  | 432 | Juvenile Law               | 3 course credits   |
| A study of the rights and duties of children, parents, and the state in both private and criminal arenas. This course examines the development of the legal status of children, constitutional rights of minors, the role of the state in relation to the family, state power to intervene in the lives of parents and children, and juvenile offenders in the justice system. Emphasis is placed on the juvenile justice process as it has developed in the United States. Cross-listed as LS 432. |     |                            |                    |
| CJ  | 433 | Rules of Evidence          | 3 course credits   |
| A study of evidence and the rules governing its use. This course examines what, how, and why certain objects or testimony should be admitted into, or excluded from, evidence in court. Topics include the problems of relevance, authentication, burdens of proof, presumptions, hearsay, opinion, and expert testimony. Prerequisite: CJ 231 or LS 231. Cross-listed as LS 433.   |     |                            |                    |
| CJ  | 434 | Senior Seminar in CJ       | 3 course credits   |
| This capstone criminal justice course provides students with the opportunity to integrate and synthesize previous coursework in criminal justice. Drawing on the foundational and core courses, students will apply theory and knowledge to current problems in the justice system. Prerequisite: Criminal Justice senior or permission of instructor.  |     |                            |                    |
| CJ  | 435 | Drugs, Alcohol and Crime   | 3 course credits   |
| A study of the relationship of drugs and alcohol on the nature and incidence of crime with a focus on issues for police, courts, and corrections.   |     |                            |                    |
| CJ  | 436 | Seminar: Comparative CJ    | 3-6 course credits |
| A study and comparison of the world's major justice systems. This course compares the various elements of human culture as reflected in the major criminal justice systems of the world and procedures for social control of crime. Special attention is given to what constitutes a crime, the judicial processes for determining guilt, and theories and practices of punishment.   |     |                            |                    |
| CJ  | 437 | Topics in Law Enforcement  | 1-3 course credits |
| Topics selected to meet the needs of students in a special area of interest in law enforcement. Prerequisite: CJ 232 or permission of Instructor.   |     |                            |                    |
| CJ  | 438 | Topics in Law              | 1-3 course credits |
| Topics selected to meet the needs of students in a special area of interest in law. Prerequisite: CJ 337 or LS 337, or permission of Instructor. Cross-listed as LS 438.  |     |                            |                    |
| CJ  | 439 | Juvenile Corrections       | 3 course credits   |
| Identifies and explores the components of the juvenile correctional system and their philosophy, functions, and goals. The history and development of methods for responding to juvenile offenders will be covered, including intervention and treatment methods as well as correctional programs and facilities.   |     |                            |                    |
| CJ  | 440 | Topics in Juvenile Justice | 1-3 course credits |
| Topics selected to meet the needs of students in a special area of interest in juvenile justice.  |     |                            |                    |

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| CJ  | 441 | Ethical Issues in Criminal Justice     | 3 course credits    |
| A study of the ethical philosophies and issues pertaining to the various professions in the criminal justice system. Through the use of case studies, students will evaluate ethical dilemmas encountered in both the administration of justice and the ethical dilemmas faced by its professional practitioners.   |     |  |                     |
| CJ  | 442 | Honors in Criminal Justice             | 1-3 course credits  |
| Selected courses and topics designed for upper division students with a grade point average of 3.25 in all course work. May be repeated up to a maximum of twelve (12) course credits. Prerequisite: Permission of Instructor. Cross-listed as LS 442.  |     |  |                     |
| CJ  | 443 | Correctional Law                       | 3 course credits    |
| Examines major legal issues surrounding sentencing, incarceration, probation, parole, pardon, and related topics. Provides a general overview of the law relating to persons in prison, jail or within the corrections system. Also investigates how civil and criminal law affects facilities, community-based corrections, and personnel working in the correctional system. Cross-listed as LS 443.  |     |  |                     |
| CJ  | 444 | Forensic Studies II                    | 3 course credits    |
| A study of two aspects of forensic investigation. This course will be applying various features and functions of the camera that are used to control and provide the proper exposure and other qualities expected by today's court system. Many practical experiences will be incorporated to demonstrate and inculcate the complexity of forensic photography. This course will also focus on the application of Linguistic Statement Analysis Technique (LSAT). This forensic technique is an advanced investigative technology that has been empirically tested for its effectiveness in detecting deception in spoken and written statements from victims, suspects and witnesses in all crimes. Prerequisite: CJ 235 or 323. |     |  |                     |
| CJ  | 445 | Forensic Evidence                      | 3 course credits    |
| Comprehensive understanding and analysis of legal, ethical, and practical issues involving forensic evidence in the courtroom with a special emphasis on scientific evidence and its admissibility. Special attention is given to emerging forensic evidence techniques and their use in the justice system specifically in civil and criminal trials.  |     |  |                     |
| CJ  | 446 | Cross Cultural Studies/Justice Studies | 3 course credits    |
| A study of the cross cultural differences in crime and applications of criminal justice systems and practices. This course examines the impact of cultural factors (historical, religious, social, and political) on the formal institutions, laws and procedures for social control of crime. This course requires participation in a study abroad program.  |     |  |                     |
| CJ  | 447 | Applied Issues in Criminal Justice     | 1-6 course credits  |
| Projects, workshops, field experiences and seminars that focus on a specialized area in Criminal Justice. Permission of instructor is required.   |     |  |                     |
| CJ  | 448 | Professional Semester                  | 1-12 course credits |
| The student will attend a certified law enforcement training academy to obtain certification as a professional law enforcement officer. Admission to the professional semester requires completion of all requirements in the Criminal Justice major. Prerequisites: Permission of Instructor and admission by a law enforcement training center.   |     |  |                     |
| CJ  | 450 | Topics in Forensic Studies             | 1-3 course credits  |
| Topics selected to meet the needs of students in a special area of forensic sciences. Prerequisites: CJ 323 or 444, or permission of Instructor.  |     |  |                     |

## Economics

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| ECON  | 130 | Survey of Economics | 3 course credits |
| Basic micro-economic and macroeconomic theories and concepts. Oriented towards the study of households, firms, and governments within regional, domestic and global markets for goods and services and resources. Course involves variations (absolute and comparative) among regions, states and nations relative to resource-based economic systems, markets for goods and services, and measures of economics welfare. |     |                     |                  |

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| ECON 160   | Topics in Economics                   | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.  |                                       |                    |
| ECON 231   | Macroeconomics                        | 1-3 course credits |
| Economy in the aggregate including gross domestic product and its components, employment, inflation, business fluctuations, economic growth, global trade, monetary policy, fiscal policy, budget deficit, and public debt with primary application to the United States economy.  |                                       |                    |
| ECON 232   | Microeconomics                        | 3 course credits   |
| Components with the economy devoted to households, firms, governments, markets for products and services, and markets for resources, in the context of domestic and global consumers, producers and governments. Analysis of supply and demand, pricing functions, and income distribution with application to United States economy.  |                                       |                    |
| ECON 334   | Agricultural Economics & Agribusiness | 3 course credits   |
| Basic economic principles and theories focusing on product markets, resource markets, production costs, and market structures, conduct and performance of the agricultural sector from retail level, consumers' demands, and resource sectors, production, domestically and globally within agriculture. Governments' roles, functions and policies which impact domestic and global markets for agriculture. Prerequisites: Department's Mathematics Requirement; ECON 232; or consent of the instructor. |                                       |                    |
| ECON 423   | Agricultural Policy                   | 3 course credits   |
| An examination of USDA agricultural, fiber, conservationist, and rural economic policies studied from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance for U.S. and international food and agriculture. Farm, international marketing and consumer policies are analyzed. No prerequisites although prior economic courses will be beneficial.                                 |                                       |                    |
| ECON 434   | National Agricultural Policy          | 3 course credits   |
| The basics of agricultural production and marketing components within the domestic and global markets with the focus on the dynamics of the agricultural sector and economic system. Analysis focuses on traditional and current agricultural and economic policies within the context of positive and normative economics and a capstone course for agribusiness majors. Prerequisites: Department's Mathematics Requirement; or consent of the instructor.   |                                       |                    |
| ECON 460   | Topics in Economics                   | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.  |                                       |                    |

## Education

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| EDUC 100  | Information Literacy                       | 1 course credit  |
| Students will be able to recognize an information need, access that information in multiple formats, evaluate/authenticate the information, discern the ethical implication of the knowledge construction and organize the information in a compelling and bibliographical manner. Cross-listed as LMS 100.   |  |                  |
| EDUC 121  | The Academic Life                          | 3 course credits |
| The Academic Life is designed to assist students in acclimating to the expectations of college academics and culture. The overall objective of the course is to provide a classroom environment that promotes student success in academics and life. A broad variety of topics relation to student engagement and achievement are covered.  |  |                  |
| EDUC 131  | Introduction to Teaching                   | 3 course credits |
| Surveys the work of a teacher, the public school system, and the qualities necessary for success in the profession. Fundamental to all work in the Department of Education. Includes a required field experience.   |  |                  |
| EDUC 224  | Multimedia Support of Instruction/Learning | 2 course credits |
| Operation of the various teaching machines commonly found in the schools, ranging from projection devices to copiers and computers. Creation of audio-visual materials such as bulletin boards, mobiles, slide presentations, etc. Computer use is addressed via a review of the basics of computer operation; use of common educational databases; and use of computers to facilitate instruction. Prerequisite: EDUC 131, or by permission of instructor. |  |                  |

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| EDUC 231   | Play, Art and Music for Early Childhood                  | 3 course credits   |
| Develop coordinated programs in play, art, and music for preschool children as media for preschool growth, development and learning. Art and music are used as forms of play to teach developmental skills in the areas of math, social science, and language arts, as well as in developing skills in coordination, movement, rhythm, creative expressions, etc. Prerequisite: FCS 139.   |  |                    |
| EDUC 232   | Science, Math, and Social Science for Early Childhood    | 3 course credits   |
| Development of programs in science, math, and social science for preschool children utilizing a variety of instructional materials. Emphasis is placed upon the development of innate interests, vocabulary, concepts, and readiness skills through concrete experiences as well as play activities. Prerequisite: FCS 139.  |  |                    |
| EDUC 233   | Literature and Language Arts Program for Early Childhood | 3 course credits   |
| Introduction to literature for preschool children using appropriate literature and language arts and activities to promote the development of language arts skills, with an emphasis on the development of reading readiness in preschool children. Prerequisite: FCS 139.   |  |                    |
| EDUC 270   | Special Topics   | 1-3 course credits |
| Enables individuals to become aware of trends, issues, and requirements in the educational fields that are not covered in the upper division course work.  |  |                    |
| EDUC 300   | Secondary Observation and Participation                  | 1-3 course credits |
| Classroom observation and participation in the secondary major areas of specialization and endorsement, with emphasis on active involvement in high school settings. One hour required of all secondary majors, but students may register for up to three hours of credit. Prerequisites: CORE, EDUC 131, SPED 230, and PSYC 231.  |  |                    |
| EDUC 320   | Elementary/Middle School Observation and Participation   | 1-3 course credits |
| Classroom observation and participation prior to student teaching at various grade levels or in the subject areas students might teach at the middle grades level. Students will observe and participate in two or three different classroom settings from primary to middle grades. Those students interested in rural school education are encouraged to select a rural school for one observation period. Prerequisite: CORE, EDUC 131, 224, PSYC 231 or 334, and SPED 230. |  |                    |
| EDUC 321   | Teaching Elementary/Middle School Mathematics            | 2 course credits   |
| Survey of mathematics teaching methods for the elementary and middle school students. Children's textbooks, resources, appropriate technology, techniques for exceptional learner, concrete materials and instructional procedures are emphasized. Prerequisite: EDUC 131 and PSYC 231 or 334.   |  |                    |
| EDUC 322   | Teaching Elementary/Middle School Language Arts          | 2 course credits   |
| Survey of the teaching methods in the language arts for the elementary and middle school students. All major aspects of communication will be considered. Prerequisites: EDUC 131 and PSYC 231.  |  |                    |
| EDUC 323   | Teaching Elementary/Middle School Social Studies         | 2 course credits   |
| Survey of teaching methods in the content areas of social studies for the elementary and middle school students. Academic areas of Social Science as well as current events, map and globe skills, grouping and creative activities will be addressed, including techniques for exceptional learner. Prerequisites: EDUC 131 and PSYC 231.   |  |                    |
| EDUC 329   | Assessment Foundations                                   | 2 course credits   |
| Assessment foundations addresses the theoretical and practical aspects of assessing student learning. Teachers must be able to select/create and effectively use assessments for a variety of purposes. The course serves as a pre-requisite for EDUC 416E: Elementary/Middle School Assessment and EDUC 418S: Secondary/Middle School Assessment. Prerequisites: EDUC 131, EDUC 224, and PSYC 231.  |  |                    |
| EDUC 360   | Cross Cultural Studies in Education                      | 3-6 course credits |
| This course is designed to provide individuals interested in educational systems in other societies the opportunity to study and observe these systems through training experiences in the form of workshops, fellowships, and/or  |  |                    |

seminars. The course requires travel expenses as associated with the specific activity. Course may be repeated with different focus.

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| EDUC 361  | Integrated Elementary/Middle School Core Methods        | 6 course credits   |
| Survey of effective Instructional Methods in Core Education Subjects (i.e., Math, Lang. Arts, Soc. Studies) at the Elementary/Middle Grades levels. Academic areas, as well as current events, geographical skills, grouping and creative activities will be addressed, and will include techniques and strategies for working with exceptional needs students.   |   |                    |
| EDUC 390  | Applied Internship in Education                         | 1-3 course credits |
| Provides practical experience in an agency related to education. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. The internship will not replace any observation or field experience requirements, or any required courses, and should not be done while the student is on Block or student teaching. |   |                    |
| EDUC 400  | Independent Study or Research                           | 1-3 course credits |
| Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required. Instructor, Dean, and Academic Vice President's permission required.   |   |                    |
| EDUC 402  | Library Education Resources                             | 1 course credit    |
| Specific content will focus on print and electronic information sources that will assist students who are preparing to be teachers or who will be working with children in a professional setting. Emphasis will be placed on using a practical, hands-on approach to locate and evaluate education materials including multicultural and cross-curricular resources.   |   |                    |
| EDUC 405  | Alternative Certification Professional Studies Sequence | 5 course credits   |
| (Note: Baccalaureate Degree required for enrollment in this course). This integrated course prepares student for the clinical internship and includes the following topics: a) reading in the content area; b) assessment; c) instructional methods and strategies; d) classroom management; and e) special education practices and strategies.   |   |                    |
| EDUC 411S   | Reading/Writing in the Content Areas                    | 1 course credit    |
| Assists teacher candidates to approach subject matter in such a way as to utilize and further develop instructional strategies. Study skills, reading/writing skills common to all content areas and reading/writing skills and vocabulary development in specific subject areas are covered. Taken as part of the professional year, Semester #1.  |   |                    |
| EDUC 412S   | Curriculum and Standards, Secondary/MS                  | 1 course credit    |
| The course topics include: curriculum development (scope and sequencing of instruction; implementation of standards into the curriculum; relationship between scope/sequence-unit-lesson planning and assessment; strategies for connecting units of instruction throughout the curriculum; co-curricular and extracurricular planning. Taken as part of the professional year, Semester #1.  |   |                    |
| EDUC 413E   | Elementary/Middle School Curriculum & Counseling        | 1 course credit    |
| Principles and theories governing curriculum design, development, implementation, and evaluation at the K-6 and 4-9 levels with focus on the role and responsibility of the elementary/middle school teacher in the counseling and guidance process. Taken as part of the professional year, Semester #1.   |   |                    |
| EDUC 414E   | Elementary/Middle School Classroom Management           | 1 course credit    |
| Classroom management as it relates to efficiently operated classrooms. Theory and practice precede practical implications and teaching strategies in areas such as the following: managing student behavior, time management, classroom routines, stress, and working with parents and paraprofessionals. Taken as part of the professional year.   |   |                    |
| EDUC 414S   | Secondary/Middle School Classroom Management            | 1 course credit    |
| Classroom management as it relates to efficiently operated classrooms. Theory and practice precede practical implications and teaching strategies in areas such as the following: managing student behavior, time management,   |   |                    |



classroom routines, stress, and working with parents and paraprofessionals. Taken as part of the professional year, Semester #1.

**EDUC 415E/S Human Relations/Multicultural** 1 course credit  
Influence of human relationships upon learning, growth and development, including an examination of significant problems in education as they relate to multi-ethnic students. Emphasis will be placed on the development of interpersonal skills, classroom climate, and in meeting the emotional needs of students. Taken as part of the professional year, Semester #1.

**EDUC 416E Elementary/Middle School Assessment** 1 course credit  
Mechanics of deriving meaningful grades and reporting these grades to students, parents and administrators. The criteria for developing teacher-made tests will be explored as well as the basic statistics to interpret and compare scores. New methods of evaluation will be addressed. Taken as part of the Professional Year, Semester #1.

**EDUC 417E Teaching Reading and Writing Diagnosis** 1 course credit  
Diagnostic awareness and corrective skill development. Formal and informal tools used in assessing reading/writing progress, identifying reading/writing problems, planning reading correction and using remedial materials will be examined and used in experimental settings. Teacher observation skills and informal diagnostic and corrective procedures will be stressed. Follows EDUC 423 and 424. Taken as part of the Professional Year, Semester #1.

**EDUC 418S Secondary/Middle School Assessment** 1 course credit  
Construction of valid and reliable teacher made tests and the interpretation of scores from these and standardized instruments. Performance-based assessment tools will be emphasized. Taken as part of the professional year, Semester #1.

**EDUC 422 Teaching Elementary/Middle School Science & Health** 2 course credits  
Teaching experiences with hands-on methods and materials used to teach science and health to children in grades K-9. Students will work with textbook materials, science equipment appropriate to this age group, audio-visual materials relating to science and health as well as the use of resource persons and field trips. Prerequisites: HPER 233, Biological Science Course, Physical Science Course. Taken in conjunction with the professional year, Semester #1.

**EDUC 423 Teaching Primary Reading and Writing** 2 course credits  
Current methods, materials and research findings related to the teaching of reading and writing at the primary level. Different approaches to word analysis and to reading and writing comprehension, laboratory projects and demonstrations in instructional techniques, and reading and writing principles and strategies of primary reading and writing programs, and instructional and organizational procedures. Taken as part of the Professional Year, Semester #1.

**EDUC 424 Teaching Intermediate Reading and Writing** 2 course credits  
Current methods, materials, and research findings related to the teaching of reading and writing at the intermediate level. Teaching advanced reading and writing skills in reading and writing programs and in content areas will be examined. Strategies to develop higher questioning skills and study skills, laboratory projects and demonstrations of instructional techniques, and reading and writing principles, program development, and instructional and organizational procedures. Taken as part of the Professional Year, Semester #1.

**EDUC 431A-M Specialization Instruction** 1-3 course credits  
The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Prerequisites: CORE, EDUC 131, EDUC 434, EDUC 300, PSYC 231, and SPED 230, SPED 334.

**EDUC 433 The Middle School** 3 course credits  
Philosophy, implementation, and improvement of the middle school (grade 4-9) from a theoretical and practical basis. Emphasis is placed upon the development, behavior, and special issues of middle school students; overall school program; methods of instruction; and the evaluation process. This course is dual-listed with EDUC 533.

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| EDUC 434  | Technology in Instructional Strategies                          | 3 course credits    |
| <p>This course focuses on the integration of computers and other new technologies into the academic curriculum. Teachers at all levels of the education system are under pressure to meet the dual demands of integrating new technologies and 21<sup>st</sup> Century skills into teaching, while helping their students achieve to high standards. This course is dual-listed with EDUC 534.</p>  |   |                     |
| EDUC 435A-C   | Learning Methods  | 1-2 course credits  |
| <p>The laboratory and lecture course topics include: methods of instruction; unit and lesson planning and assessment skills; identification and management of student learning; advanced cognitive skill development strategies; special education strategies and accommodations, and learning motivational strategies. The “A” course is for social science/history, math, and library media. The “B” course is for business, art, family and consumer sciences, and science. The “C” course is for music, physical education, health, theatre, language arts/English. Taken as part of the professional year, Semester #1.</p>  |   |                     |
| EDUC 440  | Topics in Education   | 1-6 course credits  |
| <p>Designed to allow students to study some aspect of Education not offered in the regular class. May be repeated with a change in emphasis for a maximum of 6 credit hours.</p>  |   |                     |
| EDUC 460  | Comparative Education   | 3 course credits    |
| <p>This course explores the study of education from a comparative perspective, focusing on major educational systems of the world with a special emphasis on Western Europe. An international field trip is required.</p>   |   |                     |
| EDUC 475  | Regional Elementary/Middle School Professional Studies Sequence | 12 course credits   |
| <p>This integrated course prepares students for the clinical internship and includes the following topics: a) classroom management; b) curriculum and counseling; c) human relations/multicultural education; d) assessment; e) reading and writing diagnosis; f) science and health; g) primary and intermediate reading and writing; and h) special education practices and strategies.</p>   |   |                     |
| EDUC 480A   | Field Experience  | 1-8 course credits  |
| <p>Assists the non-certified teacher and/or the teacher seeking an additional endorsement program or renewal of an expired certificate to obtain a planned and supervised classroom experience. The total number of field experience hours will be determined by a transcript review. Prerequisites for the course include successful completion of Teacher Education requirements as outlined in the undergraduate catalog. Requires affirmation under oath that the student has no felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct, and affirmation under oath that the student is in sound mental capacity. This course is dual-listed with EDUC 580.</p> |   |                     |
| EDUC 480I   | Teacher Internship/Intermediate                                 | 6 course credits    |
| <p>Encompasses grades 4 through 6 and taken in conjunction with six additional student teaching hours. Participation in CSC campus activities needs prior approval from the Field Director’s office. Prerequisite: Must hold a GPA of 2.75 or higher, and have successfully completed the Professionals Semester Block with no grade below a C.</p>   |   |                     |
| EDUC 480K   | Teacher Internship K-12   | 6-12 course credits |
| <p>Encompasses K-12 endorsements in art, music, and physical education; May be taken in conjunction with six additional teacher internship hours. Participation in CSC campus activities needs prior approval from the Field Director’s office. Prerequisite: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.</p>   |   |                     |
| EDUC 480L   | Teacher Internship K-8  | 6 course credits    |
| <p>Encompasses field experience for K-8 endorsement programs. Taken in conjunction with six additional teacher internship hours. Participation in CSC campus activities needs prior approval from the Field Director’s office. Prerequisite: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.</p>  |   |                     |
| EDUC 480M   | Teacher Internship Middle School                                | 6-12 course credits |
| <p>Encompasses grades 4 through 9 and may be taken in conjunction with six additional student teaching hours. Participation in CSC campus activities needs prior approval from the Field Director’s office. Prerequisite: Must hold</p>   |   |                     |

a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.

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| EDUC 480P | Teacher Internship Primary | 6 course credits |
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Encompasses grades K through 3 and taken in conjunction with six additional teacher internship hours. Participation in CSC campus activities needs prior approval from the Field Director's office. Prerequisites: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.

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| EDUC 480R | Teacher Internship ECE Inclusive | 6-12 course credits |
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Encompasses teacher internship in a field experience with young children with special needs, birth to age 8 and may be taken in conjunction with six additional teacher internship hours. Participation in CSC campus activities needs prior from the Field Director's office. Prerequisite: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.

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| EDUC 480V | Teacher Internship Special Education K-12 | 6-12 course credits |
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Encompasses grades K-12 special education and may be taken in conjunction with six additional teacher internship hours. Participation in CSC campus activities needs prior approval from the Field Director's office. Prerequisite: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester Block with no grade below a C.

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| EDUC 490S | Secondary Teacher Internship | 6-12 course credits |
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Encompasses secondary grades content endorsements. Sixteen weeks full-time in an off-campus center. A twelve (12) hour load is the maximum number for which a student may enroll. Participation in CSC campus activities needs prior approval from the Field Director's office. Students participate in their assigned community school program on a full-time basis both in the classroom and in extra-classroom activities. Prerequisites: Must hold a GPA of 2.75 or higher, and have successfully completed the Professional Semester with no grade below a C.

## English

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| ENG 111 | Introduction to College Writing | 3 course credits |
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This course is designed to help students utilize a variety of strategies for composing written discourse in Standard Edited English in an academic setting.

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| ENG 135 | Composition I | 3 course credits |
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Instruction in the processes of writing well-organized essays and in the necessary critical thinking that precedes such writing. When necessary, the principles of grammar will be reviewed. Prerequisites: See the placement matrix in Essential Studies for further details.

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| ENG 136 | Composition II | 3 course credits |
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Instruction in the processes of writing well-organized essays and in the necessary critical thinking that precedes such writing with increased emphasis on the processes involved in developing essays requiring research. Prerequisite: ENG 135, or ENG 137, or permission of instructor.

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| ENG 137 | Technical Writing | 3 course credits |
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Interdisciplinary writing course emphasizing workplace and technical communication and editing appropriate to diverse professions. Prerequisites: See the placement matrix in Essential Studies for further details.

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| ENG 160 | Literary Explorations | 1-3 course credits |
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Special Topics in English. May be repeated with a change in emphasis.

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| ENG 232 | History of American Literature | 3 course credits |
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(A) A study of American literature from its beginning to 1865.  
(B) A study of American literature from 1865 to the present.

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| ENG 233 | Elements of Literature | 3 course credits |
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A study of the elements of poetry, drama, and fiction.

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| ENG   | 235 | Children's Literature                                  | 3 course credits |
| A study of literature written for children and adolescents that provides a critical background for interpreting, evaluating and teaching the literature.  |     |  |                  |
| ENG   | 236 | History of English Literature                          | 3 course credits |
| (A) A study of English language and literature from its beginnings to 1795.   |     |  |                  |
| (B) A study of English literature from 1795 to the present.   |     |  |                  |
| ENG   | 299 | Introduction to Creative Writing                       | 3 course credits |
| Beginning course in creative writing that introduces students to writing in various genres.   |     |  |                  |
| ENG   | 300 | The Graphic Novel: Studies in Diversity and Difference | 3 course credits |
| An examination of contemporary issues in global diversity through the lens of the graphic novel, a literary genre that creates meaning through the sequencing and juxtaposition of visual images and words. The goal is to understand the graphic novel as a cultural product and a cultural practice, paying careful attention to the ways that graphic storytellers manipulate historical and contemporary economic, political, and social issues in their art. |     |  |                  |
| ENG   | 320 | Grammar and Linguistics                                | 3 course credits |
| An introduction to the study of grammar and linguistics, with a focus on sociolinguistics and differing approaches to grammar as each applies to teaching.  |     |  |                  |
| ENG   | 331 | Theory and Practice of Teaching Writing                | 3 course credits |
| An examination of various methods and programs in teaching writing, including practical experience in responding to writing.  |     |  |                  |
| ENG   | 340 | Contemporary Literature                                | 3 course credits |
| A study of various issues, authors and topics in contemporary English and/or American literature.   |     |  |                  |
| ENG   | 341 | Literature of the American West                        | 3 course credits |
| An exploration of writers and works of literature related to the American West.   |     |  |                  |
| ENG   | 342 | Multi-Ethnic Literature                                | 3 course credits |
| An exploration of writers and works that confront race, class and ethnicity throughout the Americas.  |     |  |                  |
| ENG   | 343 | Literature and Philosophy                              | 3 course credits |
| An examination of literary works at the intersection of philosophy and literature that raise such philosophical issues as the nature of reality, truth, knowledge, identity or vividly illustrates the meaning of abstract thought about those issues.  |     |  |                  |
| ENG   | 344 | Literature of the Environment                          | 3 course credits |
| An examination of works in the American literary tradition that treat the relationship between people and their natural environments.   |     |  |                  |
| ENG   | 345 | Gender and Literature                                  | 3 course credits |
| A study of masculinity and femininity in literature and literary criticism.   |     |  |                  |
| ENG   | 346 | Literature of the Bible                                | 3 course credits |
| The purpose of this course is to introduce students to the literature of the Protestant and Catholic Bibles. Students will use diverse reading practices employed in both biblical and literary scholarship in order to read these texts in their literary, historical, and cultural contexts (ancient Near East, Greece, and Rome).  |     |  |                  |
| ENG   | 361 | Literacy in the Digital Age                            | 3 course credits |
| An examination of the theory and practice of literacy in the digital age, with an emphasis on using digital tools and technologies to read, write, and learn.   |     |  |                  |

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| ENG   | 399 | Advanced Creative Writing                    | 3 course credits   |
| Advanced course in creative writing focused on the genre of (A) Nonfiction, (B) Fiction, or (C) Poetry. Prerequisite: ENG 299 or permission of Instructor.  |     |  |                    |
| ENG   | 400 | Independent Study or Research                | 1-3 course credits |
| Study or research in an area of special interest. Students of senior standing, under the guidance of a professor in their major, may complete a Thesis & Capstone Project in their area of study and present it publicly. The number of course credits is determined by the topic and the amount of work required. Permission of Instructor, Dean and/or Academic Vice President is required. |     |  |                    |
| ENG   | 431 | Topics in English                            | 3 course credits   |
| Special topics in English. May be repeated with a change of emphasis.   |     |  |                    |
| ENG   | 432 | Shakespeare                                  | 3 course credits   |
| Shakespeare's works, with particular attention paid to those plays most commonly taught in the middle and senior high schools. This course is dual-listed with ENG 532.   |     |  |                    |
| ENG   | 435 | Native American Literature                   | 3 course credits   |
| A study of the history, themes, and/or genres of literature produced by and about Native Americans. This course is dual-listed with ENG 535.  |     |  |                    |
| ENG   | 436 | World Literature                             | 3 course credits   |
| A study of representative poetry, drama, and prose fiction selected from global literature. Texts not originally published in the English language will be read in English translation. This course is dual-listed with ENG 536.  |     |  |                    |
| ENG   | 438 | Adolescent Literature                        | 3 course credits   |
| A study of literature suitable for grades 7-12 that provides a critical background for interpreting, evaluating, and teaching that literature. This course is dual-listed with ENG 538.   |     |  |                    |
| ENG   | 440 | Theory and Practice of Literary Criticism    | 3 course credits   |
| A study of selected theories that provide the foundations for literary criticism and the application of those theories to specific texts. This course is dual-listed with ENG 540.  |     |  |                    |
| ENG   | 441 | English and American Novels                  | 3 course credits   |
| A study of selected English and American novels. This course is dual-listed with ENG 541.   |     |  |                    |
| ENG   | 461 | Specialized Methods in English Language Arts | 3 course credits   |
| The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Prerequisites: PPST, EDUC 131, PSYC 231, and SPED 230 and 334.  |     |  |                    |

## Family and Consumer Sciences

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| FCS   | 122  | Perspectives in Family and Consumer Sciences | 2 course credits |
| The history, philosophy, and professional perspectives of the field of family and consumer sciences. Career exploration and academic planning are explored. Lecture and discussion, onsite observation with guest lectures.   |      |  |                  |
| FCS   | 135  | Alteration and Construction Techniques       | 2 course credits |
| Adaptation of commercial patterns as well as custom-fitting techniques for ready-made items are incorporated in this course. The processes of sewing technologies, including selection and use of equipment, patterns, fabrics, notions, and fundamental techniques are utilized. Construction techniques will be applied to apparel and home interior fashions. Student learning outcomes will build upon prior knowledge and skills. A service learning project is incorporated. Additional laboratory fees are associated. Co-requisite: FCS 135L. |      |  |                  |
| FCS   | 135L | Alteration and Construction Techniques Lab   | 1 course credit  |
| This course must be taken in conjunction with FCS 135 Alteration and Construction Techniques. Student will gain lab experience in applying principle of alteration and construction techniques. Lab fee required for this course. Co-requisite: FCS 135.  |      |  |                  |

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| FCS 136   | Food Science                              | 2 course credits   |
| <p>This course will explore the science of food by examining the basic chemistry of carbohydrates, proteins and lipids. This course will provide students the opportunity to examine food in scientific terms and test theoretical principles using the scientific method of observation, measurement, recording, reasoning and reporting. In a laboratory setting students will apply their knowledge and skills to observe, measure, record, control and modify the chemical and physical properties of food. Students will examine chemical reactions and key chemical compounds that relate to oxidative and structural changes in food, as well as food quality. This course satisfies Essential Studies SLO #6 requirement. Co-requisite: FCS 136L.</p> |   |                    |
| FCS 136L  | Food Science Lab                          | 1 course credit    |
| <p>This course must be taken in conjunction with FCS 136 Food Science. Student will gain lab experience in applying principles of food science. Lab fee required for this course. This course satisfies Essential Studies SLO #6 requirement. Co-requisite: FCS 136.</p>  |   |                    |
| FCS 139   | Human Development                         | 3 course credits   |
| <p>Human development from conception through adulthood is analyzed from physiological, cognitive, and socio-emotional perspectives. Emphasis is on wellness throughout the lifespan. A combination of lecture, practical application and observation of the stages of development are incorporated.</p>   |   |                    |
| FCS 149   | Basic Health Care                         | 2 course credits   |
| <p>This course provides essential knowledge and skills to provide basic care and skills for resident/clients of healthcare facilities. Topics will include resident rights, communication, safety, observation, reporting and assisting resident/clients in maintaining basic comfort and safety. Upon completion of the course, students will demonstrate skill competency and take the written/oral examination to meet training requirements of the federal and state of Nebraska law for nursing assistants working in licensed facilities. Lecture and lab with additional laboratory fees associated. Co-requisite: FCS149L.</p>  |   |                    |
| FCS 149L  | Basic Health Care Lab                     | 1 course credit    |
| <p>This course must be taken in conjunction with FCS 149 Basic Health Care. Student will gain lab experience in applying principles of basic health care. Lab fee required for this course. Co-requisite: FCS 149.</p>  |   |                    |
| FCS 160   | Special Topics                            | 1-3 course credits |
| <p>Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.</p>  |   |                    |
| FCS 224   | Housing and Interior Design               | 3 course credits   |
| <p>Architectural and interior design elements and principles as related to residential and commercial applications including furnishing and finishing materials and treatments. Blueprint reading, floor plan modification and design are explored. Elements and principles of design are incorporated as well as the business of design.</p>   |   |                    |
| FCS 234   | Introduction to Health and Human Services | 3 course credits   |
| <p>Exploration of careers within various health and human services areas. This course provides awareness, information, and competencies necessary to facilitate entry into the health and human services. Topics of study include organizational management, planning services to clients, needs analysis, and principles of health and human services.</p>   |   |                    |
| FCS 236   | Food and Meals Across the Lifespan        | 2 course credits   |
| <p>The primary focus of this course is to combine the science of nutrition and the art of cooking to create healthy foods and meals that satisfy hunger, the palate and the eye. Chemical composition of food, preparation, principles and techniques for the retention of nutrition, appearance, and flavor will also be covered. In our lab sessions, we will apply principles of safety, nutrition, and wellness to enhance individual and family health. Lecture and lab with additional laboratory fees associated. Co-requisite FCS 236L.</p>   |   |                    |
| FCS 236L  | Food and Meals Across the Lifespan Lab    | 1 course credit    |
| <p>The primary focus of this course is to combine the science of nutrition and the art of cooking to create healthy foods and meals that satisfy hunger, the palate and the eye. Chemical composition of food, preparation, principles and</p>  |   |                    |

techniques for the retention of nutrition, appearance, and flavor will also be covered. In our lab sessions, we will apply principles of safety, nutrition, and wellness to enhance individual and family health. Lecture and lab with additional laboratory fees associated. Co-requisite FCS 236.

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| FCS | 239 | Partners in Early Childhood Education | 3 course credits |
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The content of the course examines theory, principles, methodology and practical techniques for creating optimal working relationships which empower and strengthen partnerships among individuals, families, and communities. Students will gain an understanding of the process involved with establishing natural, inclusive environments effective relationships with schools and community based programs, through service-learning and family stories.

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| FCS | 247 | Nutrition | 3 course credits |
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Study of the nutrients and their relationship to health and wellness. Major topics include the functions and sources of each of the nutrients; diseases and conditions associated with deficiencies and toxicities of nutrients, including obesity and eating disorders; nutrient needs of special populations, such as athletes, children, and pregnant women; and wellness lifestyles.

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| FCS | 270 | Special Topics | 1-3 course credits |
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Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.

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| FCS | 314 (ABCD) | Future Focus | 1 course credit |
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Discussion of current trends or topics and their impact on individuals and families. Emphasis will be on the process of asking questions and seeking answers from a wide range of perspectives, especially focusing on the future. This course will cover different trends and topics each year, and will change letters in a four year rotation (314A, 314B, 314C, and 314D). The course may be repeated for up to a total of four course credits.

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| FCS | 320 | Aging and Death | 3 course credits |
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The life cycle as related to aging, the dying process, aging theories, and the psychological, social, and economic dimensions of bereavement are examined in this course of study. Emphasis will be placed on the economic and social needs of individuals involved with an aging and dying person. A service learning project is incorporated in the design of this course.

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| FCS | 321A | Curriculum Development in Early Childhood Education | 2 course credits |
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Students will examine a variety of curriculum models and lesson plan formats and that support best practices for meeting the developmental needs of children birth to age 8, in natural, inclusive environments. Throughout the course, students will have the opportunity to apply skills in planning, organizing and developing activities, integrated into daily and weekly lesson plans philosophical foundations will guide students as they weave knowledge base content into practical application exercises associated with early childhood environments.

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| FCS | 331 | Resource Management | 3 course credits |
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This course involves exploration of the decision-making process of planning, implementing, and evaluating the use of resources to meet individual and family goals throughout the lifespan. Resources to be addressed include time, energy, money, and human capital, as well as clothing and housing. Wellness and quality of life issues will be considered.

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| FCS | 335 | Families in Society | 3 course credits |
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Investigation into the roles and expressions of familial arrangements across various cultures and within distinct subgroups of society in order to promote understanding of individuals from diverse backgrounds.

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| FCS | 337 | Guidance Techniques in Human Relations | 3 course credits |
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Throughout this course, student will examine the strategies, principles and techniques for understanding the outcomes with effective conflict resolution and positive guidance. The content of the course will focus on identifying common behaviors, teaching social-emotional skills, examining positive guidance approaches, and developing the skills to support self-control and self-discipline in building human relations. Students will be actively engaged in field experiences developing observation skills and demonstrating best practices for the process of effectively assessing and managing behavior.

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| FCS 338  | Prenatal and Infant Practicum                      | 3 course credits    |
| <p>Students will learn to utilize research methods for understanding the social, emotional, intellectual/cognitive, language, and physical development of infants and toddlers between the ages of 0 and 3, including pregnancy. Theoretical concepts, developmental ages and stages, appropriate practices and competencies for developing the necessary skills to actively engage in the growth and development process of infants and toddler. Student will be actively engaged in practicum experiences that integrate content knowledge, skills and competencies through observation and practical laboratory experiences.</p>  |  |                     |
| FCS 340L   | Current Trends in Design                           | 1-3 course credits  |
| <p>Design and construction trends will be explored in this laboratory course. The trend will be determined by the interest expressed by students as well as the commercial emphasis in the design field. Students may enroll for 1 to 3 credits repeatable for up to 6 credit hours. This lab course will have an additional laboratory fee.</p>   |  |                     |
| FCS 341  | Textiles   | 3 course credits    |
| <p>The history and development of natural and man-made fibers, yarns, and methods of fabrication, fabric finishes, and their performances will be explored. Legislation, merchandizing, and consumer issues are also investigated. Lecture, discussion, and analytical inquiry are the modes of instruction. FCS 341L must be taken concurrently.</p>  |  |                     |
| FCS 341L   | Textiles Laboratory                                | 1 course credit     |
| <p>Laboratory investigation, identification, and analysis of fibers, yarns, fabrics and finishes will be conducted. Experiments, testing, and design of textiles, fibers, yarns, weaving, knitting, and/or finishes are methodologies employed. This course is to be taken concurrently with FCS 341. Additional fees are assessed.</p>  |  |                     |
| FCS 390  | Internship in Family & Consumer Sciences           | 1-12 course credits |
| <p>Provides practical experience in an agency related to Family and Consumer Sciences. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.</p>   |  |                     |
| FCS 400  | Independent Study or Research                      | 1-3 course credits  |
| <p>Selected problems of interest to advanced students. Prerequisite: Consent of the Instructor, the Dean, and the Academic Vice President.</p>   |  |                     |
| FCS 417  | Lifespan Wellness                                  | 3 course credits    |
| <p>Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle as well as understand the importance of a healthy lifestyle throughout the lifespan. Examination of health, history, medications, cultures, ages, lifestyles, predisposed health conditions, injury/physical challenges, and the individual's goals/outcomes. Students will use wellness models and developmental models as a basis for learning skills and strategies which promote a lifetime of wellness. Emphasis is on empowering students to work with individuals across the lifespan (birth through old age) in promoting optimal wellness choices. This course is dual-listed with FCS 517.</p> |  |                     |
| FCS 420  | Loss Across the Lifespan                           | 3 course credits    |
| <p>A study of the "losses" experienced by individuals and families. This includes the loss of things, relationships, and function, as well as inter-psyche loss, social loss, and systemic loss. Losses and the interpretation of loss change as individuals progress through the life cycle. This course will focus on loss and grief across the lifespan. This course is dual-listed with FCS 520.</p>   |  |                     |
| FCS 421  | Organization, Administration and Curriculum of FCS | 2 course credits    |
| <p>An investigation into Family and Consumer Sciences Departmental management and funding, community activities and relations, youth organizations, and facility/equipment maintenance. Curriculum materials will be developed.</p>  |  |                     |
| FCS 422  | Professional Career Development                    | 3 course credits    |
| <p>Seminar class designed and a capstone course for students preparing to graduate. Networks, job searches, professional etiquette, professional organizations, state standards, certification, professional writing, use of technology, and the history and mission of Family and Consumer Science are addressed in the course. Completion of a professional project and presentation will be required as part of the course.</p>   |  |                     |



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| FCS  | 423 | Program Development and Management             | 3 course credits |
| <p>A study of the process involved with developing and managing program operations including development of policies and procedures, funding, grant writing, organization of personnel, menu planning, assessment, marketing, technology, community relations, and family partnerships. Integrates basic principles, strategies, knowledge, and skills necessary for developing, managing and administering successful programs/organizations from pre-planning to final operation.</p>  |     |  |                  |
| FCS  | 427 | Worksite Wellness                              | 3 course credits |
| <p>This course covers the assessment, development/design, implementation and evaluation of worksite health promotion programs and the benefits these programs have for employees, their families, employers and society. Students will review various health risk appraisals and plan theory-based incentive programs designed to promote positive lifestyles. Students will learn how to facilitate implementation and evaluation of wellness programs for individuals and worksite locations. An examination of the physical and psychological factors that affect health throughout the life cycle will be made by applying fundamental knowledge and skills of designing, planning and evaluating a basic workplace wellness programs. Students will also conduct and report on a workplace needs assessment and prepare a proposal to implement a sustainable, comprehensive and integrated workplace health and wellness program. This course is dual-listed with FCS 527.</p> |     |  |                  |
| FCS  | 434 | Issues in Health and Human Services            | 3 course credits |
| <p>Provides an opportunity to concentrate on current issues in the health and human services field including policies, programs, funding, consumer rights, and administrative issues. Significant emphasis is placed on effective grantsmanship, including writing and administering grant proposals. This course is dual-listed with FCS 534.</p>   |     |  |                  |
| FCS  | 435 | Consumer Science                               | 3 course credits |
| <p>Goods and services available to the individual and/or family including information analysis, consumer communication skills, commodity exchanges, and merchandise standardization are analyzed to maximize financial wellness across the lifespan.</p>   |     |  |                  |
| FCS  | 436 | Global Food Systems                            | 3 course credits |
| <p>Analysis of various world-wide food patterns and associated health status as well as food production and distribution patterns around the world. Understanding and appreciation of the international perspective will be approached with critical thinking strategies. Comprehensive presentations and discussions about policies and current practices for sustainable global food system, with a focus on developing countries included. Topics include economic policy related to nutrition, health, consumption, production, natural resources management, trade, markets, gender roles, armed conflict, and ethics. Social entrepreneurship approach, case studies as well as active participation by students will be used.</p>   |     |  |                  |
| FCS  | 437 | Family Strengths                               | 3 course credits |
| <p>This is an advanced study in the dynamics of successful family relationships. Investigation into the attributes of vital families which contribute toward the resolution of stressors in meaningful and positive ways. Lecture, discussion, and case study. This course is dual-listed with FCS 537.</p>  |     |  |                  |
| FCS  | 440 | Special Topics in Family and Consumer Sciences | 3 course credits |
| <p>Contemporary concepts and issues in Family and Consumer Sciences. May be repeated with different emphases for up to six course credits.</p>   |     |  |                  |
| FCS  | 447 | Nutrition for Sport & Wellness                 | 3 course credits |
| <p>A study of the nutrients and their relationship to sport and wellness. Special nutritional and training needs of athletes and all individuals who are physically active will be addressed. Major topics include the function and sources of each of the nutrients; fueling for pre exercise, during exercise and after exercise; specific meal planning, nutrient needs for specific athletes and wellness lifestyles; and more. This course is dual-listed with FCS 547.</p>   |     |  |                  |
| FCS  | 448 | Early Childhood Practicum                      | 3 course credits |
| <p>An association and application of principles, theory, philosophy, methodology, structure, function, and operation of programs for young children. The course includes practical application of knowledge base principles and best practices in the development and implementation of daily and weekly unit plans, menus, environmental design and</p>   |     |  |                  |

emergent curriculum for coordination of a total program. The course requires practicum time with children in qualified early childhood setting. Prerequisites: FCS 139, 239, 321A, 337 and 423 OR permission of instructor. Concurrent enrollment in FCS 448L required.

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| FCS | 448L | Early Childhood Practicum Laboratory | 1 course credit |
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Practicum field experience in a qualified early childhood environment under the supervision of a highly qualified educator. Concurrent enrollment in FCS 448 required. Additional fees will be assessed.

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| FCS | 457 | Nutrition for Community Wellness | 3 course credits |
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An evidence-based study of the science of nutrition and its relationship to improving public health. Focus will be on the campus-community based approach to improving health. Special emphasis will be on the relationship between nutritional epidemiology and research, policies, and programs regarding prevention and treatment as well as lifestyle and hereditary diseases. This course is dual-listed with FCS 557.

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| FCS | 467 | Epidemiology & Global Health | 3 course credits |
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This course will provide a comprehensive understanding of sources of population data in terms of morbidity, mortality, and other vital statistics. Scientific methods for approaching population data and identifying public health problems and empirical analysis of data will be emphasized. Critical evaluation of medical and public health literature is included. This course is dual-listed with FCS 567.

## Finance

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|-----|-----|-------------------|--------------------|
| FIN | 160 | Topics in Finance | 1-3 course credits |
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Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

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| FIN | 239 | Personal Finance | 3 course credits |
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Basic principles of finance as relating to the individual, including an introduction to investments, insurance, taxes, consumer purchasing, real estate, financial planning and recordkeeping, retirement, and estate planning. Prerequisite: Department's Mathematics Requirement or equivalency.

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| FIN | 242 | Real Estate Principles | 3 course credits |
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Examines practical applications of real estate principles. Includes a study of titles, estates, land descriptions, contracts, legal instruments and concepts, real estate mathematics, financing, agency, appraisal, fair housing, and management of real estate.

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|-----|-----|-----------------------|------------------|
| FIN | 330 | Principles of Finance | 3 course credits |
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An introductory course emphasizing the basic financial principles and practices essential to managing a business. Among the topics introduced are the time value of money, working capital management, financial analysis, financial planning, cash-flow analysis, operating and financial leverage, capital budgeting, long-term financing, cost of capital, and capital structure. Prerequisites: Department's Mathematics Requirement, ACTG 241 and ECON 232 or equivalencies.

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|-----|-----|------------------------------------|------------------|
| FIN | 331 | Financial Markets and Institutions | 3 course credits |
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Inquiry into, and analysis of, the various financial markets and institutions (including debt, derivatives, equity, insurance, government-based and foreign financial markets) operating in the U.S. and the international economy. Emphasis is placed on providing the analytical tools needed to assess financial institution and market response to microeconomic and macroeconomic factors. Prerequisites: Department's Mathematics Requirement and FIN 330 or equivalencies.

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|-----|-----|-------------------------------------|------------------|
| FIN | 333 | International Finance and Economics | 3 course credits |
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The development, understanding, and application of basic economic concepts and theories related to international economics, global trade, and variations between and among countries and their cultures. Will deal with different types of economic and political systems, types of markets, exchange rates, trade policies, trade agreements, and the economic and political reasons and impacts of globalization.

FIN 335 Agricultural Finance 3 course credits

Economic and financial theories and concepts related directly to the capital markets and associated production and marketing costs and revenues within the agricultural sectors including financial institutions. Deals with study and analysis of firms with a focus on financial statements, financing enterprises, and sources of agricultural credit including private and governmental financial institutions. Prerequisites: Department's Mathematics Requirement; ACTG 241 and ECON 232, or equivalencies.

FIN 338 Real Estate Investments and Insurance 3 course credits

This course combines the basic principles of real estate and insurance. Topics include: how to read an insurance and real estate contract, purchasing and financing a home or business and securing property, liability, automobile, life and health insurance. In addition various career paths are discussed.

FIN 432 Financial Management 3 course credits

Examines various structures and operations of financial management of the firm including the sources and methods of financing, capital structure, dividend policy, leasing, mergers and acquisitions, working capital management, effects of taxation on financial decisions and international aspects of finance.

FIN 439 Investment Analysis 3 course credits

Provides an understanding of active portfolio evaluation and management, including the following: the investment environment, portfolio theory, capital asset pricing model and arbitrage pricing theory, fixed-income securities, equities, and derivatives. Prerequisites: Department's Mathematics Requirement and FIN 330 or equivalencies.

FIN 460 Topics in Finance 1-3 course credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

## First Year Inquiry

FYI 169A Health Care I: A Choice or a Right 3 course credits

Students will study health care from multiple perspectives, including those of the patient, the practitioner and the policymaker. This first course in the two-course sequence will focus on health care delivery systems. Students will consider issues of access, affordability and quality in the delivery of health care. They will also consider the ethical dimensions of health care choices. To explore these issues in depth, and to develop critical thinking, information literacy and inquiry skills, students will engage in an in depth and collaborative investigation of particular health care issues. *Note that this course is part of a two-course sequence (FYI 169A/FYI 169R) designed to meet the 6-credit FYI requirement for Essential Studies.*

FYI 169B Enemy Mine: The Extreme Other 6 course credits

We will explore the construction of "enemy" in different levels of human consciousness and existence. We intend to generate critical thinking and problem solving skills among students as they explore the concept of "enemy" as represented in selective fields of philosophy, religion, political science, literature, art, and media.

FYI 169C The Nation and the Globe 6 course credits

This course investigates the historic development of the nation and analyzes its role in the international realm. This course evaluates the interconnectivity of the world and specifically contextualizes the role of the nation under modern globalization. The course takes an interdisciplinary approach to understanding both the historical antecedents and the current problems of the relationship between the nation and the globe.

FYI 169D Wizards & Vampires in Film, TV, & Literature 6 course credits

The purpose of this course is to examine our culture's fascination with wizards and vampires in Film, TV, and Literature, using methods and practices of inquiry from Literary, Gender, Film, and Race Studies.

FYI 169E Environmental Policy: Beyond the Sound Bites 6 course credits

For some years there has been a public debate about concerns for the environment. Terms like "global warming," and more recently, "climate change," reflect that debate. However, too often the science associated with environmental concerns is lost amidst the rhetoric of public political discourse, and, subsequently, environmental policy has been shaped more by political rhetoric than by science. The purpose of this course is to investigate both the rhetoric of public debate about environmental policy and the science of environmental concerns.

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| FYI  | 169F | A Pox on You: The Biological, Legal, & Social Consequences of Infectious Diseases | 6 course credits |
| <p>In this course you will explore the dynamics of an infectious disease outbreak, the various societal responses, and the resulting tension between individual rights and public health, safety and welfare. Topics include: cause of epidemics, government preparedness, public health laws, use of quarantines and vaccinations, medical privacy, control of antibiotic resistant organisms, and dangers posed by bioterrorism/bioweapons.</p>  |      |   |                  |
| FYI  | 169G | Do You See What I See: The Art of Science and the Science of Art                  | 6 course credits |
| <p>An exploration of the science of art and the artistry involved in scientific exploration. Topics include: the biology of sight, color theory, the history of scientific illustration and modeling, the use of natural products and scientific technology to develop artistic representations, and the creation of videos and animations to artistically illustrate scientific processes. Students will be expected to develop a scientific project and to document and explain the results. Students will also create artistic projects using a variety of techniques including drawing, sculpture, painting, collage, and microscopic and non-microscopic photography.</p> |      |   |                  |
| FYI  | 169H | Mathletics: Not for Spectators  | 6 course credits |
| <p>In this course, we will discuss various sports and the relationships of the sports to exercise science and mathematics. We will explore how the body works when hitting a baseball, hitting a golf ball, playing billiards, shooting a basketball, and playing tennis. From this, we will integrate mathematics through the use of statistics, geometry, and trigonometry. Students will be asked to participate in various aspects of each of the above-named activities.</p>  |      |   |                  |
| FYI  | 169I | We Are What We Eat  | 3 course credits |
| <p>This course is an investigation of the multiple inputs that make up the contemporary food system. This is not primarily a study of the nutritional aspects of food, but examines the production and consumption of food more broadly. Students working as permanent teams will develop questions and investigate issues important to them.</p>  |      |   |                  |
| FYI  | 169J | The Hidden Life of Everyday Things  | 3 course credits |
| <p>This course is an investigation of the infrastructural aspects of everyday life that exist largely unnoticed. Students working as permanent teams will develop questions and investigate issues important to them within the course.</p>  |      |   |                  |
| FYI  | 169K | A Better You through Financial and Physical Health                                | 6 course credits |
| <p>This course aims to give students the needed foundation for both a physically and financially healthy life by addressing the components of each and how they are interrelated.</p>  |      |   |                  |
| FYI  | 169M | Improving Your Influence  | 6 course credits |
| <p>Students will describe and practice skills involved in critical inquiry and creative problem solving through interdisciplinary, collaborative engagement of information and knowledge as power in the business and educational setting.</p>   |      |   |                  |
| FYI  | 169N | Virtue and the Warrior Spirit   | 6 course credits |
| <p>In this course, we will inquire about the nature of “warrior spirit,” with an emphasis on the virtues of courage, loyalty, and duty traditionally associated with military service. We will also explore viewpoints that question the value of a “warrior spirit.”</p>  |      |   |                  |
| FYI  | 169O | 10,000 B.C., Great Plains, North America: Human Survival and the Environment      | 6 course credits |
| <p>In this course you will examine the challenges of answering questions about prehistoric people’s adaptation to a changing environment through the application of historical and earth science tools and techniques. Ultimately, you will explore the dynamics of communicating scientific information in the form of natural and cultural history with the public.</p>  |      |   |                  |
| FYI  | 169P | Making Cents of Petroleum   | 6 course credits |
| <p>In this course you will examine the challenge of meeting the demand for petroleum resources both nationally and globally. You will explore the dynamic balance between supplying a petroleum product and protecting the environment while utilizing ethical business practices. Ultimately you will explore how we can provide sustainable energy resources.</p>  |      |   |                  |

FYI 169Q Private Parts: The Psychological, Socio-cultural & Biological Aspects of Human Sexuality 6 course credits

Various aspects of human sexuality will be examined from a biological, socio-cultural, and psychological viewpoint. Students will engage in critical and analytical thinking regarding sexual culture and its implications. The course will be delivered in a blended format with participation in online forums, online blogs, and on-campus class time.

FYI 169R Health Care II: A Choice or a Right 3 course credits

Students will study health care from multiple perspectives, including those of the patient, the practitioner and the policy-maker. This second course in the two-course sequence will focus on policy issues that arise from problems identified during the study of health care as a social and economic activity. Students will explore issues of access, affordability and quality in the delivery of health care, and consider how government policy might best address these issues. They will also consider the ethical dimensions of public policy health care choices. To explore these issues in depth, and to develop critical thinking, information literacy and inquiry skills, students will engage in an in depth and collaborative investigation of particular health care issues. *Note that this course is part of a two-course sequence (FYI 169A/FYI 169R) designed to meet the 6-course credit FYI requirement for Essential Studies. FYI 169A is a prerequisite for FYI 169R.*

FYI 169S Without the Arts You're Only Half a Brain 6 course credits

Students will explore the dwindling support for the arts in American society and discover reasons for encouraging active participation in the arts. During the course students will work in teams to create and produce digital materials (YouTube video commercials, radio ads, print ads, web sites, blogs, and news releases) to advocate for the arts.

FYI 169U Study of Natural Disasters 3 course credits

Students will choose a natural disaster and make a detailed study. The study will include understanding the cause of the disaster, computing social, physical and economic costs, and finding techniques for prevention and/or preparation for future events.

FYI 169V Nutrition, Weight Loss and Wellness 3 course credits

A recurring issue in American life is overweight and obesity. This course provides the opportunity for students to inquire and come to conclusions about weight loss methods and diets (weight management), based on the science of nutrition and the theme of wellness. Whether you desire to lose weight, or you want to work with others in resolving their weight issues and maximizing wellness, this course may be for you! This course will help you to unlock the mysteries of nutrition, weight, and wellness.

FYI 169W Literature and Practice of World Religions 6 course credits

This course is designed to introduce students to the practice of inquiry through various modes of exploring six of the world's religions. In order to engage in an interdisciplinary and multi-modal exploration of world religions through the following activities, students will read and analyze primary literature of those religions as literature, and especially as religious literature; to the degree possible in such a context, understand those religions through their rituals and practices; and write reflectively about their experiences exploring these religions through their literature and practices.

FYI 169X Survival Skills 101 3 course credits

A common theory studied in developmental courses is Abraham Maslow's Hierarchy of Basic Needs. This course is a study of Maslow's theory as it applies to the traditional college-age student. From the basic needs of food, clothing, and shelter, to the higher needs of esteem and self-actualization, this course asks students to discover the methods and means of making considered choices, regarding basic needs.

FYI 169Y Plants & Man 3 course credits

The interaction of mankind and plant-derived products will be explored in a critical inquiry of conditions and issues of cultivation, harvesting and preparation; religious and medicinal use; trade and economics; and social and societal consequences.

FYI 169Z Forgiveness 3 course credits

Humans are social creatures. We live our lives in community with others. We are also imperfect creatures. We continually make mistakes, and these mistakes often bring harm to other humans within our communities, thereby damaging those social relationships on which we depend. As a result, we engage in various practices aimed at

repairing this damage. One of these reparative practices is the practice of forgiveness. In this class, we will examine this human practice of forgiveness from a variety of different perspectives: psychology, religion, politics, and philosophy. We will consider questions about the value of forgiveness and the challenges of forgiving.

FYI 169AA Home on the Range 6 course credits

The course will be divided into three thematic units, all focusing on the relations and interactions between organisms and their environment, with an emphasis on human ecology, as explored and expressed through disciplines in both the arts (writing, film, the visual and performing arts, etc.) and the sciences (especially in the arena of agriculture and rangeland management). Whatever possible, emphasis will be placed on examples from the Great Plains Region and close to home. The three thematic units include: The Land (rangeland ecology); The Homestead (animal science and livestock management); and The Wilderness (hunting, recreation and wildlife management).

FYI 169AB Learning to Serve 3 course credits

Our inquiry will focus on *experiential learning* that engages in service opportunities within our community as an integral part of our course. According to a recent study, “Service-learning enhances a ‘traditional learning’ course by allowing students the opportunity to link theory with practice, apply classroom learning to real-life situations, and provide students with a deeper understanding of course content” and that “service-learning may strengthen students’ sense of civic responsibility as well as aiding them in dispelling any stereotypes they may hold regarding the population in which they are interacting.” Students in such courses benefit from increased awareness of career options to which they might apply their learning, reinforcement of career choices, greater civic responsibility and commitment to service, enhanced critical thinking, communication skills, leadership, awareness of social responsibility and respect for cultural diversity. (“A Labor of Love.” *The Journal of Effective Teaching*; 9.3 (2009) 70-76)

FYI 169AC The 20<sup>th</sup> Century American Road 6 course credits

This course examines the history of the American highway in the twentieth century: how highways came to be and what consequences they had for American history, literature and film. The road has been the means by which the western frontier has been expanded; it has also been the locus of escape, exile, dispossession and self-discovery. The road, both actual and imagined, has created a body of literature and film that is distinctly American.

FYI 169AD Football, American Style 6 course credits

The purpose of this course is to use the phenomenon of American football as a lens through which to examine issues in American culture, as well as to use methods and practices of inquiry associated with Literary, Gender, Film, and Cultural Studies as a means of examining American football. In order to engage in an interdisciplinary and multi-modal exploration of American football in fiction, non-fiction, and film, students will: Examine the literary character of short stories and novels in which American football provides the setting, themes, and/or plotlines; Examine the relationship between American culture and American football, esp. in journalistic and other non-fiction writing, and in documentaries; Examine issues of gender (esp. masculinity), race, poverty, and education as they relate to H.S., college, and pro football; Use writing as a tool for reflection and analysis regarding intersections of American culture and American football.

FYI 169AE Happiness 6 course credits

Everyone wants to be happy. But what is happiness? How do we achieve happiness? Humans have been wrestling with these questions for millennia, from Greek philosophers to modern psychologists to fiction writers to filmmakers. In this course, we will be joining this discussion. We will be examining and practicing various accounts of what happiness is and how best we can achieve it.

FYI 169AF Study the World 3 course credits

As our world becomes increasingly more accessible and interconnected, and as Chadron State College continues to increase its international component, the need for our students to understand international affairs, to recognize and accept cultural values of other nationalities, and to view world events from other viewpoints has become increasingly necessary. Students will be exposed to basic world geography, languages, international politics and conflict, global economics, cultural histories, environmental and agricultural issues, social justice issues, and sustainable development. The students in this FYI will meet international students and faculty, research other countries and cultures, and learn about and how to plan for study abroad opportunities, internships, and career opportunities. This class should prepare students for a senior capstone study abroad/away experience.

FYI 169AG Analyzing Adolescence 3 course credits

Adolescence spans the years from eleven to nineteen, a time of dramatic physical, emotional, and intellectual changes. Early, middle and late adolescent development is a unique time of life as puberty, changing gender roles, and more autonomous relationships with parents as peers grow and develop. Adolescent development will be explored from a variety of interdisciplinary perspectives.

FYI 169AH Fashionomics 3 course credits

A study of the historic, political, economic, psychological and social influences of fashion in the global community. Critical thinking and practical reasoning skills will be incorporated with the inquiry process to develop informed, conscientious consumer decisions.

FYI 169AI Relationships 2.0 3 course credits

Human relationships in the 21<sup>st</sup> century will be explored in all dimensions: social and familial, biological and physical, cognitive and psychological. Development of positive interpersonal relationships, improved communication skills, personal sexual health awareness, and responsible decision-making and critical thinking skills will be the focus of this study.

FYI 169AJ Into the Martial Arts 3-6 course credits

Students will explore the martial arts through study of their history, culture, and literature, and through practice of one or more of the martial arts. Students will need to purchase a uniform or provide their own, including a beginner's white belt. Belt advancement will be recognized with certificates unless students wish to purchase the appropriate belt.

FYI 169AK Topics in First Year Inquiry 3-6 course credits

Each section of this course will focus upon an interdisciplinary issue or theme that students will engage collaboratively and respond to through critical inquiry and relative problem solving. Each FYI Topics course must be approved by the Essential Studies Program Committee.

FYI 169AL Matters of Opinion 3 course credits

Opinions—we all have them. They vary widely on many topics and issues. But how do we form them and how well do we express them? Our opinions say a lot about who we are and what we stand for. In this course, we will explore the critical thinking skills necessary to develop informed opinions. In honestly evaluating our beliefs and those of others, we will also be on the lookout for the emergence of surprising and unexpected insights, for it is in the examination of these new insights that we reaffirm current opinions or begin to shape new ones. Students will develop skills to enhance critical thinking and communication by engaging in such activities as reading and writing opinion columns, documentary film reviews, and social problems perspectives. Students will also read, listen to, write, and record personal philosophy essays for submission to National Public Radio.

FYI 169MU Opening Pandora's Music Box 3 course credits

Music is universal to world cultures, and music can act as a language. However, music is not a universal language. How is music produced? What are the fundamental components? What is common to different cultures? *Opening Pandora's Music Box* explores the physiology and cultural aspects of creating music. Students will explore the motivation for the creation and appreciation of music. The course culminates with a project creating new sounds. This course satisfies 3 course credits toward Essential Studies Outcome 1.

## Geography

GEOG 231 Physical Geography 3 course credits

Survey of the atmosphere, lithosphere, hydrosphere, and biosphere including a topical analysis of landforms, weather and climate, soils, and vegetation. Emphasis is on understanding processes of and relationships between the spheres.

GEOG 232 Cultural Geography 3 course credits

Geographical relationships and interactions of cultural, social, economic, ethnic, and political phenomena. Topical approach to population sub-groups, migration, religions, languages, urban and rural settlements, and other attributes of the cultural landscape.

## Geoscience

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| GEOS 130   | Earth Science                   | 3 course credits   |
| Introductory survey of the four earth sciences; geology, oceanography, meteorology, and astronomy. Designed to help non-scientists gain a greater appreciation of the global physical environment, and to understand interactions of society with that environment. One or more field trips may be required. Credit cannot be applied toward an earth science subject endorsement, physical science major, or any geoscience minor.  |                                 |                    |
| GEOS 137   | Environmental Geology           | 3 course credits   |
| Considers effects of human interaction with the physical environment, both in terms of natural phenomena such as earthquakes and floods, which affect human lives, and resource use, in which humans change their environment. One or more field trips will be required.   |                                 |                    |
| GEOS 230   | Natural Hazards and Disasters   | 3 course credits   |
| The cause and effects of natural disasters can be understood using an Earth system science approach. Science and technology are limited in their ability to predict disasters. Recognizing these limitations, students will explore the roles of individuals in broader societal issues relating to disaster preparedness, damage and cost mitigation as they relate to natural hazards.   |                                 |                    |
| GEOS 231   | Physical Geology                | 3 course credits   |
| Introduction to the fundamentals and language of physical geology, to aid in understanding the solid Earth, its origin, constituents, and surficial features, and the appreciation of the dynamic nature of our planet. Concurrent enrollment in GEOS 231L required.   |                                 |                    |
| GEOS 231L  | Physical Geology Laboratory     | 1 course credit    |
| Laboratory exercises will introduce the tools geologists use to interpret Earth processes: minerals and rocks, maps, and aerial photographs. One or more field trips will be offered. Concurrent enrollment in GEOS 231 required.  |                                 |                    |
| GEOS 234   | Earth System History            | 3 course credits   |
| Highlights changes through time in the Earth system, including the solid Earth, the oceans and water on land, evolution of the atmosphere, and evolution of life as seen through the fossil record. The systems approach seeks out and analyzes interactions between these different components. Concurrent enrollment in GEOS 234L required.  |                                 |                    |
| GEOS 234L  | System History Laboratory Earth | 1 course credit    |
| Laboratory exercises will introduce the tools used to understand changes in the Earth system through time. Includes identification of the major fossil groups, and analysis of geologic, oceanographic, atmospheric and paleontologic data. Taken concurrently with GEOS 234.  |                                 |                    |
| GEOS 270   | Topics in Geoscience            | 1-3 course credits |
| Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.  |                                 |                    |
| GEOS 300   | Geology Field Camp I            | 2 course credits   |
| This course offers students' opportunities to develop observation and interpretation skills while being introduced to technical aspects of field mapping, stratigraphic interpretation and structural analysis. Participants will prepare maps, stratigraphic charts, geologic cross sections, field notes and reports while interacting with geological problems in several areas in the Great Plains and Rocky Mountains. Time will be divided between travel and working out of a base camp. Additional course fee required. Prerequisites: GEOS 231 & 231L and GEOS 234 & 234L. Taught concurrently with GEOS 346 and 446. |                                 |                    |
| GEOS 310   | Capstone I: Research Seminar    | 1 course credit    |
| The student will choose a topic for research and conduct a literature survey of that topic. Preliminary results and a plan for conducting further independent research on the topic will be presented in oral and written form during the semester. Normally taken during the student's junior year.   |                                 |                    |



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| GEOS 320   | Supervised Study in Laboratory and Field Methods | 1-2 course credits  |
| Students will prepare, supervise, and evaluate laboratory and field exercises under the direction of faculty members. Designed to give students practical experience teaching in the laboratory and field setting.   |  |                     |
| GEOS 321   | Introduction to GPS                              | 1 course credit     |
| Principles and applications of the global positioning system. Emphasis is on mapping and other uses applied to geoscience field problems. Field trips may be required.   |  |                     |
| GEOS 322   | Introduction to GIS                              | 3 course credits    |
| Principles and applications of geographic information systems with emphasis on ArcView® software. Students will address solutions to real-world problems using Geographic Information Systems. Field trips may be required. Recommended Prerequisite: GEOS 321.  |  |                     |
| GEOS 337   | Paleontology                                     | 3 course credits    |
| A systematic survey of invertebrate phyla and vertebrate classes most important in the fossil record. Concurrent enrollment in GEOS 337L required. Prerequisite: GEOS 234/234L or approval of instructor.  |  |                     |
| GEOS 337L  | Paleontology Laboratory                          | 1 course credit     |
| Examination of fossil invertebrates and vertebrates in laboratory and field. Concurrent enrollment in GEOS 337 required.   |  |                     |
| GEOS 338   | Rocks and Minerals                               | 3 course credits    |
| Introduction to mineralogy, and optical mineralogy in the context of rocks and interpretation of rock-forming environments. Possibly one or more field trips required. Prerequisite: GEOS 231/231L or approval of instructor.  |  |                     |
| GEOS 346   | Geology Field Camp II                            | 2 course credits    |
| This course offers students opportunities to develop observation and interpretation skills while learning the technical aspects of field mapping, stratigraphic interpretation and structural analysis. Participants will prepare maps, stratigraphic charts, geologic cross sections, field notes and reports while interaction with geological problems in several areas in the Great Plains and Rocky Mountains. Students will be expected to mentor other participants with less experience. Time will be divided between travel and working out of a base camp. Additional course fee required. Prerequisites: GEOS 300 or equivalent. Taught concurrently with GEOS 300 and 446. |  |                     |
| GEOS 390   | Internship in Geoscience                         | 1-12 course credits |
| Provides practical experience as a geoscientist in government, business, or industry. Open to upper division students majoring in the area of geoscience. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.  |  |                     |
| GEOS 400   | Independent Study or Research                    | 1-3 course credits  |
| Study or research in a geoscience area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of instructor, Dean of Curriculum and Accreditation, and the Academic Vice President is required.  |  |                     |
| GEOS 401   | Capstone II: Senior Research                     | 1 course credit     |
| Independent research projects based on the results presented in GEOS 310. Data collection, analysis, and presentation of scientific papers. Normally taken during the student's Junior or Senior year. May be repeated for a total of up to six hours of credit. Prerequisite: GEOS 310.   |  |                     |
| GEOS 410   | Capstone III: Senior Research Thesis             | 1 course credit     |
| Research thesis is completed and presented at the Nebraska Academy of Sciences or other regional or national scientific forum approved by the faculty. Required field trip in late April. Normally taken during the student's senior year. Prerequisite: GEOS 401.   |  |                     |

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| GEOS 426A  | Microscopy Theory                         | 1 course credit    |
| Microscopic principles and techniques focusing on the use of microscopes in scientific inquiry and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation, and types of research microscopes. Recommend taking with GEOS 426B. Prerequisites: 12 course credits of Biology/Geoscience credit, or approval of the instructor. Cross-listed as BIOL 436A.   |   |                    |
| GEOS 426B  | Introduction to Scientific Research       | 2 course credits   |
| Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. Recommend taking with GEOS 426A. Prerequisite: 12 course credits of Biology/Geoscience credit, or approval of the instructor. Cross-listed as BIOL 436B.  |   |                    |
| GEOS 430   | Special Topics in Geoscience              | 1-3 course credits |
| To meet special needs of Geoscience students. May be repeated with different topics and approval of instructor for a total of 6 course credits.  |   |                    |
| GEOS 431   | Geology of Water Resources                | 3 course credits   |
| An introduction to the origin and nature of groundwater, its interaction with surface water, geological methods of groundwater exploration, and factors affecting ground water supply and quality. One or more field trips required. This course is dual-listed with GEOS 531.   |   |                    |
| GEOS 432   | Structural Geology                        | 3 course credits   |
| Description and analysis of geologic structures and the regional and global tectonic forces that produce them. Possibly one or more field trips required. Prerequisite: GEOS 231/231L or approval of instructor.   |   |                    |
| GEOS 434   | Introduction to Oceanography              | 3 course credits   |
| An earth-system approach to study of the oceans. Includes discussion of physical and biological phenomena in the oceans; analyzes interactions among the hydrosphere atmosphere and geosphere; and considers humans as stewards of ocean resources. Field trips may be required. This course is dual-listed with GEOS 534.   |   |                    |
| GEOS 435   | Field Experience in Geoscience            | 1-3 course credits |
| Typically a one to three week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere. Prerequisite: Approval of instructor. This course is dual-listed with GEOS 535.   |   |                    |
| GEOS 436   | Field Excavation and Procedures           | 1-3 course credits |
| A summer workshop designed to give the student field experience in the development of paleontological sites. Prerequisite: Approval of instructor. This course is dual-listed with GEOS 536.   |   |                    |
| GEOS 438   | Petroleum Geology                         | 3 course credits   |
| The origin, characteristics, occurrence, exploration, and development of/for petroleum. Possibly one or more field trips. Prerequisite: GEOS 231/231L or approval of instructor. This course is dual-listed with GEOS 538.   |   |                    |
| GEOS 439   | Sedimentology and Stratigraphy            | 3 course credits   |
| The origin and characteristics of sedimentary rocks. Prerequisite: GEOS 231/231L and 234/234L; GEOS 338 recommended; or approval of instructor. Concurrent enrollment in GEOS 439L required. This course is dual-listed with GEOS 539.   |   |                    |
| GEOS 439L  | Sedimentology and Stratigraphy Laboratory | 1 course credit    |
| Laboratory and field studies of sediments and sedimentary rocks. Concurrent enrollment in GEOS 439 required. This course is dual-listed with GEOS 539L.  |   |                    |
| GEOS 446   | Geology Field Camp III                    | 2 course credits   |
| This course offers students opportunities to develop proficiency with observation and interpretation skills and the technical aspects of field mapping, stratigraphic interpretation and structural analysis. Participants will prepare maps, stratigraphic charts, geologic cross sections, field notes and reports while interaction with geological problems in several areas in the Great Plains and Rocky Mountains. Students will be expected to mentor other participants with less experience. Time will be divided between travel and working out of a base camp. Additional course fee |   |                    |

required. Prerequisites: GEOS 346 or equivalent. Taught concurrently with GEOS 300 and 346. This course is dual-listed with GEOS 546.

## Health, Physical Education, and Recreation

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| HPER 50   | Adult Community Recreation                   | 1 course credit  |
| Basic recreational activity designed for the adult learner. Emphasis will be placed on flexibility, strength, and cardiovascular maintenance.   |  |                  |
| HPER 100  | Individualized Fitness                       | 1 course credit  |
| An independently designed program to allow students to individually follow programs to meet their fitness needs.  |  |                  |
| HPER 102  | Shooting Activities                          | 3 course credits |
| To develop skills and knowledge of archery, riflery, skeet, and trap shooting.  |  |                  |
| HPER 103  | Golf   | 1 course credit  |
| The rules of play, golf etiquette, woods, short iron shots, approach shots, putting, and regular play are emphasized. Additional fees required.   |  |                  |
| HPER 107  | Individual Sport Activities                  | 3 course credits |
| The Individual Sport Activities course will expose students to the necessary playing rules and participation skills for a variety of individual sports, which will allow for positive lifestyle changes through the involvement in lifelong activities. Individual Sport Activities may include but not be limited to, Bowling, Golf, Tennis, Racquetball, Frisbee Golf, etc.   |  |                  |
| HPER 108  | Fitness Activities                           | 3 course credits |
| The Fitness Activities course will expose students to the necessary rules and skills for a variety of lifetime fitness activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Fitness Activities may include but not be limited to, Aerobics, Weight Training, Physical Fitness, Fitness Testing, Pilates, etc.  |  |                  |
| HPER 110  | Physical Fitness                             | 3 course credits |
| Fundamentals, concepts, and design of individual fitness programs and participation in a variety of fitness activities.   |  |                  |
| HPER 111  | Social Dance Activities                      | 3 course credits |
| The Social Dance course will expose students to the history of dance, various styles of dance, and the acquisition of a variety of developmental dance steps to successfully participate in a social dance setting. This will allow for positive lifestyle changes through the involvement in lifelong activities. Social Dance may include but not be limited to a wide variety of cultural dances such as; Folk Dance, Latin Dance, Round and Square Dance, Ballroom dance, and Country Western Swing/line Dance. |  |                  |
| HPER 112  | Aquatics                                     | 1 course credit  |
| To develop an intermediate level of swimming ability.   |  |                  |
| HPER 120  | Outdoor Activities                           | 3 course credits |
| The Outdoor Adventure Activities course will expose students to the necessary rules and participation skills for a variety of outdoor adventure activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Outdoor Adventure Activities may include but not be limited to Canoeing, Fishing, Hiking, Mountain Biking, Cross Country Skiing, etc.   |  |                  |
| HPER 122  | Foundations of Health and Physical Education | 2 course credits |
| Overview of latest thinking and research that form the foundations of Health and Physical Education and exploration of career preparation and opportunities in the field.   |  |                  |
| HPER 134  | Introduction to Athletic Training            | 1 course credit  |
| Prevention and basic first aid skills necessary to manage common injuries associated with sports, as well as provide techniques in emergency life support. This course will not fulfill any requirements for departmental endorsements.   |  |                  |

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| HPER 207  | Team Sports Activities                   | 3 course credits |
| The Team Sport Activities course will expose students to the necessary playing rules and participation skills for a variety of team sports, which will allow for positive lifestyle changes through involvement in the provided lifelong activities.  |  |                  |
| HPER 209  | Advanced Fitness Activities              | 3 course credits |
| The Advanced Fitness Activities course will expose students to the necessary rules and skills for a variety of lifetime fitness activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Advanced Fitness Activities may include but not be limited to advanced strength training, power lifting, Ironman training, triathlon training, etc. This course requires HPER Department permission for enrollment. |  |                  |
| HPER 220  | Theory and Principles of Coaching        | 2 course credits |
| Principles necessary to become a successful coach. Coaching theories, seasonal planning, practice planning, training methods, communication, administration, and other common coaching issues will be discussed.  |  |                  |
| HPER 221  | Camp Counseling                          | 3 course credits |
| History and outcomes of camping and the responsibilities of the camp counselor. The planning and administration of camp activities include diverse populations. Preparation of students for camp counseling and camp activity instruction.  |  |                  |
| HPER 232  | Anatomical and Physiological Kinesiology | 3 course credits |
| Detailed work on the skeletal muscular system with direct application to movement, stretching and strengthening of the skeletal muscles. Study of the nervous, skeletal, muscular, circulatory, and respiratory systems of the body as it applies to, and is affected by exercise.  |  |                  |
| HPER 233  | Personal Health and Wellness             | 3 course credits |
| Knowledge and practice in making decisions which affect the quality of life. Developing positive attitudes toward emotional and physical fitness. An emphasis on personal health assessment, awareness and individual program planning.   |  |                  |
| HPER 234  | Introduction to Recreation               | 3 course credits |
| Basic concepts and philosophies of recreation and leisure, to explore the employment opportunities in the field of recreation, and to gain practical experience in designing, organizing, and conducting a variety of recreational activities.  |  |                  |
| HPER 236  | Health Topics                            | 3 course credits |
| Designed to provide the health educator with an in-depth knowledge base in current health problems in contemporary society.   |  |                  |
| HPER 321  | Coaching Techniques—Football             | 2 course credits |
| Fundamentals and coaching techniques in football. Prerequisite: HPER 220.   |  |                  |
| HPER 322  | Coaching Techniques—Basketball           | 2 course credits |
| Fundamentals and coaching techniques in basketball. Prerequisite: HPER 220.   |  |                  |
| HPER 323  | Coaching Techniques—Volleyball           | 2 course credits |
| Fundamentals and coaching techniques in volleyball. Prerequisite: HPER 220.   |  |                  |
| HPER 325  | Teaching Individual and Dual Sports      | 3 course credits |
| Techniques of teaching and coaching the individual and dual sports which may be taught to the recreation or public school student.  |  |                  |
| HPER 329  | History of Physical Education            | 2 course credits |
| Introduction to the historical development of physical education from ancient to modern times.  |  |                  |

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| HPER 332  | Safety and First Aid  | 2 course credits   |
| Safety in and around the school and home. Includes American National Red Cross First Aid and Cardiopulmonary Resuscitation certification. Prerequisite: Junior status or Equivalent.  |   |                    |
| HPER 333  | Leadership in Recreation  | 3 course credits   |
| Considers problems in community recreation pertaining to leadership styles, leadership roles in the areas of facilities, programs, activities, methods of organization, and administration. Prerequisite: HPER 234.   |   |                    |
| HPER 335  | Organization and Administration of Health, Recreation, Physical Education and Athletics | 3 course credits   |
| A study of administrative practices and their application to the fields of Health, Physical Education, Recreation, and Athletics.   |   |                    |
| HPER 336  | Fitness Evaluation & Exercise Prescription  | 3 course credits   |
| Integrate the principles and theories of exercise physiology, kinesiology, nutrition, psychology, and measurement with application to physical fitness testing and individualized exercise program design. Prerequisite: HPER 232.  |   |                    |
| HPER 337  | Recreation for Diverse Populations  | 3 course credits   |
| This course will expose students to a comprehensive review of inclusion, its history, theories and concepts, what constitutes inclusive facilities and programs and application of inclusion best practices in recreation activity area.  |   |                    |
| HPER 339  | Theory of Physical Education K-8  | 3 course credits   |
| Accepted theories and philosophies of kindergarten through eighth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of students in the Physical Education setting K-8.                    |   |                    |
| HPER 400  | Independent Study or Research   | 1-4 course credits |
| Designed to permit students to participate in more individual investigations and individualized courses of study. Permission of Instructor, Dean, and Academic Vice President is required.  |   |                    |
| HPER 421  | Philosophical and Psychological Foundations of Sport                                    | 2 course credits   |
| Philosophical, sociological, and psychological aspects of coaching. Prerequisite: HPER 220.   |   |                    |
| HPER 422  | Introduction to Adapted Physical Education  | 3 course credits   |
| An overview of Adapted Physical Education. Designed to introduce students to the requirements of special needs in Physical Education as required in IDEA Amendments of 1997. Emphasis on all types of movement experiences for special populations. This course is dual-listed with HPER 522. |   |                    |
| HPER 423  | Coaching Techniques—Wrestling   | 2 course credits   |
| Fundamentals and coaching techniques in wrestling. Prerequisite: HPER 220.  |   |                    |
| HPER 424  | Coaching Techniques—Track   | 2 course credits   |
| Fundamentals and coaching techniques in track. Prerequisite: HPER 220.  |   |                    |
| HPER 425  | Coaching Techniques—Golf & Tennis   | 2 course credits   |
| Fundamentals and coaching techniques in golf & tennis. Prerequisite: HPER 220.  |   |                    |
| HPER 426  | Coaching Techniques—Baseball & Softball   | 2 course credits   |
| Fundamentals and coaching techniques in baseball & softball. Prerequisite: HPER 220.  |   |                    |
| HPER 427  | Rhythmic Movement   | 2 course credits   |
| Review of rhythmic activities and the methods of teaching rhythmic movements to the elementary and secondary school student. Students will learn to perform a variety of rhythmic activities and the methods of teaching educational dance.   |   |                    |

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| HPER 429  | Motor Movement                                       | 3 course credits   |
| The exploration and explanation of materials, methods, and mechanisms that underlie the learning and performance of motor skills and practical experience in designing and implementing physical education activities, which develop fundamental and sport-related movement skills.   |  |                    |
| HPER 430  | Seminar in HPER                                      | 1-3 course credits |
| Investigation of special topics in health, physical education, or recreation through group study. Attempts will be made to meet the needs of groups of students. The seminar may be repeated.   |  |                    |
| HPER 431  | Community and Environmental Health                   | 3 course credits   |
| Survey of community and public health, including the basics of health organizations, environmental health problems, and dilemma of health care delivery, selected diseases, and innovations in community health.<br>Prerequisite: HPER 236.   |  |                    |
| HPER 432  | Tests and Measurements in Physical Education         | 3 course credits   |
| The history of measurements in physical education, the selection and administration of appropriate tests, and the integration of their results by statistical procedures. This course is dual-listed with HPER 532.   |  |                    |
| HPER 433  | Advanced Athletic Training                           | 3 course credits   |
| Designed for students who want to pursue a career in athletic training; required for NATA certification. Prerequisite: HPER 134.  |  |                    |
| HPER 435  | Curriculum Planning in Physical Education and Health | 3 course credits   |
| A study and evaluation of present day trends in physical and health education. A discussion of principles and procedures for curriculum construction and criteria for the selection of activities and judging outcomes. This course is dual-listed with HPER 535.   |  |                    |
| HPER 436  | Outdoor Adventure Skills                             | 3 course credits   |
| To acquaint prospective teachers and recreationists with the concepts of outdoor adventure skills. To better understand the use of personal leisure time in the out-of-doors. Prerequisite: HPER 120. Additional fees required.   |  |                    |
| HPER 437  | Legal Aspects of Sports and Recreation               | 3 course credits   |
| Study of the law and implications relative to physical education and sport. Emphasis on safety procedures, preventive measures and legal responsibilities of the coach/administrator.   |  |                    |
| HPER 439  | Biomechanics of Sports                               | 2 course credits   |
| Improve ability to teach physical education and to coach athletic teams by learning to analyze a variety of sports activities in terms of fundamental principles of mechanics. Must be taken concurrently with HPER 439L.<br>Prerequisite: HPER 232, or permission of Department Chair. This course is dual-listed with HPER 539.                             |  |                    |
| HPER 439L   | Biomechanics of Sports Lab                           | 1 course credit    |
| Lab experience in Biomechanics of Sports. Must be taken concurrently with HPER 439. This course is dual-listed with HPER 539L.  |  |                    |
| HPER 440  | Prevention and Care of Athletic Injuries             | 3 course credits   |
| Knowledge and practice in the care of athletic injuries and physical conditioning.  |  |                    |
| HPER 441  | Coordinated School Health Program                    | 3 course credits   |
| Building on the foundation in school health education, this course will provide the knowledge and skills needed to investigate, define, design, implement, and evaluate comprehensive coordinated school health programs. Focus on the health and physical activity components of the Coordinated School Health Program (CSHP) model. Prerequisite: HPER 236. |  |                    |
| HPER 442  | Aquatics and Water Safety                            | 3 course credits   |
| The Aquatic and Water Safety Activities course will expose students to the necessary safety rules and participation skills for a variety of aquatic activities, which will allow for positive lifestyle changes through the involvement in  |  |                    |

lifelong activities. Aquatic and Water Safety Activities may include but not be limited to, a variety of swimming techniques, Lifeguard Training, and Water Safety Instruction.

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| HPER 449  | Event and Facility Management                        | 3 course credits    |
| Explorations into the proper steps necessary to successfully plan and implement events associated with Recreation and Sport. Evaluation of the procedures utilized in the effective management of Recreation and Sport facilities.  |  |                     |
| HPER 453  | Sports Officiating                                   | 3 course credits    |
| This course is designed to acquaint the student with the qualifications, philosophies, principles, and techniques governing the art of officiating sports. Prerequisite: HPER 220.  |  |                     |
| HPER 454  | Principles of Personal Training                      | 3 course credits    |
| To provide students with specific, real-world information about the knowledge, skills, and expectations associated with the competent personal trainer or fitness professional. Additionally, this course is designed to prepare students for the nationally accredited National Strength and Conditioning Association Certified Personal Trainer (NSCA-CPT) certification exam. Prerequisite: HPER 336 and Senior Status or Equivalent.  |  |                     |
| HPER 490  | Internship in Health, Physical Education, Recreation | 1-12 course credits |
| Provides practical experience in physical education, recreation, coaching or athletic training. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. Prerequisites: Identification of required internships and Prerequisites for each as follows:<br>a. Recreation: HPER 234, 333, 335, and 437<br>b. Coaching: HPER 220, 335, and appropriate techniques courses (Note: Education students should not do their coaching internship while on Block or student teaching.) |  |                     |

## History

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| HIST 151  | U.S. History to 1877     | 3 course credits |
| Political, social, and economic development of the United States from the earliest explorations through the Civil War: colonial settlements, the formation of the Republic, the growth of nationalism, territorial expansion, the development of sectionalism, Civil War, and Reconstruction. |                          |                  |
| HIST 152  | U.S. History Since 1877  | 3 course credits |
| Continuation of HIST 151, from the end of Reconstruction to the present: the emergence of modern America, the rise of the city, the growth of industry, the organization of labor, the growth of democracy, and the evolution of foreign policy.  |                          |                  |
| HIST 171  | World History to 1500    | 3 course credits |
| Survey of World Civilizations from the prehistoric and ancient periods to the rise of the modern era, circa 1500, with emphasis upon political, religious cultural, economic and social movements.  |                          |                  |
| HIST 172  | World History Since 1500 | 3 course credits |
| Survey of World History from 1500 to the present with emphasis upon political, religious cultural, economic and social movements.   |                          |                  |
| HIST 210  | Power and Institutions   | 3 course credits |
| Course analyzes the historical process of power formation and its relationship with institutions. The class analyzes the differing articulations of power evidenced in a wide array of institutions; to include, the family; the nation-state; the supra-national and the ideological.        |                          |                  |
| HIST 220  | The Global and Identity  | 3 course credits |
| Course investigates the historical process of globalization and its effect on identity. The course places emphasis on how both connectivity and distance influenced individual and group identity, examining emigration, immigration, and the creation of diasporic communities.              |                          |                  |

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| HIST 230   | Exchange and the Environment     | 3 course credits |
| Course considers historical spatial views and perspectives of place. The class stresses the ongoing process of exchange among people and the environment by investigating the development of economic, scientific, and technological perspectives and concomitant knowledge creation.  |                                  |                  |
| HIST 240   | Belief and Culture               | 3 course credits |
| Course studies how the historical changes and continuities of beliefs shape human culture. The class places emphasis on changing belief systems over time, the role of religion in cultural values, the advancement of science and knowledge and their relationship with culture, and the ideological norms of differing cultures.   |                                  |                  |
| HIST 351   | Ancient West                     | 3 course credits |
| This course investigates the history of the West from the Neolithic through the Middle Ages with attention to Greco-Roman societies, Iron-Age Celtic and Germanic societies, and the European world(s) that emerged as the earlier cultures collided. In addition to historical works, the course analyzes the subject through cognate fields with special emphasis on anthropology. |                                  |                  |
| HIST 352   | Europe: Renaissance to World War | 3 course credits |
| This course investigates the history of Europe from the Renaissance to the early twentieth century. In addition to historical works, this course analyzes the subject through other cognate social sciences, with potential disciplines including political science, sociology, anthropology, economics, and psychology.   |                                  |                  |
| HIST 353   | Europe Since 1914                | 3 course credits |
| The end of the old order in Europe, the age of conflict and ideology, and the rise of mass movements from World War I to the present.  |                                  |                  |
| HIST 354   | U.S. Colonial and Early Republic | 3 course credits |
| Study of the rich variety of themes in Early America from Indian cultures to the appearance and development of European colonies in America and the evolution of these colonies through the Early Republic.  |                                  |                  |
| HIST 355   | U.S. in the Nineteenth Century   | 3 course credits |
| Traces the history of the United States in the Nineteenth Century, including the rise of sectionalism, the Civil War, Reconstruction, the Gilded Age, and the early Progressive Era.   |                                  |                  |
| HIST 356   | America in the Twentieth Century | 3 course credits |
| A study of the growth of the United States during the Twentieth Century with an emphasis on the evolution of political institutions, the United States as a world power, civil rights issues, and the main intellectual and cultural currents in this century of rapid change.   |                                  |                  |
| HIST 361   | North American West              | 3 course credits |
| This course investigates the American West to 1890, emphasizing the region as a contested meeting ground for various people. Significant Western themes, including expansion, violence, and the role of the federal government will be examined.   |                                  |                  |
| HIST 362   | Nebraska History                 | 3 course credits |
| This course investigates the history of Nebraska with emphasis on geographical, social, political, and economic factors. May require field trips.  |                                  |                  |
| HIST 363   | American Indian History          | 3 course credits |
| This course investigates the history of Native America and Indian peoples from tribal origins to the present. Emphasizes cultural survival and cross-cultural exchange.  |                                  |                  |
| HIST 364   | American Environmental History   | 3 course credits |
| Examines the history of the United States through its interactions with nature, from the colonial era to the present. In addition to examining the history of resource use, this course examines how the environment functions as a critical tool in defining cultural, political, and gender relationships among Americans.   |                                  |                  |



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| HIST 365   | History of Canada              | 3 course credits |
| This course investigates the political, social, and economic development of Canada from the formation of First Nations societies to the present.   |                                |                  |
| HIST 366   | History of Mexico              | 3 course credits |
| Mexican history from Pre-Columbian times to the country's democratic transition with a focus on post-independence Mexico. Political, economic, and socio-cultural developments as shaped by domestic and international contexts will be explored.  |                                |                  |
| HIST 369   | Subject and Citizen            | 3 course credits |
| Students will explore the historic relationship among individuals, peoples and governance. An evaluation of ancient forms of governance across diverse cultures; analysis of the development of the social contract and the connection to the modern state and an examination of both the duties and privileges historically derived from the status of subject and citizen. Stress placed on understanding the power of citizenship as well as its historic boundary creation and exclusion. Significant time spent on the evaluation of the new forms/challenges of citizenship in a globalizing world, especially the concept of global citizenship and non-nation state affiliation. By understanding the diverse and contested historical terrain of subject and citizen, students can conceptualize, problematize and navigate their own relationship to civic participation.  |                                |                  |
| HIST 370   | The Post-Colonial Condition    | 3 course credits |
| Students will investigate the post-colonial condition. Emphasis placed on the evaluation of modern colonialism's interaction with a host of differing environs and diverse human communities. The course analyzes the complex self-expressions and identities in this encounter and concentrates on the behaviors and voices arising from the resulting post-colonial condition. Significant time spent on how former colonized peoples claim different forms of belonging amidst the legacy of colonialism, which take on a host of different postures from fatalism to empowerment. The search for belonging and identity will be explored across many forms, to include the economic, cultural, political, and the ideological. Perhaps no form of modern identity has more potential for cooperation and conflict than those sought in former colonial spaces of Africa, the Caribbean, the Middle East and Southeast Asia. By understanding these often dislocating behaviors and voices students can critically engage with their own understanding of diversity and identity. |                                |                  |
| HIST 371   | Ancient East Asia              | 3 course credits |
| This course investigates the peoples and cultures of East Asia from the emergence of Bronze-Age kingdoms through the failure of Confucian political and social systems in the mid-nineteenth century. In addition to historical works, this course analyzes the subject area through cognate disciplines, with special emphasis on anthropology.   |                                |                  |
| HIST 372   | Modern East Asia               | 3 course credits |
| This course investigates the history of East Asia from the rise of nineteenth-century modernization movements through the present. It focuses primarily on China, Japan, Korea, and Vietnam. This course also consults cognate fields including political science and anthropology.  |                                |                  |
| HIST 373   | The History of the Pacific Rim | 3 course credits |
| The History of the Pacific Rim is a comprehensive interdisciplinary course covering the history, geography, economics, politics, and culture of the peoples who have inhabited the borders of the Pacific Ocean—including the United States, Canada, Russia, Japan, China, Vietnam, Indonesia, Australia, Oceania, and Latin America—over the past half-millennium. Topics will include environmental transformation, colonialism, international diplomacy, World War II, and globalization.   |                                |                  |
| HIST 374   | History of the Middle East     | 3 course credits |
| This course investigates the history of the Middle East from its earliest river-based societies—Tigris and Euphrates, Nile, and Indus River Valleys—to the founding of monotheistic religions, and on into the present day. This course also consults cognate fields including political science and anthropology.   |                                |                  |
| HIST 375   | History of Africa              | 3 course credits |
| This course investigates the history of Africa from the prehistoric to the present day. In addition to historical works, this course analyzes the subject through other cognate social sciences, with potential disciplines including political science, sociology, anthropology, economics, and psychology.   |                                |                  |

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| HIST 376   | Latin American History                 | 3 course credits    |
| History of Latin American nations covering the periods of conquest, colonization, and independence, with emphasis on social, political, and educational developments.  |  |                     |
| HIST 390   | Internship in History                  | 1-12 course credits |
| Provides practical historical experience while employed with a museum or historical society, government agency, business, or industry. Open to upper-division students majoring in one of the social sciences. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.   |  |                     |
| HIST 400   | Independent Study or Research          | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.  |  |                     |
| HIST 401   | Cuba Libré                             | 1-3 course credits  |
| This course allows students to have a study abroad experience in Cuba. Students are encouraged to attend as many pre-trip class sessions of the concurrent course: CAP 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding the Self-Reflective Essay (required of all participants).   |  |                     |
| HIST 402   | Cuba Libré                             | 3 course credits    |
| This course promotes an understanding of diversity by analyzing Modern Cuba. Cuba is Spanish-speaking and the longest running Socialist state in the Western Hemisphere. An on-the-ground study-abroad experience cements this learning for students and is especially unique as it is difficult for citizens of the United States to travel to Cuba. Using an interdisciplinary approach, the course will investigate the historical path to the Revolution of 1959, the cultural, political, social and economic dimensions of Cuban society pre- and post-revolution, the position of Cuba in the larger world (with special emphasis on the U.S.-Cuban relationship) and asks problem-based queries of internal Cuban society as well as interrogations of its regional and international role. This course encourages students to develop research queries depending on their intellectual and scholarly interests. The course will combine lecture, reading, classroom discussion, collaborative learning and a study abroad experiential component. |  |                     |
| HIST 455   | Process in US/European History         | 3 course credits    |
| Course applies a process-based theme to US and/or European history, with themes subject to professor discretion, to bring back together process and context (the general and the particular). Course analyzes and engages with the subject through a minimum of three cognate social science areas, the reading of secondary literature and student-driven analysis of primary documents.  |  |                     |
| HIST 460   | American Military History              | 3 course credits    |
| This course is a comprehensive but brief account of American Military from 1763 to the present. This is a study of how societies form their institutions for their collective security and how those institutions operate in peace and war. It includes the entire range of economic, social, legal, political, technological, and cultural issues that arise from the state's need to organize violence to preserve its existence and accomplish its national goals.  |  |                     |
| HIST 465   | Process in North American West History | 3 course credits    |
| Course applies a process-based theme to the North American West, with themes subject to professor discretion, to bring back together process and context (the general and the particular). Course analyzes and engages with the subject through a minimum of three cognate social science areas, the reading of secondary literature and student-driven analysis of primary documents.   |  |                     |
| HIST 475   | Process in World History               | 3 course credits    |
| Course applies a process-based theme to World history, with themes subject to professor discretion, to bring back together process and context (the general and the particular). Course analyzes and engages with the subject through a minimum of three cognate social science areas, the reading of secondary literature and student-driven analysis of primary documents.   |  |                     |

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| HIST | 495 | Seminar in the Social Sciences | 3 course credits |
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Seminar is required for all History, History Education and Social Science majors. Students will understand social science methodologies and integrate knowledge and skills developed over the curriculum. Culminates the interdisciplinary focus of the program and produces a synthetic understanding of a topic/problem that is demonstrated in original scholarly research. Cross-listed with SS 495.

## Humanities

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|-----|-----|--------------------------------|--------------------|
| HUM | 160 | Introduction to the Humanities | 1-3 course credits |
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An introduction to the interdisciplinary study of humanistic knowledge, inquiry, and values focusing on connections among humanities disciplines. May be repeated with a change in emphasis.

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| HUM | 231 | Humanistic Perspectives | 3 course credits |
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The formal study of cultural ideas and values as they achieve expression through the arts and philosophy. Themes and topics may vary.

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| HUM | 232 | The Humanistic Tradition I: The Classical World | 3 course credits |
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Introduction to the thought, values, and arts of Western culture from the Archaic Greek age through the end of the Roman Empire. Readings and discussions focus on literature, philosophy, the arts, and religion.

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| HUM | 233 | The Humanistic Tradition II: The Medieval World and Renaissance | 3 course credits |
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Introduction to the thought, values, and arts of Western culture from the rise of Christianity in the Middle Ages through the waning of the European renaissance in the sixteenth century, including the Protestant Reformation and Counter-Reformation. Readings and discussions focus on literature, philosophy, religion, and the arts.

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| HUM | 234 | The Humanistic Tradition III: The Age of Enlightenment and Romanticism | 3 course credits |
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Introduction to the thought, values, and arts of Western culture from the mid-sixteenth century Scientific Revolution through the early nineteenth-century British, Continental, and American Romantic movements. Readings and discussions focus on literature, philosophy, religion, and the arts.

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| HUM | 235 | The Humanistic Tradition IV: Modernism and Post-Modernism | 3 course credits |
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Introduction to the thought, values, and arts of Western culture from the beginnings of modernism in the mid-nineteenth century through our own contemporary era. Readings and discussions focus on literature, philosophy, cinema, religion, and the arts.

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|-----|-----|--|------------------|
| HUM | 301 | Beat Culture: Film, Philosophy, Literature | 3 course credits |
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This is an interdisciplinary humanities course where we will explore the lives, work, and legacy of the Beat Generation, with a special focus on its “founders”. Discussions will include music, the art of the Abstract Expressionists and the huge culture industry that has grown up around the Beats.

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| HUM | 302 | Film and Philosophy | 3 course credits |
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This course will examine recent work in the philosophy of film, focusing on the relationship between film and philosophy and exploring in depth the idea of ‘film as philosophy’.

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| HUM | 303 | Modernism and Manifestos | 3 course credits |
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This is an interdisciplinary humanities course where we will explore the history of the manifesto as a lens through which to examine the intersection of art, philosophy, literature, and film in the late-nineteenth and twentieth century.

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| HUM | 330 | Arms and Men: Crisis and Conflict in the Humanities | 3 course credits |
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This course will investigate notions of human conflict and aggression through the humanistic perspective. This course will strive to determine whether human conflict is an inevitable part of the human condition.

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| HUM | 332 | Love and Desire in the Western Tradition | 3 course credits |
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A study of the development of Western notions of romantic love from the classical age to the present. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

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| HUM 333   | Exploration in the Humanities   | 3 course credits   |
| An in-depth analysis of a key concept in humanistic thought and expression or of a major contemporary issue from an interdisciplinary humanities perspective.   |                                 |                    |
| HUM 334   | Introduction to Film            | 3 course credits   |
| An examination of the art of film. Field trips may be required.   |                                 |                    |
| HUM 335   | Comparative Religions           | 3 course credits   |
| An exploration of the various philosophical approaches basic to the study of religion. Examines a variety of religious experiences and beliefs in the comparative context of world religions.   |                                 |                    |
| HUM 336   | High Plains Humanities          | 3 course credits   |
| An integrative study of the diverse cultural expressions by and about peoples living in the High Plains region of America past and present, including Native Americans. Artifacts and areas of study will include literature, visual and performing art, religion, architecture, design, and film.  |                                 |                    |
| HUM 369   | Philosophy and Documentary Film | 3 course credits   |
| In his definition of documentary film, film historian Bill Nichols posits kinship between documentary film practices and what he calls “discourses of sobriety.” These include science, economics, politics, education, and religion as systems of knowledge and social organization that have ‘instrumental power’ in shaping the social process, especially around ideas of the ‘real’ or ‘truth.’ While not always on equal footing with these other discourses, documentary film is capable of being a powerful tool of intervention in the social sphere. In this class we will study documentary film by considering fundamental concepts of form, style, and subject matter, as well as issues of objectivity and deception, cinematic representation, the social utility of film, artistic progress, and the relation between truth and socio-political progress. |                                 |                    |
| HUM 400   | Independent Study or Research   | 1-3 course credits |
| Study or research in area of special interest. Permission of Instructor, Dean, and Academic Vice President is required.   |                                 |                    |
| HUM 401   | Cuba Libré                      | 1-3 course credit  |
| This course allows students to have a study abroad experience in Cuba. Students are encouraged to attend as many pre-trip class sessions of the concurrent course: CAP 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding Self-Reflective essay (required of all participants).  |                                 |                    |
| HUM 432   | World Mythology                 | 3 course credits   |
| A survey of world mythology as major sources of inspiration, allusion, and imagery in the expressive arts. This course is dual-listed with HUM 532.   |                                 |                    |

## Legal Studies

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|---|-------------------------------|------------------|
| LS 231  | Introduction to Legal Studies | 3 course credits |
| A study of the American legal system and the people who make it work. This course first introduces the role of legal professionals (lawyers and paralegals) and provides a general knowledge of the legal system structure and dispute resolution processes. Students then explore major substantive areas of law, examine the ethical rules governing legal work and learn basic legal skills such as case briefing, legal analysis, and legal research. |                               |                  |
| LS 232  | Litigation/Civil Procedures   | 3 course credits |
| A study of the process used to resolve legal disputes. This course will examine the federal and state rules of civil procedures, including the drafting of complaints, answers, pre-trial motions, interrogatories, depositions and other documents, discovery, jurisdiction, and the aspects of trial practice.  |                               |                  |
| LS 233  | Torts                         | 3 course credits |
| An overview of basic personal injury and property damage law within the American legal system. Actual cases and hypothetical examples are used to illustrate the law of intentional torts, negligence, strict liability and tort defenses. Emphasis is placed on developing a working knowledge of substantive tort law through the development and   |                               |                  |

analysis of facts, the construction and evaluation of alternative arguments, and the drafting of a variety of documents that are the basis for trial preparation.

LS 235 Administrative Law 3 course credits

A study of the role and function of administrative agencies in contemporary society. This course focuses on the law governing agency discretion, rulemaking, enforcement, and decision-making powers. Special emphasis is given to administrative procedures and public rights.

LS 236 Family Law 3 course credits

A study of the law governing families. This course explores the substantive law of marriage, divorce, legal separation, child support and custody, property division, alimony, decree modification and enforcement, and adoption. Special emphasis is placed on the drafting of documents necessary in family law cases.

LS 238 Legal Research and Writing I 3 course credits

A study of basic legal research and legal analysis. This course focuses on how to locate and analyze legal resources including constitutions, statutes, administrative rules and regulations, and cases. The fundamentals of legal writing, including legal citation, will be introduced. Special emphasis will be given to online legal research.

LS 323 Law and the American Society 3 course credits

A study of the nature and function of the American legal system and its interrelationship with our social, political and economic institutions. This course examines the nature, functions, and limits of law and its impact on economic, political, and social institutions. Emphasis will be placed on debates of current legal issues. Cross-listed as SS 323.

LS 331 Criminal Law 3 course credits

A study of the general principles of criminal law and the specific elements of particular crimes. This course examines the sources of criminal law, the constitutional limitations on criminal law, the basic proof requirements for specific crimes, and the various defenses to criminal liability. Prerequisite: LS 231 or CJ 231. Cross-listed as CJ 331.

LS 332 The Law of Contracts 3 course credits

The study of privately created obligations and duties through agreement. This course introduces the law of contracts, including the elements of a contract, the formation of contracts, contract interpretation, obligations, third-party contract relationships, breach of contract, and remedies available. Emphasis is placed on the drafting and evaluation of contracts.

LS 333 The Judiciary and Constitutional Law 3 course credits

A study of the development of the American governmental system through judicial interpretation of the Constitution. This class is rooted in the conviction that constitutional interpretation is an intricate blend of politics, economics, history, and competing values. This class will emphasize the institutional development of the Court, the evolving role of the judiciary, legislative and executive branches, the dominant theories of constitutional interpretation, the politics of judicial selection, and the ongoing relevance of constitutional interpretation. Cross-listed as CJ 333 and PS 333.

LS 334 Criminal Procedures 3 course credits

A study of the rule of law in action. Students will examine procedural limitations in processing an individual through the criminal justice system with special emphasis on arrest, search and seizure, interrogation, identification and exclusion of evidence. Cross-listed as CJ 334.

LS 337 Introduction to Law 3 course credits

A study of the American legal system, legalism in society and the relationship between law and justice. This course examines the structures of our legal system and considers economic, social, and political implications as they influence the development of a rule of law. Historical and present legal controversies will be examined. Cross-listed as CJ 337 and PS 337.

LS 338 Legal Research and Writing II 3 course credits

A study of advanced legal research and writing principles. This course focuses on case synthesis, the creation of factual and policy arguments, and counter-analysis. Emphasis is placed upon completion of legal research projects

including preparation of interoffice memoranda, court briefs and legal correspondence. Prerequisite: LS 238 or permission of Instructor.

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| LS | 343 | Commercial Law | 3 course credits |
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A study of the Uniform Commercial Code and related federal and state laws and their relevance to the law office environment and commercial business practice. This course will emphasize the sale of goods, negotiable instruments, bank deposits and collections, security agreements, and transactions in which personal property, such as equipment, inventory, or accounts receivable, serve as collateral for a debt.

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| LS | 390 | Internship in Legal Studies | 1-12 course credits |
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The student will gain practical experience in a law office, court, judicial office, or other law related agency. Open to upper division students majoring in the area of legal studies. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

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| LS | 400 | Independent Study or Research | 1-3 course credits |
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Faculty-guided research in an area of mutual interest to the student and instructor. Students are responsible for selecting the area of inquiry prior to contacting the instructor. Prerequisite: 15 hours of Legal Studies and permission of Instructor, Dean, and Academic Vice President is required.

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| LS | 431 | Introduction to Estates and Trusts | 3 course credits |
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A study of the ownership of assets and planned distribution. This course will explore the procedures, techniques, and law governing the administration of estates and trusts. Special emphasis will be placed on the drafting of wills, simple trusts, probate documents and advanced healthcare directives.

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| LS | 432 | Juvenile Law | 3 course credits |
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A study of the rights and duties of children, parents, and the state in both private and criminal arenas. This course examines the development of the legal status of children, constitutional rights of minors, the role of the state in relation to the family, state power to intervene in the lives of parents and children, and juvenile offenders in the justice system. Emphasis is placed on the juvenile justice process as it has developed in the United States. Cross-listed as CJ 432.

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| LS | 433 | Rules of Evidence | 3 course credits |
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A study of evidence and the rules governing its use. This course examines what, how, and why certain objects or testimony should be admitted into, or excluded from, evidence in court. Topics include the problems of relevance, authentication, burdens of proof, presumptions, hearsay, opinion, and expert testimony. Prerequisites: LS 231 or CJ 231. Cross-listed as CJ 433.

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| LS | 434 | Law of Real Estate | 3 course credits |
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A study of the substantive law of real property, including legal descriptions, real estate finance, types of ownership, mechanics of transferring ownership, abstracts, title insurance, legal forms, and contract drafting.

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| LS | 435 | Law of Business Organizations | 3 course credits |
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A study of sole proprietorships, partnerships, corporations and limited liability companies. This course will examine the advantages and disadvantages of different business entities and the formation and financial structure of each.

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| LS | 436 | Ethics/Professional Responsibility | 3 course credits |
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An overview of ethical considerations in the legal profession, including canons of ethics and ethical standards governing lawyers and Legal Assistants. The course examines client confidentiality, unauthorized practice of the law, conflicts of interest and disqualification, attorney-client privilege, the work product rule, financial matters, zealotry within the bounds of the law, and competence.

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| LS | 438 | Topics in Law | 1-3 course credits |
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Topics selected to meet the needs of students in a special area of interest in law. Prerequisite: LS 337 or CJ 337 or permission of Instructor. Cross-listed as CJ 438.

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| LS   | 442 | Honors in Legal Studies         | 1-3 course credits |
| Selected courses and topics designed for upper division students with a grade point average of 3.25 or above in all course work. May be repeated up to a maximum of twelve (12) semester hours. Prerequisite: Permission of Instructor. Cross-listed as CJ 442.  |     |                                 |                    |
| LS   | 443 | Correctional Law                | 3 course credits   |
| Examines major legal issues surrounding sentencing, incarceration, probation, parole, pardon, and related topics. Provides a general overview of the law relating to persons in prison, jail or within the corrections system. Also investigates how civil and criminal law affects facilities, community-based corrections, and personnel working in the correctional system. Cross-listed as CJ 443. |     |                                 |                    |
| LS   | 444 | Topics in Commercial Law        | 3 course credits   |
| Topics selected to meet the needs of students in a special area of interest in commercial law. Prerequisite: LS 231 or permission of Instructor.   |     |                                 |                    |
| LS   | 447 | Applied Issues in Legal Studies | 1-9 course credits |
| Projects, workshops, field experiences and seminars that focus on a specialized area of Legal Studies. Cross-listed as CJ 447. Permission of Instructor is required.   |     |                                 |                    |

## Management

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| MGMT  | 160 | Topics in Management                 | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.  |     |                                      |                    |
| MGMT  | 230 | Principles of Management             | 3 course credits   |
| Introduction to theories, principles and functions of current management practice. Special focus is given to management for a world in transition.  |     |                                      |                    |
| MGMT  | 330 | Organizational Theory and Behavior   | 3 course credits   |
| Examines implications of organizational theory and organizational behavior for achievement of effective management. Organizational theory topics (a macro approach) include: structural design and its adaptations to goals, strategy, technology, environment, uncertainty, and social change. Organizational behavior topics (a micro approach) include: motivation, learning, leadership, communications, power and politics, decision making, and planned change. Prerequisite: MGMT 230 or equivalent. |     |                                      |                    |
| MGMT  | 430 | Human Resource Management            | 3 course credits   |
| Principles and techniques of personnel management, including legislation affecting employers today, and practical applications of various personnel functions. The course covers the personnel functions of procurement, development, compensation, integration, and separation. Prerequisite: MGMT 230 or equivalent.  |     |                                      |                    |
| MGMT  | 432 | Production and Operations Management | 3 course credits   |
| Methods for managing ongoing operations of a firm, with emphasis on operations of a manufacturing organization with applications to service organizations. Topics include forecasting, master production scheduling, material requirements planning, purchasing, just-in-time inventory control, shop floor control, quality control, maintenance, and productivity. Prerequisites: BA 241, 336; and MGMT 230 or equivalencies.   |     |                                      |                    |
| MGMT  | 434 | Strategic Management                 |                    |
| Capstone course for all business administration majors, providing a conceptual and methodological basis for integrating knowledge of the various business disciplines. Skills developed are applied to formulation and implementation of strategic and operating plans. The case method is used extensively throughout the course. Prerequisite: Senior standing and all business core courses completed.   |     |                                      |                    |
| MGMT  | 460 | Topics in Management                 | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.  |     |                                      |                    |

## Marketing/Entrepreneurship

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| MKTG 160   | Topics in Marketing/Entrepreneurship           | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.   |  |                    |
| MKTG 231   | Principles of Marketing                        | 3 course credits   |
| Examines the marketing mix (price, product, promotion, and channels of distribution) in a dynamic social, economic, and political environment, with focus on the satisfaction of customer needs while achieving organizational outcomes.   |  |                    |
| MKTG 331   | Sales Techniques                               | 3 course credits   |
| Techniques of professional selling are the primary emphasis, in addition to the role of the sales professional in the organization. Topics include individual and/or group sales presentations, relationship marketing, selection and management of sales personnel.   |  |                    |
| MKTG 334   | Entrepreneurship — Imagination and Opportunity | 3 course credits   |
| Explores the creative process and help students identify their own creative problem-solving styles. Students will have to develop innovative solutions centered on a new product, service and process development. Students will learn to judge the quality of their creative solutions. Explore opportunities for product/service. Analyze the new product/service development process. |  |                    |
| MKTG 335   | Entrepreneurship — Business Start-Up           | 3 course credits   |
| Provides an opportunity for students to identify characteristics necessary for a successful entrepreneur and assess their personal skills, attitudes, education, and experience. Explore opportunities for product/service. Analyze the new venture creation and funding avenues. Prerequisite or co-requisite: MKTG 231 or equivalent or consent of instructor.                         |  |                    |
| MKTG 336   | Entrepreneurship — Promotions and Advertising  | 3 course credits   |
| The use of advertising in marketing programs. Formulation, management, and evaluation of communication channels to achieve marketing objective. Advertising design, media selection, public relations, sales promotion, and advertising plans. Prerequisite: MKTG 231 or equivalent.   |  |                    |
| MKTG 338   | Buyer Behavior                                 | 3 course credits   |
| The application of conceptual material to marketing strategies to reach both consumer and industrial buyers. Incorporates the behavioral sciences to marketing including theoretical concepts of buyer behavior. Prerequisite: MKTG 231 or equivalent.   |  |                    |
| MKTG 435   | Business and Marketing Strategy                | 3 course credits   |
| A capstone course designed to acquaint the student with current business and marketing problems. Current readings on related business materials, in-depth studies of business/marketing plans and strategies, and/or business cases/business simulation. Prerequisites: MKTG 231, MGMT 230, and senior status, or equivalencies.   |  |                    |
| MKTG 439   | Business and Marketing Research                | 3 course credits   |
| Examines marketing research information for management decision making. Provides an understanding of marketing research. Examines alternative research strengths and weaknesses. Prerequisites: BA 336 and MKTG 231 or equivalencies.  |  |                    |
| MKTG 460   | Topics in Marketing/Entrepreneurship           | 1-3 course credits |
| Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.   |  |                    |

## Mathematics

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|---|-------------|------------------|
| MATH 015  | Pre-Algebra | 3 course credits |
| A comprehensive review of arithmetic involving whole numbers, fractions, decimals, and signed numbers. Students will solve problems involving ratios, proportions, percent and geometry. Basic Algebra concepts including working |             |                  |



with variables, simplifying expressions, solving equations, and graphing will be introduced. Students will be introduced to the basic features of a graphing calculator.

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| MATH 100   | Pre-College Algebra                        | 3 course credits |
| Problem-solving skills, applied algebra and geometry, and basic data analysis. The goal is to develop readiness for a college algebra or statistics course. This course does not meet Essential Studies or specific program requirements. Prerequisite: MATH ACT of 16 or greater or permission of instructor.   |  |                  |
| MATH 132   | Applied Mathematics                        | 3 course credits |
| Mathematics with problem solving as the focus. Mathematical functions, measurement, the metric system, ratios, proportion, direct and inverse variation, graphing, and applications to technology. History of mathematics.   |  |                  |
| MATH 133   | Introduction to Mathematics                | 3 course credits |
| Everyday mathematics with practical applications. Relationship of mathematics to the larger encompassing structure of mathematics. History of mathematics.   |  |                  |
| MATH 134   | Plane Trigonometry                         | 3 course credits |
| Angle measurement, circular functions, inverse trigonometric functions, trigonometric functions of an acute angle, solutions of right triangles, law of sines, law of cosines, additional theorems and related formulas, trigonometric identities, and applications. Prerequisite: two years high school algebra or equivalent.  |  |                  |
| MATH 135   | Pre-Calculus Mathematics                   | 3 course credits |
| Algebraic Analysis of geometric figures. Functions include polynomial, rational, exponential, logarithmic, and trigonometric. Prerequisite: three years of high school mathematics or equivalent.  |  |                  |
| MATH 137   | Mathematics Topics for Elementary Teachers | 3 course credits |
| Algebra operations, properties, functions and systems of equations and inequalities. Discrete mathematics topics, including logic, discounts, taxes, buying a house, credit cards, and problem solving. History of mathematics.  |  |                  |
| MATH 138   | Applied Calculus                           | 3 course credits |
| Differential and integral calculus with applications from business, economics, life sciences, physical sciences, and social sciences. Prerequisite: Two years of high school algebra.  |  |                  |
| MATH 142   | College Algebra                            | 4 course credits |
| A mathematical modeling approach to diverse real-world applications in many fields. Algebraic, exponential, and logarithmic functions are developed graphically, numerically, symbolically, and verbally. Graphing calculators and other technologies are used extensively as descriptive and problem solving tools. Prerequisite: Math ACT of 19 or greater, or satisfactory completion of MATH 100 or equivalent, or permission of instructor. |  |                  |
| MATH 151   | Calculus I                                 | 5 course credits |
| Traditional approach to limits, continuity, differential calculus with applications, and an introduction to integral calculus. Prerequisite: Advanced high school mathematics including trigonometry, or MATH 135, or equivalent.  |  |                  |
| MATH 232   | Applied Statistics                         | 3 course credits |
| Descriptive statistics and statistical inference, with applications from business, economics, life and social sciences. Prerequisite: one year of high school algebra or equivalent. Cannot be used by Mathematics majors in their minor.  |  |                  |
| MATH 235   | Mathematics for the Elementary Teacher I   | 3 course credits |
| Structure of the real number system and its subsystems, with emphasis on basic concepts and computational techniques. Elementary concepts of sets, numeration systems, elementary number theory, modular arithmetic, and calculators and computers as teaching tools. Does not apply toward Essential Studies mathematics requirement. Prerequisite: MATH 137 or equivalent.   |  |                  |
| MATH 236   | History of Mathematics                     | 3 course credits |
| Students will learn about the development of mathematics from the early Egyptian period to modern times, study prominent mathematicians and their major accomplishments, and know about many classical and modern mathematical problems.   |  |                  |

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| MATH 237   | History and Foundations of Mathematics | 3 course credits    |
| Logic, proof, relations, sets, functions, and history of mathematics. Prerequisite: MATH 142 or equivalent, or MATH 151, or permission of instructor.  |  |                     |
| MATH 238   | Math for the Elementary Teacher II     | 3 course credits    |
| Geometry, probability, and statistics for elementary and middle grade levels. Prerequisite: Math 235 or equivalent. Does not apply toward Essential Studies mathematics requirement.   |  |                     |
| MATH 239   | Discrete Mathematics                   | 3 course credits    |
| Graph theory, matrices, recurrence relations, linear programming, difference equations, combinatorics, Boolean algebra, and trees. Applications included. Prerequisite: two years high school algebra.   |  |                     |
| MATH 252   | Calculus II                            | 5 course credits    |
| Integral calculus with applications of differentiation and integration. Sequences and series. Prerequisite: MATH 151 or equivalent.  |  |                     |
| MATH 270   | Topics in Mathematics                  | 1-3 course credits  |
| Special topics appropriate for lower division credit. May be repeated with different emphases for up to six course credits.  |  |                     |
| MATH 330   | Differential Equations                 | 3 course credits    |
| Theory and solutions of ordinary differential equations and systems of differential equations. Modeling of science, engineering, and social science problem situations and phenomena. Prerequisite: MATH 336 or permission of instructor.  |  |                     |
| MATH 331   | Probability and Statistics             | 3 course credits    |
| Descriptive statistics, exploratory data analysis, probability, random variables and probability distributions, inferential statistics, point and interval estimation, hypothesis testing, and correlation and regression. Applications from business, education, and science. Prerequisite: MATH 151 or MATH 138. |  |                     |
| MATH 334   | College Geometry                       | 3 course credits    |
| Advanced plane geometry. Similar and congruent figures, logic, and constructions. Projective and other fields of geometry, both Euclidean and non-Euclidean. Prerequisite: MATH 237 or permission of instructor.   |  |                     |
| MATH 336   | Calculus III                           | 3 course credits    |
| Multivariate calculus, infinite series, introduction to differential equations, line and surface integrals, and vector calculus. Prerequisite: MATH 252 or equivalent.   |  |                     |
| MATH 337   | Linear Algebra                         | 3 course credits    |
| Two-dimensional vector spaces, linear transformations of the plane, orthogonality, and inner products. Vector space of n-tuples, subspaces, linear dependence, dimension and basis, matrices, and determinants. Prerequisite: MATH 138, or 151.  |  |                     |
| MATH 338   | Operations Research                    | 3 course credits    |
| Game theory, linear programming, simplex method, duality, transportation and assignment problems, introduction to dynamic programming, and queuing theory. Applications of business and industrial perspectives. Prerequisites: MATH 138 or 151, and MATH 232 or 331.  |  |                     |
| MATH 339   | Theory of Numbers                      | 3 course credits    |
| Introduction to the ring of integers, Euclidean rings, divisibility, primes, primitive roots, indices, congruences, Diophantine equations, number-theoretic functions, and cryptography. Prerequisites: MATH 237 or permission of instructor.  |  |                     |
| MATH 390   | Internship in Mathematics              | 1-12 course credits |
| Provides practical experience as a mathematician in government, business or industry. Open to upper division students major in the area of mathematics. Interested students should contact the Internship and Career Services  |  |                     |

office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

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| MATH 400   | Independent Study or Research               | 1-3 course credits |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.  |   |                    |
| MATH 401   | Advanced Mathematics Education Perspectives | 3 course credits   |
| A capstone course for students in the Mathematics 7-12 Field Endorsement and the Middle Grades (4-9) Mathematics Endorsement. Advanced perspectives addressing the teaching of algebra, pre-calculus, discrete mathematics for teachers, and introductory number theory are discussed. Emphasis is on the clear and precise explanations of mathematical ideas and the mathematical connections that are explored at these levels. Prerequisite: Permission of instructor. |   |                    |
| MATH 410   | Mathematics Seminar                         | 1 course credit    |
| Research, development, and presentation of formal paper regarding some topic of interest in mathematics.   |   |                    |
| MATH 429   | Introduction to Modern Algebra              | 3 course credits   |
| An Axiomatic Approach to the real number system and group theory. Homomorphism, isomorphisms, rings, introduction to integral domains, fields and selected topics in abstract algebra. Prerequisite: Completion of MATH 237 with a "C" or better, or permission of instructor.   |   |                    |
| MATH 430   | Topics in Mathematics                       | 1-3 course credits |
| Topics to meet the needs of students who have completed the regular course of study. Can be repeated with different emphasis for a maximum of 6 course credits.  |   |                    |
| MATH 433   | Statistical Methods and Data Analysis       | 3 course credits   |
| Statistical research methods and modeling of statistical problems. Chi-square tests, analysis of variance, one-way and multi-factorial designs, multiple regression and correlation. Nonparametric methods. Use of calculators and personal-computer software. Prerequisite: MATH 232 or equivalent. This course is dual-listed with MATH 533.   |   |                    |
| MATH 434   | Introductory Analysis                       | 3 course credits   |
| Structure of the real number line. Completeness, compactness, connectedness. Rigorous treatment of limits, sequences, series, convergence, functions and continuity, derivatives, and selected topics on measure and integration theory. Prerequisites: Completion of MATH 237 with a "C" or better, or permission of instructor. This course is dual-listed with MATH 534.  |   |                    |
| MATH 435   | Sampling Techniques                         | 3 course credits   |
| Statistical survey methods, sampling techniques, point and interval estimation of population parameters, population size determination, and communication of sample survey results. Applications from business, the natural sciences, and the social sciences. Prerequisite: MATH 232 or equivalent. This course is dual-listed with MATH 535.   |   |                    |
| MATH 437   | Modern Algebra                              | 3 course credits   |
| Axiomatic Approach to groups, rings, integral domains, polynomials, fields, selected topics in abstract algebra, and an introduction to vector spaces and algebraic coding theory. MATH 429 or equivalent. This course is dual-listed with MATH 537.   |   |                    |
| MATH 438   | Numerical Analysis                          | 3 course credits   |
| Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration, and numerical solutions of differential equations. Prerequisite: MATH 252 or permission of instructor. This course is dual-listed with MATH 538.  |   |                    |
| MATH 439   | Theory of Statistics                        | 3 course credits   |
| Joint distribution concepts, conditional expectations, method of distribution functions, transformation, method of moment-generating functions, order statistics, sampling distributions, central limit theorem, continuous and discrete   |   |                    |

random variables. Prerequisite: MATH 151 and MATH 331 or equivalent. This course is dual-listed with MATH 539.

**MATH 440 Mathematics Education Standards 3 course credits**

An integrated content/pedagogy course on mathematics teaching, assessment, and curriculum standards, based on major content areas of the K-12 curriculum. Prerequisite: Fifty percent of endorsement completed. This course is dual-listed with MATH 540.

## **Military Science Leadership**

**MSL 101 Leadership and Personal Development 2 course credits**

Make your first peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. Co-requisite: MSL 101L.

**MSL 101L Leadership and Personal Development Lab 1 course credit**

Designed to accompany MSL 101. Provides the students with hands-on experience to supplement and reinforce classroom instruction. Subjects addressed include drill and ceremonies, physical fitness training, marksmanship, first aid, rappelling and basic mountaineering skills, voluntary off campus activities reinforce course work. Co-requisite: MSL 101.

**MSL 102 Introduction to Tactical Leadership 1 course credit**

Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercise with upper-division ROTC students. Develop communication skill to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. Co-requisite: MSL 102L.

**MSL 102L Introduction to Tactical Leadership Lab 1 course credit**

Designed to accompany MSL 102. Provides the students with hands-on experience to supplement and reinforce classroom instruction. Subjects addressed include drill and ceremonies, physical fitness training, marksmanship, first aid, rappelling and basic mountaineering skills, voluntary off campus activities reinforce course work. Co-requisite: MSL 102.

**MSL 109 Military Fitness 3 course credits**

Military fitness is a conditioning course designed to provide students with military fitness training techniques and methods used in the U.S. Army. This course will primarily be work-out oriented with emphasis on physical fitness goals and demonstrated student participation in physical training activities.

**MSL 201 Innovative Team Leadership 1 course credit**

Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC's leadership assessment program. Co-requisite: MSL 201L.

**MSL 201L Innovative Team Leadership Lab 1 course credit**

Students will develop leadership and management skills by being given the opportunity to perform duties in various leadership positions. Emphasis is placed on the development of leadership and managerial skills. Course is supplemented with instruction on the use of a lensatic compass and a topographic map, as well as various survival skills. Voluntary off campus activities reinforce course work. Co-requisite: MSL 201.

**MSL 202 Foundations of Tactical Leadership 1 course credit**

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Co-requisite: MSL 202L.

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| MSL 202L   | Foundations of Tactical Leadership Lab  | 1 course credit  |
| Students are provided the opportunity to reinforce classroom leadership and management training with practical experience. Students will also receive training in small unit tactics and use of the m-16 rifle. Voluntary off campus activities reinforce course work. Co-requisite: MSL 202.  |   |                  |
| MSL 301  | Adaptive Team Leadership                | 2 course credits |
| Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leadership. Co-requisite: MSL 301L.   |   |                  |
| MSL 301L   | Adaptive Team Leadership Lab            | 2 course credits |
| Provides the student with practical experience to supplement and reinforce classroom instruction. Subjects include drill and ceremonies, physical training instruction techniques and leadership, which will complement the student's preparation for ROTC Advanced camp. Co-requisite: MSL 301.   |   |                  |
| MSL 302  | Leadership in Changing Environments     | 2 course credits |
| Continues methodology of MSL 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Prerequisite: MSL 301. |   |                  |
| MSL 302L   | Leadership in Changing Environments Lab | 2 course credits |
| Provides student with additional training in land navigation, drill and ceremonies, physical training, instruction techniques and leadership, which will complement the students' preparation for ROTC Advanced camp. Off campus training is required. Co-requisite: MSL 302.  |   |                  |
| MSL 394  | Advanced Military Science Internship    | 4 course credits |
| Provide a practical experience within the military environment. See military advisor to secure the proper documents and assignment approvals for internship.   |   |                  |
| MSL 401  | Developing Adaptive Leaders             | 2 course credits |
| Introduces formal management skills including problem analysis, planning techniques, and the delegation and control of activities, providing an understanding of the command and staff organization used in the modern army and creating a forum for discussing professional and ethical decisions faced by commissioned officers. Co-requisite: MSL 401L.   |   |                  |
| MSL 401L   | Developing Adaptive Leaders Lab         | 2 course credits |
| Provides practical experience supplementing and reinforcing classroom instruction, including drill and ceremonies, physical fitness training, instruction techniques, and operation of the cadet battalion. Off-campus training required. Co-requisite: MSL 401.   |   |                  |
| MSL 402  | Leadership in a Complex World           | 2 course credits |
| Provides information for transition to active or reserve commissioned service, developing administrative controls essential in managing a military organization, introducing the management of financial and personal affairs, and allowing time for discussion and analysis of the ethical decision-making process. Co-requisite: MSL 402L.   |   |                  |
| MSL 402L   | Leadership in a Complex World Lab       | 2 course credits |
| Provides practical experience supplementing and reinforcing classroom instruction, including drill and ceremonies, physical fitness training, instructional techniques, small unit leadership and familiarization with duties of commissioned officers. Off-campus training is required. Co-requisite: MSL 402.  |   |                  |
| MSL 403  | Third Year Advanced Military Science I  | 2 course credits |
| Provides a transition to entering active or reserve commissioned service, including an in-depth study of military decision making, giving experience in planning and conducting squad and platoon level military exercises and leadership. Study includes case study analysis of military law and practical exercises on establishing an ethical   |   |                  |

command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. Prerequisite: MSL 401/401L, MSL 402/402L

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| MSL | 404 | Third Year Advanced Military Science II | 2 course credits |
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Provides an in-depth study of military decision-making, giving experience in planning and conducting military exercises at squad and platoon level, including an opportunity to develop leadership techniques. Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize collaborate, analyze, and demonstrate their leadership skills. Prerequisite: MSL 401/401L, MSL 402/402L, MSL 403.

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| MSL | 411 | Developing Subordinate Leaders I | 3 course credits |
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Advanced study in management skills involved with leadership within the armed forces. Includes practical experience working with cadets in leadership functions.

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| MSL | 412 | Developing Subordinate Leaders II | 3 course credits |
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A continuation of MSL 411 for students requiring the fifth year. Students may enroll in only one of the courses or both at the advice of their military advisor.

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| MSL | 491 | Advanced Internship in Leadership | 1 course credit |
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Provide practical experience in a leadership role within a military environment. See military advisor to secure the proper documents and assignment approvals for internship.

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| MSL | 494 | Leader Development and Assessment | 3 course credits |
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Summer Camp experience at a base facility. This experience will include assessments of the cadets.

## Museum Studies

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| MS | 160 | Special Topics in Museums | 1-3 course credits |
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Special topics of current interest are considered in depth. Topics may include caring for photographs, textiles, and historic costumes. May be repeated with a different topic. There are usually no prerequisites for these courses. Multiple sections of this course cannot be substituted for another course in the Museum Studies Program.

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| MS | 235 | Introduction to Archival Collections | 3 course credits |
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This course will introduce students to the history and social value of records and archives, the theory of archival practice, and to the application of archival theory in the digital world.

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| MS | 319 | History and Theory of Museums | 3 course credits |
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This course is an introduction to and survey of the history and philosophy of the development of the museum in America and Western Europe. In addition, students will learn about the different types of museums and influential people who helped in the development of the modern museum profession.

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| MS | 330 | Management and Care of Collections | 3 course credits |
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This course will introduce students to the professional principles and practices in the care and management of collections housed in museums and research facilities. Topics covered will include: museum registration methods, cataloging, collections care, agents of deterioration, and application of the rules of properly handling, storing, and caring for museum collections.

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| MS | 331 | Exhibit Design | 3 course credits |
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This course provides a theoretical and practical approach to the development, planning, design, and installation of museum exhibitions. Students will develop an understanding of approaches to presenting museum exhibits, learn basic principles of exhibit design, fabrication and preparation techniques. Students are also introduced to exhibition-related conservation issues and assessment of visitor needs.

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| MS | 333 | Museum Administration | 3 course credits |
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This course is an introduction to the legal and operational structure of museums, personnel issues, and financial management aspects of museum administration. Topics covered in course will also include ethical and legal issues in museums, professional standards, and challenges of museum administration.

MS 340 Museum Education 3 course credits

This course introduces students to the educational role of museums and informal learning centers. A variety of methods, including hands-on activities, self-teaching materials, technology, outreach, tours, are explored through exercises and projects. Issues covered include current trends, learning theories and styles, learning from objects, diverse audiences, museum/school partnerships, and the role of education in exhibit development.

MS 390 Internship in Museum Studies 3 course credits

Students will gain practical experience while working with a museum or collection. Open to upper division students. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the number of hours the student can work.

## Music

MUS 016 Chadron State Community Chorus 0-1 course credit

Open to all students and community members without audition. This choir performs a wide array of literature from standard to contemporary choral repertoire and gives at least one concert performance each semester. This course can satisfy 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

MUS 018 Chadron State Community Symphonic Band 0-1 course credit

Open to all students and community members. This ensemble gives a minimum of one concert performance each semester. This course can satisfy 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

MUS 100(A-Z) Elective Private Music Instruction 1 course credit

Open to non-majors as well as to majors studying on a secondary basis, according to instructor availability. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, and composition. Prerequisite: Permission of Instructor.

MUS 101 Student Recital No Credit

Course includes selective student performances by music majors and minors and supplemental instruction related to private music lessons. Registration is required each semester for all full-time music majors and minors enrolled in applied music courses.

MUS 102 Wind Symphony 1 course credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

MUS 103 Concert Choir 1 course credit

Open to all students who qualify by audition. This ensemble performs works representing standard and contemporary literature for its regular concerts covering a variety of styles and musical genres. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

MUS 104 Vocal Jazz Ensemble 1 course credit

Open to all students who qualify by audition. This ensemble is a select mixed group that performs vocal jazz pieces accompanied by a small jazz combo. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

MUS 105 Jazz Band 1 course credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.

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| MUS 106  | Jazz and Pop Combo              | 1 course credit    |
| Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.  |                                 |                    |
| MUS 107  | Woodwind Ensemble               | 1 course credit    |
| Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.  |                                 |                    |
| MUS 108  | Brass Ensemble                  | 1 course credit    |
| Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.   |                                 |                    |
| MUS 109  | Percussion Ensemble             | 1 course credit    |
| Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.  |                                 |                    |
| MUS 110  | Keyboard Ensemble               | 1 course credit    |
| Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.  |                                 |                    |
| MUS 111  | Guitar Ensemble                 | 1 course credit    |
| Guitar Ensemble offers practical experience in the study and performance of standard and avant-garde repertoire for the modern electric guitar. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.   |                                 |                    |
| MUS 112  | Music Theory Foundations        | 3 course credits   |
| This course prepares students for successful completion of the music theory sequence. Skills emphasized include music reading and writing, ear training, and fundamental concepts of music theory, including major and minor keys, intervals, and triads.  |                                 |                    |
| MUS 114  | Introduction to Music Education | 2 course credits   |
| This course is designed to assist prospective music education students in determining their interest and potential in the music education profession. This should be the <i>first</i> course of study for the Bachelor of Science in Education with a field endorsement in music education degree.   |                                 |                    |
| MUS 115(A-Z)   | Private Music Instruction       | 1-2 course credits |
| Open to majors and minors by audition. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass. Student must enroll simultaneously in MUS 101. Prerequisite: Permission of instructor.  |                                 |                    |
| MUS 116  | Piano Class Foundations I       | 1 course credit    |
| Beginning-level piano instruction for students with little (or no) prior playing experience. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5.   |                                 |                    |
| MUS 117  | Piano Class Foundations II      | 1 course credit    |
| Instruction in basic keyboard skills, including major scales and arpeggios, specified chord progressions, sight-reading, and harmonization of simple melodies. Prerequisite: MUS 116 or permission of instructor. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5.  |                                 |                    |
| MUS 118  | Piano Class Foundation III      | 1 course credit    |
| Continuation of MUS 117. Further development of keyboard skills, including harmonic minor scales and arpeggios, more advanced sight-reading, harmonization, and chord progressions, score reading, and basic accompanying skills. Prerequisite: MUS 117 or permission of instructor. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5. |                                 |                    |



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| MUS 124   | Women's Vocal Ensemble     | 1 course credit    |
| Open to all women by audition. This ensemble performs regular concerts covering a variety of styles and musical genres. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.  |                            |                    |
| MUS 125   | Men's Vocal Ensemble       | 1 course credit    |
| Open to all men by audition. This ensemble performs regular concerts covering a variety of styles and musical genres. Members must also enroll in Concert Choir. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.                             |                            |                    |
| MUS 126   | Eagle Band                 | 0-1 course credit  |
| Open to all students who qualify by audition. The Eagle Band serves the college and community through performance at parades, football games, and basketball games.   |                            |                    |
| MUS 131   | Theory I                   | 3 course credits   |
| This course focuses on the rudiments of Western classical music, including intervals, chords, and scales, and introduces students to the principles of tonal harmony. Prerequisite: a grade of C or better in MUS 112, or successful completion of the music theory placement test. Must be taken concurrently with MUS 131L. |                            |                    |
| MUS 131L  | Theory I Laboratory        | 1 course credit    |
| This course focuses on the development of aural skills through singing and active listening and is coordinated with the content of Theory I. Must be taken concurrently with MUS 131.   |                            |                    |
| MUS 132   | Theory II                  | 3 course credits   |
| This course builds on the basic principles of Western harmony, utilizing analytical and compositional skills to develop an understanding of structural components in tonal music. Must be taken concurrently with MUS 132L. Prerequisite: a grade of C or better in MUS 131.  |                            |                    |
| MUS 132L  | Theory II Laboratory       | 1 course credit    |
| This course focuses on the development of aural skills through singing and active listening and is coordinated with the content of Theory II, including examination of phrase structure. Must be taken concurrently with MUS 132. Prerequisite: MUS 131L.   |                            |                    |
| MUS 199   | Admission to Candidacy     | No Credit          |
| Performance assessment required of all music majors during the second semester of enrollment in private music instruction. Must be taken concurrently with MUS 115. Prerequisite: At least one prior semester of MUS 115 or permission of instructor.   |                            |                    |
| MUS 215(A-Z)  | Private Music Instruction  | 1-2 course credits |
| Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass. Student must enroll simultaneously in MUS 101. Prerequisite: MUS 199 in the same performance medium or permission of instructor.  |                            |                    |
| MUS 216   | Guitar Class               | 1 course credit    |
| Designed for the music major and general college student. The basic techniques of playing the guitar, including both choral and solo techniques. Guitars are provided. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5.  |                            |                    |
| MUS 230   | Voice Class for Non-majors | 1 course credit    |
| Beginning vocal instruction and master class for non-music majors. Includes a study of vocal techniques and their application in selected vocal literature. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5.   |                            |                    |
| MUS 231   | Theory III                 | 3 course credits   |
| This course applies the skills learned in Theory I and II to the structural level, exploring approaches to chromaticism and modulation, and utilizing these techniques through composition and analysis of Baroque, Classical, and Romantic forms. Must be taken concurrently with MUS 231L. Prerequisite: MUS 132.           |                            |                    |

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| MUS 231L   | Theory III Laboratory              | 1 course credit    |
| <p>This course focuses on the development of aural skills through singing and active listening and is coordinated with the content of Theory III, including aural recognition of structure. Must be taken concurrently with MUS 231. Prerequisite: MUS 132L.</p>   |                                    |                    |
| MUS 232  | Theory IV                          | 2 course credits   |
| <p>This course introduces and explores a broad range of analytical and compositional techniques and issues relevant to twentieth-century music. Topic will include pitch-class set theory, atonality, 12-tone techniques, serialism, and polytonality, and will include synthesizing concepts in compositions. Prerequisite: MUS 132.</p>  |                                    |                    |
| MUS 235  | Music Appreciation                 | 3 course credits   |
| <p>This course focuses on how to listen to and appreciate the human and cultural values of various styles of music as well as learning the significance of music as cultural and aesthetic expression. For non-music majors. This course satisfies Essential Studies Student Learning Outcomes (SLO) #7.</p>   |                                    |                    |
| MUS 236  | Special Topics                     | 0-3 course credits |
| <p>To meet the specific needs of a group of students by studying areas of music not presented in the curriculum. May be repeated with different emphasis.</p>  |                                    |                    |
| MUS 251  | Music Education Practicum, Field   | 1 course credit    |
| <p>Introduction to the study of the voice, wind, percussion, and string instruments. Students will gain practical performing skills for public school teachers. May be taken for repeated credit.</p>  |                                    |                    |
| MUS 269  | Drumming                           | 1 course credit    |
| <p>Drumming is designed for those with no previous music experience and will teach the ability to move the hands to create rhythms within a group setting. The course will cover basic world music rhythms from Africa, Cuba, and Brazil, and will include the use of drumsticks culminating with basic drum set rhythms. Students will learn to perform in an ensemble, develop teamwork, and will perform in public during the semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5.</p> |                                    |                    |
| MUS 299  | Sophomore Qualifying Examination   | No Credit          |
| <p>Performance assessment required of all music majors prior to enrollment into upper-division private music instruction. A student must have a cumulative GPA of 3.00 on his/her major instrument or voice (MUS 115/215) to present the qualifying exam. Must be taken concurrently with MUS 215. Prerequisite: At least one prior semester of MUS 215 or permission of instructor.</p>   |                                    |                    |
| MUS 300 (A-Z)  | Elective Private Music Instruction | 1 course credit    |
| <p>Open to non-majors as well as to majors studying on a secondary basis, according to staff availability. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar, bass, and composition. Prerequisite: permission of instructor.</p>   |                                    |                    |
| MUS 301  | Principles of Conducting           | 2 course credits   |
| <p>A study of basic conducting techniques. Emphasis is placed upon the mastery of simple patterns, cues, and expressive gestures, and on common problems in leading group singing and in directing musical ensembles.</p>  |                                    |                    |
| MUS 302  | Wind Symphony                      | 1 course credit    |
| <p>Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.</p>  |                                    |                    |
| MUS 303  | Concert Choir                      | 1 course credit    |
| <p>Open to all students who qualify by audition. This ensemble performs works representing standard and contemporary literature for its regular concerts covering a variety of styles and musical genres. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.</p>   |                                    |                    |

MUS 304 Vocal Jazz Ensemble 1 course credit  
Open to all students who qualify by audition. This ensemble is a select mixed group that performs vocal jazz pieces accompanied by a small jazz combo. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.

MUS 305 Jazz Band 1 course credit  
Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.

MUS 306 Jazz and Pop Combo 1 course credit  
Open to all students who qualify by auditions. This ensemble gives a minimum of one concert performance each semester.

MUS 307 Woodwind Ensemble 1 course credit  
Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 308 Brass Ensemble 1 course credit  
Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be repeated for credit.

MUS 309 Percussion Ensemble 1 course credit  
Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 310 Keyboard Ensemble 1 course credit  
Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 311 Guitar Ensemble 1 course credit  
Guitar Ensemble offers practical experience in the study and performance of standard and avant-garde repertoire for the modern electric guitar.

MUS 312 Choral History and Literature 2 course credits  
The course examines the history of choral music, from Gregorian chant through the 20<sup>th</sup> century, highlighting the significant changes in the ensemble.

MUS 315(A-Z not O,R,V,X) Private Music Instruction 1-2 course credits  
Open to majors and minors by auditions. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar, and bass. Student must enroll simultaneously in MUS 101 Student Recital. Prerequisite: MUS 299 in the same performance medium.

MUS 315O Private Composition and Analysis 1-2 course credits  
Individual instruction in composition and/or analysis. Students will set semester goals in conjunction with the instructor. The course is repeatable since goals will change each semester. Prerequisite: MUS 132 or permission of instructor.

MUS 315R Survey of Instrument Repair Techniques 1 course credit  
This laboratory course is designed to introduce students to repair techniques for the most common wind band instruments. Students will learn about the mechanical properties, the assessment of playing condition, and basic techniques for repairing instruments.

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| MUS 315V   | Private Recording Techniques              | 2 course credits |
| An introduction to recording techniques using computer-based digital recording with standard software. This course will prepare students to produce demo recordings and include training in studio setup, signal flow, microphone placement, editing, plug-ins, and mixing. Open to all music majors or by permission of the instructor.   |   |                  |
| MUS 319A   | Piano Pedagogy                            | 2 course credits |
| Various practical and pedagogical aspects of teaching piano. The course will include a survey of piano teaching materials, particularly the methods, and specifics related to teaching and learning styles.  |   |                  |
| MUS 319B   | Independent Music Studio Teaching         | 2 course credits |
| Practical issues of operating an independent music teaching studio. Issues such as recruitment, retention, contracts, studio policies, income tax, and maintaining consistent monthly income will be discussed in-depth.   |   |                  |
| MUS 321  | Choral Conducting                         | 2 course credits |
| Study of conducting techniques and choral literature. Prerequisite: MUS 220 and 240.   |   |                  |
| MUS 322  | Instrumental Conducting                   | 2 course credits |
| Techniques of conducting instrumental organizations and the study of instrumental literature. Prerequisite: MUS 220 and 240.   |   |                  |
| MUS 324  | Women's Vocal Ensemble                    | 1 course credit  |
| Open to all women by audition, which is held the weekend before and the first day of classes. This ensemble performs regular concerts covering a variety of styles and musical genres. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.  |   |                  |
| MUS 325  | Men's Vocal Ensemble                      | 1 course credit  |
| Open to all men by audition. This ensemble performs regular concerts covering a variety of styles and genres. Members must also enroll in Concert Choir. This course satisfies 1 course credit toward Essential Studies Student Learning Outcome (SLO) #5 and may be taken for repeated credit.  |   |                  |
| MUS 326  | Eagle Band                                | 1 course credit  |
| Open to all students who qualify by audition. The Eagle Band serves the college can community through performance at parades, football games, and basketball games.  |   |                  |
| MUS 327  | Survey of Music History                   | 3 course credits |
| Survey of Music History will examine the history of Western Classical music, including the Medieval, Renaissance, Baroque, Classical, Romantic, and 20 <sup>th</sup> century periods, considering the cultural, social, economic, psychological, and political aspects of human behavior.  |   |                  |
| MUS 328  | World Music and Globalization             | 3 course credits |
| The course surveys non-Western music, examines the creation and performance of music in various cultures, and analyses the effect of globalization on music. Students will conduct research on a specific culture and evaluate changes in the music of the society. The course will also provide an overview to the field of ethnomusicology. This course satisfies Essential Studies Student Learning Outcome (SLO) #10.        |   |                  |
| MUS 330  | African-American Popular Music, 1619-1980 | 3 course credits |
| Study of the music of African-Americans from the arrival of the first African in 1619 to the 1980s. The course details seven Pan-African musical characteristics and traces the effects on European music. The course views the progression of these characteristics through the development of blues, popular music, jazz, country music, and rock. This course satisfies Essential Studies Student Learning Outcome (SLO) #10. |   |                  |
| MUS 333  | Music for the Classroom Teacher           | 3 course credits |
| Materials and methods pertaining to the integration of music in the elementary classroom. Stresses demonstration and class participation. Required for all elementary education majors. It is strongly recommended that students with no background in music take MUS 112 prior to taking MUS 333.   |   |                  |

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| MUS 334   | Developing Music Literacy in Children | 2 course credits |
| A progression to music literacy from singing and dancing to playing, identifying tonal and rhythmic patterns from known repertoire as building blocks for writing and reading music notation. Prerequisite MUS 333 or permission of instructor.   |                                       |                  |
| MUS 335   | Recording Techniques                  | 2 course credits |
| An introduction to recording techniques using computer-based digital recording with standard software. This course will prepare students to produce demo recordings and include training in studio setup, signal flow, microphone placement, editing, plug-ins, and mixing. Open to all music majors or by permission of the instructor.  |                                       |                  |
| MUS 336   | Jazz Improvisation I                  | 2 course credits |
| Development of basic improvisational skills in the area of jazz performance. Tunes designed to work on a specific problem will be practiced. Ear training methods and patterns will serve to encourage creativity and facility for the tunes to be played.  |                                       |                  |
| MUS 337   | Jazz Improvisation II                 | 2 course credits |
| Continuation of the development of improvisational skills as they apply to specific problems of jazz performance, with particular emphasis on improvising to specific tunes or progressions. Ear training and theory as they apply to jazz will be discussed at a more advanced level. Prerequisite: MUS 336.   |                                       |                  |
| MUS 338   | Diction I                             | 1 course credit  |
| This course covers the study of diction in three languages, Latin, Italian, and German. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation.   |                                       |                  |
| MUS 339   | Diction II                            | 1 course credits |
| This course covers the study of diction in three languages: French, Spanish, and English. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation. Prerequisite: MUS 338.  |                                       |                  |
| MUS 351   | Music Education Practicum, Field      | 1 course credit  |
| Continuation of MUS 251. Students will gain more practical performing experience, but will also begin peer teaching in these areas. May be taken for repeated credit.   |                                       |                  |
| MUS 352   | Music Education Practicum, Field      | 1 course credit  |
| Culmination of the MUS 251 and 351 courses. Students will complete the remaining student learning outcomes introduced in MUS 251 and 351. Prerequisite: MUS 351 – students must have 4 or fewer remaining incomplete student learning outcomes in order to register.  |                                       |                  |
| MUS 353   | Music Education Practicum, Vocal      | 1 course credit  |
| Techniques of voice production. Will include evaluations of the scientific, psychological, physiological, and empirical methods of teaching voice. Techniques of developing the young voice will be emphasized. This course will be offered in the fall of odd-numbered years.  |                                       |                  |
| MUS 354   | Music Education Practicum, Vocal      | 1 course credit  |
| Students will complete any remaining student learning outcomes introduced in MUS 250. Prerequisite: MUS 250. This course will be offered every semester, but will typically be completed in the spring of even-numbered years, concurrent with MUS 321 – Choral Conducting.   |                                       |                  |
| MUS 356   | Technology for the Music Classroom    | 1 course credit  |
| Current and future music educators are in perpetual need of developing new techniques in the music classroom. Many of these innovations have been and can continue to be developed through the use of computer programs designed to enhance pedagogy in the music curriculum, K-12. Programs to address these innovations include, but are not limited to <i>Finale</i> , <i>SmartMusic</i> , <i>Audacity</i> , and <i>Pyware</i> . |                                       |                  |
| MUS 357   | Instrumentation and Arranging         | 2 course credits |
| This course provides an overview of the characteristics for instruments of the wind band and orchestra, and introduces the student to techniques of scoring for a variety of instrumental combinations. Students will also explore challenges typically encountered in elementary and secondary instrumental ensembles. Prerequisite: MUS 132   |                                       |                  |

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| MUS 361  | Functional Piano Skills                   | 2 course credits    |
| Development of skills in harmonization, improvisation, sight-reading, score reading, and accompanying at the keyboard. Completion of this course with a grade of B or better will meet the piano proficiency requirement for all music majors and elementary music minors. Prerequisite: MUS 118 or permission of instructor.  |   |                     |
| MUS 362  | Keyboard Skills for the Classroom Teacher | 2 course credits    |
| Refinement of keyboard skills with direct application to the music education environment, with emphasis in harmonization, score reading and accompanying. Prerequisite: MUS 220 or permission of instructor.   |   |                     |
| MUS 363  | Accompanying Techniques                   | 2 course credits    |
| Basic problems of accompanying, as well as problems peculiar to certain media. Students will be assigned to supervise accompanying for lessons and performances. Completion of this course with a grade of C or better will meet the piano proficiency requirement for all music majors. Prerequisite: MUS 361 or permission of Instructor.  |   |                     |
| MUS 369  | Music and Civic Engagement                | 3 course credits    |
| The course provides an overview of the field of music therapy and musical involvement within the community. Students will examine ethical concerns for musicians serving a community. A key component of the course will be group projects, focused on event planning in Chadron or the region. This course satisfies Essential Studies Student Learning Outcome (SLO) #9.   |   |                     |
| MUS 390  | Internship in Music                       | 1-12 course credits |
| Provides practical experience in the music products industry or the entertainment industry. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.  |   |                     |
| MUS 399  | Solo Half-Recital                         | No Credit           |
| A 25- to 30-minute solo performance. The performing student must have a cumulative GPA of 3.00 on his/her major instrument or voice (MUS 115/215/315) in order to present the recital. Additionally, the student must receive the recommendation of the private instructor and the collective music faculty at a pre-recital hearing held at least three weeks prior to the scheduled recital date. Must be taken concurrently with MUS 315. Prerequisite: at least one prior semester of MUS 315. |   |                     |
| MUS 400  | Independent Study or Research             | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.  |   |                     |
| MUS 413  | Jazz and Pop Arranging                    | 2 course credits    |
| An introduction to general arranging and composing skills, applied through writing songs and arrangements utilizing MIDI (Musical Instrument Digital Interface) Technology.  |   |                     |
| MUS 414  | Arranging II                              | 1 course credit     |
| Continuation of MUS 413, involving the development and practice of arranging skills as they apply to professional and teaching situations. A large ensemble arrangement will be done.  |   |                     |
| MUS 415(A-Z)   | Private Music Instruction                 | 1-2 course credits  |
| Open to major and minors by audition. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar, and bass. Student must enroll simultaneously in MUS 101. Prerequisite: MUS 399 in the same performance medium or permission of instructor.  |   |                     |
| MUS 419  | Music Business                            | 3 course credits    |
| How the music industry operates, with emphasis on the record industry, publishing/songwriting, copyright, merchandising, retail, and marketing. Musical aspects as well as business and legal aspects are examined.  |   |                     |
| MUS 420  | Music Products Seminar                    | 3 course credits    |
| Study of the music products industry including manufacturing, print publishing, and sales.   |   |                     |

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| MUS 421  | Advanced Conducting                    | 2 course credits   |
| Advanced baton technique, score study, interpretation, rehearsal techniques, and repertoire. Prerequisite: MUS 321 or MUS 322.   |  |                    |
| MUS 423  | Keyboard History and Literature        | 2 course credit    |
| The course studies the invention of the piano and its impact on Western musical culture from the 18 <sup>th</sup> to 20 <sup>th</sup> centuries. The course will focus on piano literature from major figures in the Classical and Romantic eras.  |  |                    |
| MUS 424  | Advanced Piano Pedagogy                | 2 course credit    |
| The study of piano technique and theory for use in the independent piano studio that extends beyond the methods materials and progresses sequentially through late-intermediate and early-advanced concepts and skills.  |  |                    |
| MUS 426  | Music History I                        | 3 course credits   |
| Survey of the development of musical style from Antiquity to the Baroque Period through analysis, listening, reading, and writing.   |  |                    |
| MUS 427  | Music History II                       | 3 course credits   |
| Survey of the development of musical style from the Classical Period to the late Romantic Period through score analysis, listening, reading, and writing.  |  |                    |
| MUS 428  | Music of the 20 <sup>th</sup> Century  | 3 course credits   |
| Examination of the techniques of music composition in the 20 <sup>th</sup> Century from a historical perspective, considering the cultural and social factors that influenced composers. The course will explore atonality, polytonality, Neoclassicism, serialism, experimental music, minimalism, electronic music, and spectral music. Prerequisite: MUS 132. |  |                    |
| MUS 430  | Special Topics                         | 0-3 course credits |
| To meet the specific needs of group of students by studying areas of music not presented in the curriculum. May be repeated with different emphasis.   |  |                    |
| MUS 431A   | Elementary Music Methods               | 3 course credits   |
| An instructional methods course in the major field of content specialization required of elementary and K-12 education majors pursuing content area endorsement in K-8 Vocal Music and a field endorsement in K-12 Music.  |  |                    |
| MUS 431C   | Secondary Vocal Methods                | 2 course credits   |
| An instructional methods course in the major field of content specialization required of secondary education majors pursuing content area endorsement in K-12 Music and in K-8 and 7-12 Vocal Music.   |  |                    |
| MUS 431D   | Secondary Instrumental Methods         | 2 course credits   |
| An instructional methods course in the major field of content specialization required of secondary education majors pursuing content area field endorsement in K-12 Music.   |  |                    |
| MUS 432  | Topics in Music History and Literature | 2-3 course credits |
| The course focuses on various topics through the lens of music history. Topics will consider the social, cultural, economic, and political factors of the course's focus. Since the topics rotate and will not duplicate more than once every four semesters, this course may be taken for repeated credit.  |  |                    |
| MUS 435  | History of Jazz                        | 3 course credits   |
| A historically organized introduction to jazz styles that have been documented on recordings. Designed to create an appreciation of jazz as well as to thoroughly cover the origins and periods of jazz history. This course satisfies Essential Studies Student Learning Outcome (SLO) #7.  |  |                    |
| MUS 439  | Seminar in Music                       | 1-3 course credits |
| Designed to meet the specific needs of a group of students, analogous to the way in which Independent Study or Research is designed to meet the needs of a specific student. Permission of the instructor is required.   |  |                    |

MUS 499 Solo Full Recital No Credit

A 45 to 55 minute solo performance. The performing student must have a cumulative GPA of 3.00 on his/her major instrument or voice (MUS 115/215/315/415) in order to present the recital. Additionally, the student must receive the recommendation of the private instructor and the collective music faculty at a pre-recital hearing held at least three weeks prior to the scheduled recital date. Must be taken concurrently with MUS 415. Prerequisite: at least one prior semester of MUS 415.

## Philosophy

PHIL 100 Reading and Writing Philosophy 3 course credits

Core issues in philosophy with a focus on the development of reading and writing skills. Must be taken concurrently with ENG 111.

PHIL 231 Introduction to Philosophy 3 course credits

A study of traditional and contemporary approaches to major philosophical issues.

PHIL 235 Classical Chinese Philosophy 3 course credits

A study on the beginnings of the rich philosophical tradition of China, with emphasis on Confucian and Taoist thinkers.

PHIL 333 Symbolic Logic 3 course credits

A study of methods for systematic, critical evaluations of assertions and arguments.

PHIL 369 Social and Personal Ethics 3 course credits

A study of the relationship between the development of a personal ethic and its application to social issues and the exercise of citizenship.

PHIL 370 Civil Discourse and Civic Virtue 3 course credits

A theoretical and practical examination of what sort of personal character and interpersonal discourse needs to be present for our democracy to flourish.

PHIL 400 Independent Study or Research 1-3 course credits

Advanced study or research in a special field of philosophy. Permission of Instructor, Dean, and Academic Vice President required.

PHIL 432 Ethics 3 course credits

A study of the major philosophical theories that attempt to describe the nature of morality and/or to prescribe the means by which acts may be judged moral or immoral.

PHIL 433 Biomedical Ethics 3 course credits

A philosophical study of ethical issues that arise within the practice of medicine and the biological sciences. Topics to be covered might include abortion, euthanasia, relationships with patients, ethics of research, or social funding of health care.

PHIL 435 Environmental Ethics 3 course credits

A philosophical study of ethical issues that involve the relationship between humans and their natural environment. Topics to be covered might include theories of nature, animal rights, pollution, consumption patterns, and multicultural perspectives.

## Physics

PHYS 135 Physical Science 3 course credits

An integrated course in physical sciences including astronomy, earth science, geology, physics, and chemistry.

PHYS 151 College Physics I 3 course credits

Principles of mechanics, sound, thermodynamics, and fluid mechanics. Concurrent enrollment in PHYS 151L required. Prerequisites: MATH 135 or consent of instructor.



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| PHYS 151L   | College Physics I Laboratory                                  | 1 course credit    |
| Laboratory exercises in College Physics I. Concurrent enrollment in PHYS 151 required.  |   |                    |
| PHYS 152  | College Physics II  | 3 course credits   |
| Principles of electricity, magnetism, light, optics and modern physics. Concurrent enrollment in PHYS 152L required. Prerequisites: MATH 135, PHYS 151/151L, or consent of instructor.  |   |                    |
| PHYS 152L   | College Physics II Laboratory                                 | 1 course credit    |
| Laboratory exercises in College Physics II. Concurrent enrollment in PHYS 152 required.   |   |                    |
| PHYS 230  | Introduction to Physics                                       | 3 course credits   |
| Introduction to the concepts of Physics, including selected topics in mechanics, properties of matter, heat, sound, electricity & magnetism, light, and nuclear physics. Designed to address the needs of the non-physics major. Not for credit towards physical science major or any physical science minor. |   |                    |
| PHYS 241  | University Physics I  | 4 course credits   |
| The principles of mechanics, heat and sound. Differential and integral calculus applied. Concurrent enrollment in PHYS 241L required. Prerequisite: MATH 252 or consent of instructor.  |   |                    |
| PHYS 241L   | University Physics Laboratory I                               | 1 course credit    |
| Laboratory exercises in University Physics I. Concurrent enrollment in PHYS 241 required.   |   |                    |
| PHYS 242  | University Physics II   | 4 course credits   |
| Principles of magnetism, electricity, and optics. Differential and integral calculus applied. Concurrent enrollment in PHYS 242L required. Prerequisite: PHYS 241/241L.   |   |                    |
| PHYS 242L   | University Physics Laboratory II                              | 1 course credit    |
| Laboratory exercises in University Physics II. Concurrent enrollment in PHYS 242 required.  |   |                    |
| PHYS 251  | Statics   | 3 course credits   |
| Systems of force, static equilibrium, friction, center of gravity, moment of inertia, vector algebra, and central forces. Prerequisites: PHYS 151 or 241, and MATH 151.   |   |                    |
| PHYS 252  | Dynamics  | 3 course credits   |
| Displacement force, velocity and acceleration of rigid bodies, kinematics of planar motion, rotation and moment of inertia, work and energy, impulse and momentum, and lagrangian dynamics. Prerequisite: PHYS 251.   |   |                    |
| PHYS 270  | Topics in Physics   | 1-3 course credits |
| Special topics appropriate for lower division credit in physics. May be repeated with different emphases for up to six course credits.  |   |                    |
| PHYS 310  | Capstone I: Research Seminar                                  | 1 course credit    |
| The student will choose a topic for research and conduct a literature survey of that topic. Preliminary results and a plan for conducting further independent research on the topic will be presented in oral and written form during the semester. Normally taken during the student's junior year.          |   |                    |
| PHYS 320  | Supervised Study in Laboratory and Field Methods              | 1-2 course credits |
| Students will prepare, supervise, and evaluate laboratory exercises under the direction of faculty members. The course is designed to give students practical experience teaching in the laboratory setting.  |   |                    |
| PHYS 330  | Physical Science for the Elementary and Middle Grades Teacher | 3 course credits   |
| A laboratory oriented course intended to strengthen the physical science background of the elementary and middle grades teacher.  |   |                    |

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| PHYS 333  | Astronomy                            | 2 course credits    |
| A descriptive study of the solar system, stars, and galactic systems, including theories of the origin of the universe and the solar system. Prerequisite: MATH 142 or consent of instructor. Concurrent enrollment in PHYS 333L required.  |                                      |                     |
| PHYS 333L   | Astronomy Laboratory                 | 1 course credit     |
| Laboratory experience in astronomy. Held in the evening either outdoors or in the planetarium. Concurrent enrollment in PHYS 333 required.  |                                      |                     |
| PHYS 334  | Meteorology                          | 3 course credits    |
| The physical behavior of the atmosphere including the causes of weather and the elements of forecasting.  |                                      |                     |
| PHYS 370A   | Modern Physics                       | 3 course credits    |
| Special relativity, quantum mechanics, nuclear physics, atomic physics, and additional topics concerning physics in the twentieth century. Prerequisite: PHYS 152 or 242.   |                                      |                     |
| PHYS 370C   | Modern Physics Laboratory            | 1 course credit     |
| Experiments dealing with modern physics.  |                                      |                     |
| PHYS 370D   | Scientific Computer Applications     | 3 course credit     |
| A computer based laboratory designed to familiarize students with physical science related computer applications.   |                                      |                     |
| PHYS 370E   | Math for the Physical Sciences       | 3 course credits    |
| The application of analytic geometry, calculus, vectors, and partial differential equations to the solutions of problems in the physical sciences. Prerequisite: MATH 138 or 151.   |                                      |                     |
| PHYS 390  | Internship in Physics                | 1-12 course credits |
| Provides practical experience as a physicist in government, business, or industry. Open to upper division students majoring in the area of physics. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. |                                      |                     |
| PHYS 400  | Independent Study or Research        | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.   |                                      |                     |
| PHYS 401  | Capstone II: Senior Research         | 1 course credit     |
| Independent research projects based on the results presented in PHYS 310. Data collection, analysis, and presentation of scientific papers. Normally taken during the student's Junior or Senior year. May be repeated for a total of up to six hours of credit. Prerequisite: PHYS 310.  |                                      |                     |
| PHYS 410  | Capstone III: Senior Research Thesis | 1 course credit     |
| Research thesis is completed and presented at the Nebraska Academy of Sciences or other regional or national scientific forum approved by the faculty. Required field trip in late April. Normally taken during the student's senior year. Prerequisite: PHYS 401.  |                                      |                     |
| PHYS 430  | Topics in Physics                    | 1-3 course credits  |
| A course on selected science topics. Course content will vary to meet the special needs of students. The course may involve classroom and/or field oriented activity. Credit is dependent upon length of course and depth of study. May be repeated with different topics.  |                                      |                     |
| PHYS 434  | Mechanics                            | 3 course credits    |
| Principles of Newtonian mechanics including Lagrangian and Hamiltonian formalism. Prerequisite: PHYS 241. This course is dual-listed with PHYS 534.   |                                      |                     |

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|--|------------------------------|--------------------|
| PHYS 435   | World Environmental Issues   | 3 course credits   |
| Exploration of world environmental problems. Discussion participation setting emphasizes library research, accessing information, critical analysis of media news, and information and global prescriptive measures. The course culminates in student action plans that may affect environmental change. |                              |                    |
| PHYS 444   | Thermodynamics               | 3 course credits   |
| Principles of statistical physics and applications to the laws of thermodynamics. Prerequisite: MATH 151 and PHYS 151 or 241. This course is dual-listed with PHYS 544.  |                              |                    |
| PHYS 454   | Electricity and Magnetism I  | 3 course credits   |
| Special methods in electromagnetic theory, static fields, introduction to Maxwell's equations, and electric fields in the presence of matter. Prerequisite: PHYS 152 or 242. This course is dual-listed with PHYS 554.   |                              |                    |
| PHYS 464   | Quantum Mechanics I          | 3 course credits   |
| Current methods in quantum mechanics, wave nature of matter, symmetry laws, and development of state function. This course is dual-listed with PHYS 564.   |                              |                    |
| PHYS 471D  | Electricity and Magnetism II | 3 course credits   |
| Dynamic fields, magnetic fields in the presence of matter, propagation of electromagnetic radiation, and advanced use of Maxwell's equations. Prerequisite: PHYS 454. This course is dual-listed with PHYS 571D.   |                              |                    |
| PHYS 471E  | Optics                       | 1 course credit    |
| A study of optical phenomena including ray optics and wave optics. This course is dual-listed with PHYS 571E.  |                              |                    |
| PHYS 471G  | Quantum Mechanics II         | 3 course credits   |
| Time development of wave functions, perturbation theory, spin functions, the hydrogen atom, and the WKB approximation. Prerequisite: PHYS 464. This course is dual-listed with PHYS 571G.  |                              |                    |
| PHYS 471H  | Advanced Astronomy           | 1-3 course credits |
| A quantitative study of topics introduced in PHYS 333. Includes astrophotography, deep sky viewing, and planetarium. Prerequisite: PHYS 333/333L. This course is dual-listed with PHYS 571H.   |                              |                    |
| PHYS 471K  | Advanced Physics Laboratory  | 1-2 course credits |
| Experiments in optics, electronics, mechanics, and modern physics. Credit 1 or 2 hours each semester, with maximum of 4 hours total allowable. This course is dual-listed with PHYS 571K.  |                              |                    |
| PHYS 471M  | Topics in Physics            | 1-3 course credits |
| Designed to meet the needs of students in a special area of interest. May be repeated for up to six credits.   |                              |                    |

## Political Science

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|--|-----------------------------------|------------------|
| PS 101   | Introduction to Political Science | 3 course credits |
| Students will learn how political scientists study and understand the world of politics. Major concepts in the discipline will be learned and applied from a comparative perspective. Different methodological approaches to studying politics will be investigated, as well as the different analytical frameworks political scientists employ. Students will also learn about the various subfields within the discipline, including Comparative Politics, International Politics, American Politics, Political Behavior, and Political Economy. |                                   |                  |
| PS 231   | American National Government      | 3 course credits |
| Fundamentals of the federal system of government in the United States, including background, organization, processes, functions, political thought, public opinion in relation to politics, and politico-economic relations.   |                                   |                  |
| PS 321   | U.S. Politics and Government      | 3 course credits |
| Students will study the U.S. constitutional system, political process, and governmental institutions from an historical perspective. Emphasis will be placed on American political development. Topics include constitutionalism, federalism, civil liberties, civil rights, public opinion, mass political behavior, campaigns and elections, the legislative process, presidential powers, and judicial powers. While the focus is on national politics, special attention   |                                   |                  |

will be paid to Nebraska politics and government. Prerequisites: ENG 135 or 136, or 19 or better on ACT Comp English Test or equivalent.

|   |     |                                       |                     |
|---|-----|---------------------------------------|---------------------|
| PS  | 332 | International Politics                | 3 course credits    |
| Structure of the nation-state system and the process of international political activity with an emphasis on the questions: How do states behave toward one another? Why do they behave these ways? Topics treated are diplomacy, ideology, economic and security outcomes of states, disarmament, international law, international organizations with emphasis on the United Nations, war and prospects for peace, and current international problems.   |     |                                       |                     |
| PS  | 333 | The Judiciary and Constitutional Law  | 3 course credits    |
| A study of the development of the American governmental system through judicial interpretation of the Constitution. This class is rooted in the conviction that constitutional interpretation is an intricate blend of politics, economics, history, and competing values. This class will emphasize the institutional development of the Court, the evolving role of the judiciary, legislative and executive branches, the dominant theories of constitutional interpretation, the politics of judicial selection, and the ongoing relevance of constitutional interpretation. Cross-listed as CJ 333 and LS 333. |     |                                       |                     |
| PS  | 337 | Introduction to Law                   | 3 course credits    |
| A study of the American legal system, legalism in society and the relationship between law and justice. This course examines the structures of our legal system and considers economic, social, and political implications as they influence the development of a rule of law. Historical and present legal controversies will be examined. Cross-listed as CJ 337 and LS 337.  |     |                                       |                     |
| PS  | 341 | Comparative Politics                  | 3 course credits    |
| Examines various types of political systems in the world today, including parliamentary democracy, authoritarian rule, theocratic, and communist government. Looks at larger transnational and global trends, such as the population explosion in the developing world and the rise of multinational corporations. The governments of countries such as China, France, Mexico, and India will be covered.   |     |                                       |                     |
| PS  | 369 | Civic Engagement: Theory and Practice | 3 course credits    |
| Students will explore theories of civic engagement and patterns of civic participation with a focus on the United States. They will also engage in experiential learning through one of several possible opportunities to contribute to their communities. In doing so, students will further develop their own ideas in collaboration with others as to their roles as citizens.   |     |                                       |                     |
| PS  | 390 | Internship in Political Science       | 1-12 course credits |
| Provides practical experience in political science in a state or federal agency or other relevant office. Open to upper division students majoring in one of the social sciences or a minor in political science. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.   |     |                                       |                     |
| PS  | 400 | Independent Study/Research            | 1-3 course credits  |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of the Instructor, Dean and Academic Vice President is required.  |     |                                       |                     |
| PS  | 401 | Study Abroad in Politics              | 1-3 course credits  |
| This course provides student the opportunity to study politics abroad. In addition to the experiential component of the course, students will 1) produce either a reflection essay that places their study abroad experience within some aspect of the political science literature, or 2) compose a research paper that includes field-work and other research methods. The number of units for this course will vary based on the scope of the work additional to the study abroad experience.  |     |                                       |                     |
| PS  | 420 | American Political Thought            | 3 course credits    |
| Main lines of American political thought and ideology will be examined. The Founding era, especially the debates between the Federalists and the Antifederalists, will be emphasized, as will developments in the post-WWII era. This course is dual-listed with PS 520.  |     |                                       |                     |

PS 424 Global Politics and Religion 3 course credits  
The influence of religion on politics and of politics on religion will be explored. This course will take a comparative approach to understanding how political actors employ religious ideas, practices, and symbols for political purposes, and how the political use of religion shapes religious institutions and beliefs. Prerequisites: ENG 135 or 136, or 19 or better on ACT Comp English Test or equivalent.

PS 425 Global Power, Prosperity, and Poverty 3 course credits  
The role that political power plays in shaping material well-being will be examined in this course. Students will analyze the role of domestic and international governing institutions, and their actors, in fostering prosperity and poverty. The relative influence of politics on economic well-being will be weighed against other explanations of poverty and prosperity, especially historical determinism, dependency theory, geographical determinism, and cultural theories.

PS 430 Topics in Political Science 3 course credits  
Special topics in Political Science. May be repeated with a change of emphasis.

PS 431 History of Political Thought 3 course credits  
Various themes in political philosophy will be covered, such as political obligation, rights, freedom, and justice. Major philosophers covered will include Plato, Locke, and Rousseau. This course is dual-listed with PS 531.

PS 434 Congress and the Presidency 3 course credits  
This course will examine the structures and processes of Congress and the Presidency, and how the two institutions interact with one another. Topics will include constituency and partisan influences, organizational structures, and decision-making processes in both branches of government. The course will highlight the interdependent and dynamic nature of inter-branch relations, with an emphasis on the evolving constitutional system of the United States. This course is dual-listed with PS 534.

PS 436 Field Study in Political Science 3 course credits  
This course provides an opportunity for direct observation of governmental officials and other political participants. A typical session is a two-week stay in Washington, D.C. examining the activities of the Federal Government. Registration by permission of instructor only.

## Psychological Sciences

PSYC 131 Introduction to Psychology 3 course credits  
An introduction to the science of psychology. The course provides an overview of the subfields in the discipline including the biological basis of behavior, sensation and perception, motivation and learning, cognition, developmental psychology, abnormal psychology and social psychology. Emphasis is placed on utilizing the scientific method to investigate, interpret and describe psychological phenomena.

PSYC 160 Special Topics in Psychology 1-3 course credits  
Special topics of current interest in psychology are considered in depth. Students make take more than one special topics course for credit when topics have different course content.

PSYC 231 Educational Psychology 3 course credits  
Reviews key theories and research on human learning and development as applied to student-learning assessment and effective instruction. Fifteen hours of school observation are required. Prerequisite: EDUC 131 with a grade of C or better.

PSYC 234 Psychology of Cognition and Learning 3 course credits  
An introduction to the concepts, theories and research associated with cognitive psychology and learning, including attention, memory, and thinking. Prerequisite for psychology majors: PSYC 131.

PSYC 242 Measurement and Research Designs 3 course credits  
Students will explore a variety of measurement methods and understand concepts of experimental design and data quality. Students enhance their scientific literacy with an emphasis on developing effective hypotheses.

Additionally, students will examine ethics in research and clinical psychology. Prerequisite for psychology majors: PSYC 131.

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|--|---|--------------------|
| PSYC 331   | Social Psychology                       | 3 course credits   |
| Scientific study of social influence on human thought and behavior. Topics include the effects of attributions and attitudes on cognitive processes and behavior, the psychological effects of culture and gender, and the nature of prejudice, aggression, interpersonal attraction, and helping behavior. Prerequisite for psychology majors: PSYC 131.  |   |                    |
| PSYC 334   | Developmental Psychology                | 3 course credits   |
| General introduction to the major theories and research findings in developmental psychology, including biological, cognitive, and psychosocial development from birth through the play years, school years, adolescence, and adulthood. Prerequisite for psychology majors: PSYC 131.   |   |                    |
| PSYC 350   | Statistics for Psychologists            | 3 course credits   |
| Computational and graphical techniques in descriptive and inferential numerical data analysis, including introductions to measurement scales and their revisions, distributions, measures of central tendency and variability, correlation, regression, null hypothesis testing; analysis of variance and covariance, interval estimation, effect sizes, significance (clinical, practical, and statistical), sampling, probability theory, and data quality, including reliability and validity. This course utilizes statistical software. Prerequisites for psychology majors: PSYC 131 and PSYC 242. |   |                    |
| PSYC 390   | Internship in Psychology                | 1-6 course credits |
| Provides practical experience in psychology. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.   |   |                    |
| PSYC 400   | Independent Research                    | 1-3 course credits |
| Guided independent research in the area of psychology. The number of credit hours varies in accordance with the topic and the amount of work required. Prerequisite: PSYC 131 and permission of the advisor and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work.  |   |                    |
| PSYC 401   | Topics in Psychology                    | 1-3 course credits |
| Individual academic needs of those registered in this course will be accommodated. Normally, the instructor will select the topic in psychology. Prerequisite: Permission of the advisor, the instructor, or the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work, and PSYC 131.   |   |                    |
| PSYC 421   | Culture and Psychology                  | 3 course credits   |
| The impact of culture on behavioral and psychological processes, with analysis of some of the antecedents of cross-cultural conflicts. Prerequisite for psychology majors: PSYC 131.   |   |                    |
| PSYC 430   | Introduction to Behavioral Neuroscience | 3 course credits   |
| Surveys neural morphology and physiology and addresses biology's role in psychological processes. Students will examine how the brain contributes to and is impacted by behavior, thereby gaining and understanding of neuronal function, neuroplasticity, neurotransmitter systems, neuroreceptor functions, and psychopharmacology principles as they relate to normal brain function and neuropathologies. Prerequisite for psychology majors: PSYC 131.  |   |                    |
| PSYC 433   | Abnormal Psychology                     | 3 course credits   |
| Survey of major mental and behavioral disorders by classification and categorical domains, and proposed genetic, neurological, behavioral, cognitive, emotional, social, and interpersonal influences that might contribute or be causative factors of mental health disorders. Prerequisite for psychology majors: PSYC 131.  |   |                    |
| PSYC 435   | Theories of Personality                 | 3 course credits   |
| Major theoretical orientations and research findings in personality psychology. Prerequisite for psychology majors: PSYC 131.  |   |                    |

PSYC 442 History of Psychology 3 course credits

An examination of the historical emergence of scientific psychology emphasizing its roots in philosophy, neuroscience, methodology, and statistics. Prerequisite for psychology majors: PSYC 131.

PSYC 499 Empirical Research Project 3 course credits

An exercise in application and professional performance, majors in psychology refine as testable hypothesis design and experiment which includes data collection and analysis, execute the design to produce data, and write a manuscript with tables, figures, and narrative in APA Publication Manual (6<sup>th</sup> ed.) style for primary literature. Prerequisites: PSYC 131, PSYC 242, and PSYC 350.

## Reading

READ 400 Special Topics in Reading 1-3 course credits

Recent trends and issues in the field of reading.

READ 430 Reading and Writing in the Middle and Secondary Schools 3 course credits

The nature of reading, pertinent research in the field, reading and writing as applicable to the middle and secondary reading curriculum, management of the middle and secondary reading and writing programs, application of reading and writing skills to the various subject areas, the selection of effective materials of teaching methods and techniques, and the use of various types of tests. Prerequisites: student teaching or teaching experience. This course is dual-listed with READ 530.

READ 431 Improvement of Instruction in Reading 3 course credits

The nature of reading the pertinent research in the field, the curriculum in reading from the preparatory period through the intermediate grades, the management of the reading program, emphasis on specific reading skills taught in the elementary grades, the selection of effective materials, of teaching methods and techniques, and the use of various types of tests. This course is dual-listed with READ 531.

## Social Science

SS 323 Law and the American Society 3 course credits

A study of the nature and function of the American legal system and its interrelationship with our social, political and economic institutions. This course examines the nature, functions, and limits of law and its impact on economic, political, and social institutions. Emphasis will be placed on debates of current legal issues.

SS 390 Internship in Social Science 1-12 course credits

Provides practical experience in social science in a social or governmental agency. Open to upper division students majoring in one of the social sciences. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

SS 400 Independent Study or Research 1-3 course credits

Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of Instructor, Dean, and Academic Vice President is required.

SS 430 Topics in Social Science 1-3 course credits

Special topics in Social Science. May be repeated with a change of emphasis.

SS 495 Seminar in Social Science 3 course credits

Seminar is required for all History, History Education and Social Science majors. Students will understand Social Science methodologies and integrate knowledge and skills developed over the curriculum. Culminates the interdisciplinary focus of the program and produces a synthetic understanding of a topic/problem that is demonstrated in original scholarly research. Cross-listed with HIST 495.

## Social Work

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|--|---|--------------------|
| SW 230   | Topics in Social Work                               | 1-3 course credits |
| Special topics in Social Work. May be repeated with a change of emphasis.  |   |                    |
| SW 231   | Professional Social Work                            | 3 course credits   |
| Surveys the Social Work profession, including but not limited to Social Work leaders of the present and past, Social Work theories, beliefs, values, and ethics, Social Work fields of practice, methods, special populations, and human diversity in a rural area. Introduces systems theory, person-in-environment and U.S. political spectrum. Discusses the Social Work Code of Ethics. Students engage in personal values clarification relative to this code.  |   |                    |
| SW 251   | Human Behavior in the Social Environment I          | 3 course credits   |
| Examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing.   |   |                    |
| SW 252   | Human Behavior in the Social Environment II         | 3 course credits   |
| Examines theories and perspectives on human behavior in organizations and communities, including political-economic motivations, expectation sets, joining behaviors in the rural context. Competencies for dealing with power differentials, negotiation and coalition building are addressed. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at-risk population are emphasized. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses. Prerequisite SW 251.  |   |                    |
| SW 271   | Social Welfare History and Service Delivery Systems | 3 course credits   |
| Examines the developmental history of social welfare with a focus on political, social, cultural ideologies and systems during periods in European and American history. Explores the context for the development of social programs and the treatment of various out-groups, including persons considered poor, developmentally disabled, mentally retarded, ethnic and racial minorities, women, disabled, children, gay men and lesbian women, and religious minorities within the international community. Students analyze policy implementation of local social service delivery systems using a descriptive model of policy analysis. Prerequisite: SW 231, 251, 252 or permission of instructor. |   |                    |
| SW 330   | Diversity in the Rural Environment                  | 4 course credits   |
| Examines practice competencies needed for generalist social work practice in the context of the rural setting. Social issues (poverty, isolation, transportation, and housing) and theories related to the life experience of African Americans, Native Americans, Asian Americans, and Hispanic Americans. Explores cultures and heritages of these groups along with other social groups such as women and sexual minorities in the rural context. Discusses factors of service provision with emphasis on capacity building in rural communities and issues of accommodation, acculturation, and assimilation. Prerequisite: Sophomore standing.  |   |                    |
| SW 331   | Services to Children and Families                   | 3 course credits   |
| Needs of children and families and services appropriate to satisfy these needs. Focuses on difficulties, strategies for intervention based upon a multi-cultural strengths perspective and rural practice context. Social Services for children and families are identified. Practice behaviors for legal and protective intervention, court process, and a variety of treatment interventions are explored. Field trips and/or agency guest lecturers provide an opportunity for on-site observation.   |   |                    |
| SW 332   | Services to Elderly and Differently Abled           | 2 course credits   |
| Practice behaviors and competencies of generalist social work practice with the geriatric population are addressed. Needs of the elderly and the physically and mentally differently abled are explored. Intervention and advocacy on behalf of these vulnerable populations is emphasized. Current services and alternatives will be considered. Rural context, myths and values will be discussed along with specific treatment modalities. Professional Social Work program course. Co-requisites for Social Work majors only: SW 433, 434, and 435.  |   |                    |



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| SW  | 338  | Cross Cultural Practice Skills      | 3 course credits   |
| <p>Explores the practice skills and cultural competencies necessary to practice Social Work with peoples of color, specifically Native Americans, African Americans, Hispanic Americans, and Asian Americans. Examines the historical and regional context of social service interventions, current areas of need, and skills and competencies required to provide Social Work interventions within a cross-cultural setting. Prerequisite: SW 271.</p>   |      |                                     |                    |
| SW  | 339  | Alcohol and Substance Abuse         | 3 course credits   |
| <p>Examines the current state of knowledge associated with alcohol and substance use, abuse, and dependency, including the physical and pharmacological effects on the human body. Explores Social Work roles and values related to assessment and interventions with substance abuse issues in the context of individuals, families, organizations, and communities. Focus includes alcohol use, alcohol abuse, alcohol dependence, the disease concept, social issues, other chemicals abuse, and dual diagnosis of substances and mental illness. Ethno cultural factors in substance dependency are examined.</p>   |      |                                     |                    |
| SW  | 340  | Mental Health Social Work           | 3 course credits   |
| <p>Examines the current state of knowledge in the field of mental health and mental health treatment, including theories of mental health and health illness and concepts of: case management, determination of need, mental health service systems, scope and variety of intervention methods, role of the interdisciplinary team, evaluation, and impact of discrimination.</p>   |      |                                     |                    |
| SW  | 343  | Research Methods                    | 3 course credits   |
| <p>Introduces qualitative and quantitative world views, basic research methods, including developing single subject, survey, and grounded theory research designs to evaluate practice. Students develop competencies with critiques of research articles and application of existing Social Work knowledge and empirical research to design multi-level interventions and evaluation methods with individuals, families, groups, communities, and organizations. Students will demonstrate beginning generalist competency through individual and group projects. Professional Social Work Program course. Prerequisite: PSYC 242 or MATH 232; SW 231, 251, 252, 271; Co-requisite: SW 343L.</p> |      |                                     |                    |
| SW  | 343L | Research Methods Lab                | 1 course credit    |
| <p>Students apply knowledge of SPSS and Qualitative software involving data entry and data analysis on data generated from group projects developed in SW 343 Social Work Research Methods. Students complete developmental assignments on use of SPSS and qualitative analysis. Professional Social Work Program course. Co-requisite: SW 343.</p>   |      |                                     |                    |
| SW  | 371  | International Social Welfare        | 3 course credits   |
| <p>Examines globalization, salient global issues, development of institutions of social welfare, and their impact on social well-being and human need. The role of international organizations, sustainable agriculture, economic development, alternate economic structures, political systems, and policies in third world nations are examined. Emphasis is placed on the relationship between human rights, social and distributive justice and social intervention.</p>  |      |                                     |                    |
| SW  | 400  | Independent Study or Research       | 1-3 course credits |
| <p>Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Prerequisite: Permission of Instructor, Dean, and Academic Vice President is required.</p>  |      |                                     |                    |
| SW  | 430  | Topics in Social Work               | 1-3 course credits |
| <p>Special topics in Social Work. May be repeated with a change of emphasis. Prerequisite: Permission of Instructor.</p>  |      |                                     |                    |
| SW  | 431  | Generalist Methods Lab              | 1 course credit    |
| <p>Students acquire knowledge and practice behavior skill in professional use of self in various interpersonal situations, including professional interviewing, therapeutic relationships, and personal assertiveness. Students record role plays with peer evaluations, individually complete programmed learning exercises to demonstrate engagement, assessment, intervention planning with clients and evaluation of practice. Professional Social Work Program course. Prerequisite: SW 231, 251, 252, 271; Co-requisite: SW 432.</p>  |      |                                     |                    |
| SW  | 432  | Methods I: Individuals and Families | 3 course credits   |
| <p>Examines Social Work interventions with individuals and families based upon Social Work research and theory, particularly resilience and the strength's perspective. Examines approaches to assessment, planning, implementation,</p>  |      |                                     |                    |

and evaluation. Specific emphasis is given to Social Work practice behaviors and considerations of diversity when working with individuals and families. Professional Social Work Program course. Prerequisite: SW 231, 251, 252, 271; Co-requisite: SW 431.

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| SW   | 433 | Methods II: Therapeutic and Task Groups    | 3 course credits      |
| Examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including: group development, dynamics, facilitation skills, group assessments and outcome evaluation. Students demonstrate competencies, practice behaviors, and application of critical thinking, Social Work ethics in simulations and role plays with emphasis on assessment, design, and interventions with multi-cultural individuals, families, organizations and communities. Professional Social Work Program course. Prerequisites: SW 343 and 432. Co-requisite courses: SW 332, 434, and 435.   |     |  |                       |
| SW   | 434 | Policy Analysis and Advocacy               | 3 course credits      |
| Examines theories on the development of public social welfare policy in the United States and explores the mechanisms and methods that sustain discrimination and oppression within policy processes. Competencies for advocacy including power differentials, negotiation and coalition building are addressed. Examines historical, content, process, political-economic, comparative, and constructivist models of policy analysis and applies these models to national and global social welfare issues for at-risk populations. Students demonstrate competencies through a policy analysis of a national policy with relevance to the local rural context, recommend proposed changes, and identify strategies for changing social welfare policies and practices. Professional Social Work Program course. Co-requisites for Social Work majors only: SW 332, 433, and 435. |     |  |                       |
| SW   | 435 | Methods III: Organizations and Communities | 3 course credits      |
| Explores strategies and tactics for organizational and community change using a strength's perspective with attention to changing barriers to out-group participation in society and with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students demonstrate competency in organizational and community assessments, identify change targets, and propose strategies and tactics for creating change. Students participate in a significant community level project. Professional Social Work Program course. Co-requisites for Social Work students only: SW 332, 433, and 434.   |     |  |                       |
| SW   | 436 | Forensic Social Work                       | 3 course credits      |
| Examines the application of Social Work knowledge and skills to law and the justice system, specifically in working with adjudicated individuals in clinics, prisons, juvenile and adult services, diversion programs, corrections, court mandated treatment, and psychiatric hospitals. Explores perspectives on issues of responsibility and competence to stand trial as juveniles and adults.  |     |  |                       |
| SW   | 459 | Pre-Field and Orientation                  | 1 course credit       |
| Examines ethical dilemmas and ethical decision making, Social Work Code of Ethics, professional behavior, organizational entry, use of supervision, and field instruction policies and procedures. Field instructors and students complete written learning contracts with identified goals that will permit measurement of student attainment of practice behaviors and competencies applied in agency settings when in SW 464 Practicum. Professional Social Work Program course.  |     |  |                       |
| SW   | 463 | Professional Seminar                       | 2 course credits      |
| Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines lifelong learning, job seeking, job interviewing, professional networking, state certification, state licensure and Social Work licensing boards, NASW membership, professional memberships, and graduate MSW applications. Students report progress on achievement of learning tasks and demonstrate use of empirical knowledge to guide practice based assessments and interventions. Professional Social Work Program course. Prerequisite: SW 459; Co-requisite: SW 464.  |     |  |                       |
| SW   | 464 | Social Work Field Practicum                | 5 - 10 course credits |
| Provides a structured educational experience in an approved social service agency with an approved field instructor based upon a written learning contract. Students complete a variety of learning tasks that demonstrate practice behaviors and competencies of a beginning generalist Social Work Professional. Students should enroll for 10 credits and expect to work 34-36 hours per week for the semester for a minimum total of 450 hours. In special   |     |  |                       |

situations and with the approval of the Field Director, a student may register for 5 credits in each of two consecutive spring semesters. Professional Social Work Program course. Prerequisite: SW 459; Co-requisite: SW 463.

## Sociology

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|-----|-----|----------------------------|------------------|
| SOC | 230 | Society: Global Comparison | 3 course credits |
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This course involves study and comparison of several societies including that of The United States. Specific areas of comparison include family structure, conflict resolution, economic activity, history and demography, education, and religion.

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| SOC | 231 | Introduction to Sociology | 3 course credits |
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An introductory survey of the field of Sociology, including major theories, contemporary, methods, examination of research and writing in subfields of Sociology, and participation in a class research project.

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| SOC | 332 | Juvenile Delinquency | 3 course credits |
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A study of the history and concept of delinquency, the development of the juvenile justice system, nature and extent of delinquency, theoretical explanations of delinquency, and environmental influences of delinquency. Special topics covered include child abuse and neglect, school-based crime, gang control efforts, and the relationship between delinquency and drug abuse. Cross-listed as CJ 332.

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| SOC | 339 | Criminology | 3 course credits |
|-----|-----|-------------|------------------|

A study of the nature and causes of criminal behavior. This course will analyze the crime causation ranging through biological, psychological, sociological, and cultural theories. This course will also evaluate the historical influences and thoughts which have led to criminology's development as a contemporary science. Cross-listed as CJ 339.

|     |     |                                       |                  |
|-----|-----|---------------------------------------|------------------|
| SOC | 369 | Civic Engagement: Theory and Practice | 3 course credits |
|-----|-----|---------------------------------------|------------------|

Students will explore theories of civic engagement and patterns of civic participation with a focus on the United States. They will also engage in experiential learning through one of several possible opportunities to contribute to their communities. In doing so, students will further develop their own ideas in collaboration with others as to their role as citizens.

## Special Education

|      |     |                                  |                 |
|------|-----|----------------------------------|-----------------|
| SPED | 216 | Pre-referral Clinical Experience | 1 course credit |
|------|-----|----------------------------------|-----------------|

This course promotes learning opportunities to develop the understanding of how assessment instruments and equipment is used in the screening of students. The screening can be used for academic achievement, program development, pre-referral for evaluation, or assistive technology. Student will complete professional clinical experience (20 clock hours) in a general education setting to develop an understanding of how pre-referral assessment instruments and Response to Intervention (RTI) strategies are used in the screening of students. These hours may be completed working in a Title I, RTI, TAT, Head Start or other school pre-referral program (pre-req. SPED 230).

|      |     |   |                  |
|------|-----|---|------------------|
| SPED | 230 | Introduction to the Exceptional Learner | 3 course credits |
|------|-----|---|------------------|

Provides an overview of the exceptionalities, their definitions, prevalence, etiology, characteristics, and related instructional needs and accommodations for special needs and exceptional populations including gifted/talented students. Emphasis is on current educational methods and placements to understanding the impact of teaching practices and curriculum, considerations. Required of all Education Majors. Prerequisite: EDUC 131.

|      |     |   |                  |
|------|-----|---|------------------|
| SPED | 232 | Interpersonal Communications Skills for Special Educators | 3 course credits |
|------|-----|---|------------------|

Involves the study and application of communication skills special education teachers may utilize in conferencing with parents, staff members, and other professionals concerning planning and implementing special education programs for infants, preschool, school-age learners, and adults with mild/moderate disabilities. Prerequisite: SPED 230.

|   |  |                    |
|---|--|--------------------|
| SPED 316E   | Microteaching in Preschool/Elementary/Middle School Special Education            | 1 course credit    |
| Promotes the hands-on application of methods learned in accordance with teaching students with special needs at the preschool, elementary or middle grades level. Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 50 hours of clinical practice.   |  |                    |
| SPED 316S   | Microteaching in Secondary Special Education                                     | 1 course credit    |
| Promotes the hands-on application of methods learned in accordance with teaching students with special needs at the secondary level (7-12). Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 50 hours of clinical practice.   |  |                    |
| SPED 331  | Behavior Modification and Management   | 3 course credits   |
| This course promotes the understanding of behavior management theories and best practices for students with disabilities. The focus is on identifying behavior strategies based upon data collection, functional, and formal assessments from preschool through adolescence. Emphasis will be placed upon positive behavioral intervention strategies and best practice for promoting behavioral change among students. Topics include: legal considerations, manifestation determination, and the impact of cultural diversity, family dynamics and economic stressors on school behavior. (Prerequisite: SPED 230)  |  |                    |
| SPED 334  | Differentiated Instruction for Diverse Classrooms                                | 3 course credits   |
| This course covers teaching strategies laws, and procedures for working with students with special needs within diverse and inclusive classroom environments. Students will participate in hands-on activities, identify key instructional strategies and accommodations for students with special needs including gifted/talented and ELL students and become familiar with laws and policies governing special education practices in today's schools. This course is a required Education course for all students wishing to be teachers, and should be taken as part of the student's junior year, prior to the Professional Year. Prerequisite: PSYC 231 and SPED 230. |  |                    |
| SPED 390  | Internship in Special Education  | 1-3 course credits |
| Provides practical experience in an agency related to education/special education. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be conducted. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. The internship will not replace any Special Education or Education observation and/or field experience requirements, or any required courses, and should not be done while the student is in their Professional Year.                      |  |                    |
| SPED 400  | Independent Study or Research  | 1-3 course credits |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Approval of Instructor, Dean, and Academic Vice President required.  |  |                    |
| SPED 412E/S   | Special Education Practices and Strategies                                       | 1 course credit    |
| This course covers teaching strategies, development of curriculum units and lesson planning, questioning skills and motivation techniques for teachers teaching within inclusive classroom environments. This course is taken as part of the Professional Semester and is part of a "Block" of courses that are taken in the same semester.   |  |                    |
| SPED 432  | Elementary/Middle School/Secondary Methods & Materials for Mild/Mod Disabilities | 3 course credits   |
| This course covers instructional, curricular, and adaptive or assistive technological approaches to accommodate the academic, social, emotional, cognitive, linguistic, and physical needs of learners with mild/moderate disabilities. Based on best practice learning theories for students with disabilities, information obtained from this course will center on the use of methods and materials to facilitate learning of elementary/middle grades/secondary students with mild/moderate disabilities. This course is dual-listed with SPED 536.   |  |                    |
| SPED 433  | Program Development, Implementation, and Management                              | 3 course credits   |
| This course teaches development, implementation, and management of special education programs, which include individual education plans (IEP), individual family service plan (IFSP), and transition plans. This course will include (a) a background of laws leading up to IDEA, (b) a working knowledge of IDEA and related amendments, (c) hands-on experience in the formulation and development of IEP's, IFSP's, transition plans, and (d)  |  |                    |

techniques/strategies in adapting curriculum for students with special needs (e) identification of community resources and support for families of students with disabilities. This course is dual-listed with SPED 531.

|   |   |                     |
|---|---|---------------------|
| SPED 435  | Assessing Individuals with Mild/Moderate Disabilities | 3 course credits    |
| Provides opportunities to learn assessment procedures and practices used to obtain information about the learning and development of students with mild/moderate needs, including administering, interpreting, and reporting test results and formulating instructional outcomes and subsequent learning programs. Understanding how information obtained from quantitative/qualitative measures and teachers' experiences influence their abilities to interpret strengths and needs, formulate instructional outcomes, develop curriculum, and select appropriate teaching strategies. This course is dual-listed with SPED 535.  |   |                     |
| SPED 437  | Special Topics in Special Education                   | 1- 3 course credits |
| Development, implementation, and management of <i>Inclusive Classrooms</i> in the K-12 school environment. This course will include discussion and reflection on the following topics pertaining to Special Education: (a) Response to Intervention [RTI], (b) Inclusive Classroom Environments; (c) Federal Laws including IDEA; (d) Classroom Management and Inclusive Classroom Behavior Interventions; (e) Curriculum Adaptation, and (f) providing supportive services for all children including those who are "At-Risk."   |   |                     |
| SPED 438  | Consultation/Collaboration                            | 3 course credits    |
| Consulting and collaborating skills will be developed for special educators working with parents, para-educators, and other professionals working with students with special needs. Emphasis will be given to formal and informal meetings & conferences in planning, developing, and implementing special education programs. This course will cover consultation/collaboration theory, group dynamics, the special educator as a consultant, the importance of consultation/collaboration in an inclusive setting, needs assessment research and staff development, and dealing with conflict. This is dual-listed with SPED 538. |   |                     |
| SPED 439  | Language and Learning Disorders                       | 3 course credits    |
| This course is an introductory course for undergraduate students on the subject of language and associated learning disorders. It provides students with an opportunity for integrating information from several content areas (i.e., language development, learning disorders, and anatomy) and applying that knowledge to children presenting language-based learning disorders. This course is dual-listed with SPED 539.  |   |                     |
| SPED 455  | Characteristics of Learning Disabilities              | 3 Course credits    |
| Social, emotional, physical, and cognitive characteristics of learning disabilities, identification, diagnosis, learning characteristics, and behavioral problems presented by learners with learning disabilities in the general education classroom. This course is dual-listed with SPED 555. Requirements: None Prerequisites: None.  |   |                     |
| <b>Theatre</b>  |   |                     |
| TH 015  | Theatre Practicum                                     | 1 course credit     |
| Participation in theatre department productions. Repeatable up to eight (8) credits.  |   |                     |
| TH 134  | Principles of Acting                                  | 3 course credits    |
| Study of the principles and techniques of acting with practice in theatre games, improvisation, and scene work.   |   |                     |
| TH 159  | Technical Theatre                                     | 2 course credits    |
| Study of the technical elements of theatrical production. This includes construction techniques, responsibilities of production team members, sound equipment, and other theatrical equipment. Students will be required to purchase supplies. Must be taken concurrently with TH 159L.   |   |                     |
| TH 159L   | Technical Theatre Lab                                 | 1 course credit     |
| Laboratory experience. Must be taken concurrently with TH 159.  |   |                     |
| TH 222  | Stage Make-Up   | 2 course credits    |
| Theory and techniques of theatrical make-up. In addition to practical application projects, students will develop research and morgues for make-up applications geared toward creating theatrical characters.   |   |                     |

|   |      |                                     |                      |
|---|------|-------------------------------------|----------------------|
| TH  | 234  | Audition Techniques and Practices   | 2 course credits     |
| Intensive practicum on the selection, preparation and presentation of audition materials. This will include headshots and resumes, music selection, monologue selection, cold readings and presentation.  |      |                                     |                      |
| TH  | 235  | Elements of Theatre                 | 3 course credits     |
| Overview of history and techniques employed in theatrical production and criticism. Lecture, demonstration, theatre projects, and attendance of theatrical performances.  |      |                                     |                      |
| TH  | 237  | Beginning Directing                 | 3 course credits     |
| Theory and practice of play direction, including blocking, analysis, organization, rehearsal, working with actors, and collaboration. Students will direct and present a 10-minute play for the final authentic assessment. Designed for theatre majors, minors, and language arts students. Prerequisites: TH 134 and/or permission of instructor.                                 |      |                                     |                      |
| TH  | 242  | Introduction to Lighting Design     | 2 course credits     |
| A study of the aesthetics and mechanics of lighting design. Examination of the fundamental concepts involved in formulating the lighting design for a theatrical performance. Experience in instrumentation, control of lighting, use of color, script analysis, development of light plots and related paperwork required for production. Must be taken concurrently with TH 242L. |      |                                     |                      |
| TH  | 242L | Introduction to Lighting Design Lab | 1 course credit      |
| Laboratory experience. Must be taken concurrently with TH 242.  |      |                                     |                      |
| TH  | 243  | Introduction to Set Design          | 3 course credits     |
| A study of the aesthetics and mechanics of set design. Examination of the fundamental concepts involved in formulating the set design for theatrical performance. Experiences in communication of the design through the use of script analysis, research, drafting, sketches, and models.  |      |                                     |                      |
| TH  | 300  | Independent Study or Research       | 1 - 3 course credits |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of the Instructor, Dean, and Academic Vice President is required.   |      |                                     |                      |
| TH  | 327  | Fundamentals of Voice and Movement  | 3 course credits     |
| Process-oriented study in voice and movement fundamentals for the actor; includes work on mechanicals of vocal production, IPA (International Phonetic Alphabet), Laban-based movement, and explorations of character development.  |      |                                     |                      |
| TH  | 334  | Intermediate Acting                 | 3 course credits     |
| Development of the actor using Meisner Technique and Practical Aesthetics. Includes scene-based improvisation, intensive scene study and analysis, and scene work. Prerequisites: TH 134 and/or permission of the instructor.   |      |                                     |                      |
| TH  | 336  | Theatre History I                   | 3 course credits     |
| Examination of the interaction between theatre and society, centering on the contributions of theatre in mirroring cultures. Students will examine the roots and development of world theatre, from ancient Greece to the Renaissance periods.  |      |                                     |                      |
| TH  | 337  | Theatre History II                  | 3 course credits     |
| Examination of the interaction between theatre and society, centering on the contributions of theatre in mirroring cultures. Students will examine the roots and development of world theatre, from the Restoration to Modern Theatre.  |      |                                     |                      |
| TH  | 339  | Children's Theatre Workshop         | 4 course credits     |
| Workshop geared toward the mounting and production of a performance for young audiences. Workshop participants will be responsible for the production and performance of a selected work. Activities include: rehearsal and adaptation, class room activities for youth, touring and setup, marketing and publicity, and theatre organization. Permission of Instructor required.   |      |                                     |                      |

|   |      |   |                      |
|---|------|---|----------------------|
| TH  | 390  | Internship in Theatre                       | 1-12 course credits  |
| Provides practical experience in theatre at the Post Playhouse or other professional theatre, in either performance or nonperformance areas. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours. Internship credits may be substituted for other required credit in Theatre at the discretion of the Theatre faculty. |      |   |                      |
| TH  | 400  | Independent Study or Research               | 1 - 3 course credits |
| Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of the Instructor, Dean and Academic Vice President is required.  |      |   |                      |
| TH  | 412  | Senior Assessment Jury                      | 1 course credit      |
| Students will present professionally prepared audition material, portfolios, resumes, models, and designs to the theatre faculty. The course is designed to prepare students for the job market by requiring them to give a formal audition/presentation. This will serve as part of the final authentic assessment for exiting seniors in Theatre. Prerequisites: 2.5 cumulative GPA and consent of the Theatre faculty.   |      |   |                      |
| TH  | 429  | Play Script Analysis                        | 3 course credits     |
| Studies in structure of the play script and script analysis. Students will do play script analysis for performance, directing, and design with its specific relationship to production concept and/or research.   |      |   |                      |
| TH  | 434  | Advanced Acting (periods and styles)        | 3 course credits     |
| Study of period styles of acting from Greek Classics and Elizabethan Tragedy to Restoration Comedy and Farce. Prerequisites: TH 134 and TH 334 and permission of the instructor.  |      |   |                      |
| TH  | 435  | Topics in Theatre                           | 3 course credits     |
| Special topics in theatre. May be repeated with a change of emphasis. Permission of Instructor and Program Director required. Areas of emphasis may include stage combat, scene painting, and acting for the camera.  |      |   |                      |
| TH  | 437  | Directing for the Stage                     | 3 course credits     |
| Advanced study of the theories and techniques of stage direction. Student will direct a short play using alternative staging as final project. Prerequisites: TH 237 and permission of the instructor and Program Director.   |      |   |                      |
| TH  | 459A | Theatrical Design: Advanced Set Design      | 3 course credits     |
| Course expands on the foundation of design by assigning more advanced design projects such as multi-scene shows, musical, operas, and dance concerts. Student design projects will include all appropriate research, drafting, rendering, and presentation materials. All projects must be of portfolio caliber. Prerequisites: TH 242 or TH 243.   |      |   |                      |
| TH  | 459B | Theatrical Design: Advanced Lighting Design | 3 course credits     |
| Course expands on the foundation of design by assigning more advanced design projects such as multi-scene shows, musicals, operas, and dance concerts. Student design projects will include all appropriate research, drafting, rendering, and presentation materials. All projects must be of portfolio caliber. Prerequisites: TH 242 or TH 243.  |      |   |                      |

## World Language

|   |     |                                 |                  |
|---|-----|---------------------------------|------------------|
| WLAN  | 100 | Conversational Foreign Language | 3 course credits |
| Introduction to foreign language and selected foreign-speaking cultures with emphasis on oral communication through the development of listening and conversational skills. Some short readings may be included to facilitate understanding of directions written in foreign language, and basic grammar will be included as necessary to facilitate clarity in conversation. Repeatable for up to six credits in a single foreign language. May be repeated for another six credits in a different foreign language. |     |                                 |                  |
| WLAN  | 238 | Study Abroad Program            | 3 course credits |
| Intense exposure to a foreign language and to the culture of one of the countries in which it is spoken. This intermediate course is only offered in conjunction with a residential experience in a foreign speaking country.   |     |                                 |                  |

WLAN 400 Independent Study or Research 1-3 course credits

Open to students who wish to do advanced work in a special field of foreign language. Conferences to be arranged. Permission of Instructor, Dean, and Academic Vice President is required.

WLAN 438 Advanced Summer Program Abroad 3 course credits

Intense exposure to a foreign language and to the culture of one of the countries in which it is spoken. This advanced course is only offered in conjunction with a residential experience in a foreign speaking country. Repeatable for up to six credit hours in a single foreign language. May be repeated for another six credits in a different foreign language.



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### **Faculty**

Timothy E. Anderson\*  
Professor of Business  
BSE, MSE, Chadron State College; EdD, University of Nebraska

Victoria R. Badura  
Assistant Professor of Business  
BSBA, MA, University of Nebraska-Omaha

Laura A. Bentz  
Professor of Art  
BFA, University of Nebraska-Lincoln; MA, MFA, University of New Mexico

E. Patricia Blundell\*  
Professor of Education  
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

Mike P. Bogner\*  
Professor of Justice Studies  
BA, Chadron State College; MS, University of Cambridge; JD, University of South Dakota School of Law

Ronald Bolze\*  
Associate Professor of Applied Sciences  
BS, Pennsylvania State University; PhD, Kansas State University

Dawn D. Brammer\*  
Associate Professor of Physical Education  
BSE, MSE, Chadron State College; PhD, Northcentral University

Robin Brierly  
Instructor of Education  
BA, Buena Vista University; MAE, Viterbo University

August P. Bruehlman\*  
Professor of Business  
BS, University of Wisconsin; MS, PhD, Colorado State University

Mathew L. Brust\*  
Associate Professor of Biology  
BS, University of Wisconsin; MS, University of Nebraska-Kearney; PhD, University of Nebraska-Lincoln

Ann Marie Buchmann\*  
Professor of Biology  
BA, Saint Mary's College; PhD, Northwestern University

John Buttiglieri  
Assistant Professor of Education  
AA, Florida State College; BA, MA University of North Florida; EdD, University of Phoenix

Mary Jo Carnot  
Associate Professor of Psychology  
BS, Carroll College; MS, PhD, Ohio State University

Philip G. Cary  
Associate Professor of Mathematics  
BSA, Chadron State College; MS, University of Missouri-Kansas City

Scott B. Cavin  
Associate Professor of Theatre  
BFA, Stephens College; MFA, Illinois State University

Steven Coughlin\*  
Assistant Professor of English  
BA, University of Massachusetts; MFA, University of Idaho; PhD, Ohio University

Kimberly Cox  
Assistant Professor of English  
BA, University of California; GC, PhD, State University of New York

Mary P. Donahue\*  
Professor of Art  
BFA, MFA, Utah State University

Elisabeth Ellington\*  
Associate Professor of English  
BA, Vesalius College; MA, University of New Hampshire; PhD, Brandeis University

Joshua Ellis\*  
Assistant Professor of Applied Sciences  
BA, MEd, Northern State University; PhD, Walden University

Karen A. Enos\*

Professor of Elementary Education

BA, California State University; MAE, EdD, University of South Dakota

Lori Entzminger

Assistant Professor of Education

BA, Concordia College; MEd, EdD, Columbia International University

Matthew Q. Evertson\*

Professor of English

BA, MA, University of Nebraska-Lincoln; PhD, Arizona State University

Shaunda French

Assistant Professor of Communication Arts

BA, Northwest Missouri State University; MA, University of Central Missouri; PhD, University of Southern Mississippi

Teresa Frink\*

Associate Professor of Agriculture

BS, University of Nebraska-Lincoln; MS, PhD, South Dakota State University

Nathaniel P. Gallegos\*

Assistant Professor of Business

BS, University of Utah; MS, New Mexico State University; JD, University of Detroit Mercy School of Law; LLM, University of San Diego School of Law

Laura L. Gaudet\*

Professor of Psychology

BS, University of Texas-Austin; MEd, Antioch College; PhD, University of Northern Colorado

Brooks Hafey

Assistant Professor of Music

BM, University of Missouri-Columbia; MM, Florida State University

Jamie Hamaker\*

Assistant Professor of Business

BS, MBA, PhD, University of Nebraska-Lincoln

Joyce M. Phillips Hardy\*

Professor of Science

BA, MAE, Chadron State College; PhD, Brigham Young University

Jerry L. Haugland\*

Professor of Business

BA, MA, University of Nebraska-Lincoln; PhD, Oklahoma State University

Janice Haynes

Assistant Professor of Communication Arts

BA, MA, University of Houston; PhD, University of Massachusetts Amherst

Bruce L. Hoem

Associate Professor of Social Work

BA, Eastern Montana College; MA, MSW, University of Southern Mississippi

William G. Hoffman  
Associate Professor of Health, Physical Education and Recreation  
BSE, MSE, Chadron State College; EdD, United States Sports Academy

Lorie L. Hunn\*  
Professor of Education  
BSE, MSE, Chadron State College, EdD, University of Wyoming

Todd Jamison  
Assistant Professor of Business  
BS, Bellevue University; MBA, Chadron State College

Wendy P. Jamison\*  
Associate Professor of Biology  
BS, University of Iowa; MS, PhD, University of Nebraska-Lincoln

Tim J. Keith\*  
Professor of Chemistry  
BS, University of Minnesota; MS, PhD, University of North Dakota

Michael Kennedy  
Instructor of Communication Arts  
BA, California University of Pennsylvania; MA, Marshall University

Richard H. Kenney, Jr.  
Assistant Professor of Social Work  
BA, University of Arizona-Tucson; MSW, University of Texas-Austin

Donald R. King\*  
Professor of Education  
BA, MA, California Polytechnic State University; ME, University of California; PhD, Iowa State University

Kurt E. Kinbacher\*  
Assistant Professor of History  
BA, University of Nebraska-Lincoln; BA, University of Minnesota-Twin Cities; MA, University of Alabama-Birmingham; PhD, University of Nebraska-Lincoln

Kathleen C. Kirsch\*  
Professor of Communication Arts  
BA, MA, PhD, University of Wyoming

Robert Knight\*  
Associate Professor of Social Sciences  
BA, San Diego State University; MA, University of California-Davis; PhD, Claremont Graduate University

James F. Koehn\*  
Professor of Business  
BA, MACTG, Rice University; JD, Baylor University

Richard A. Koza\*  
Professor of Business  
BSE, MSE, MBA, Chadron State College; PhD, University of Wyoming

Lisette D. Leesch\*  
Professor of Legal Studies  
BS, University of South Dakota; JS, University of South Dakota School of Law

Michael B. Leite\*  
Professor of Earth Science  
BA, Minot State University; MS, University of Nebraska-Lincoln; PhD, University of Wyoming

Barbara J. Limbach\*  
Professor of Business  
BSE, MSE, EdD, Chadron State College; PhD, University of Wyoming

Lara J. Madison\*  
Professor of Biology  
BS, Texas A&M University; PhD, Harvard University

Kim A. Madsen\*  
Professor of Family and Consumer Sciences  
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

Roger W. Mays\*  
Professor of Theatre  
BA, University of Nebraska-Kearney; MA, University of Denver; MFA, University of Georgia

Henry McCallum\*  
Associate Professor of Education  
BA, MEd, Lynchburg College; EdD, University of Northern Colorado

Robert F. McEwen\*  
Professor of English  
BA, MSE, Chadron State College; PhD, University of Nebraska-Lincoln

Brandon L. Miller\*  
Professor of English  
BA, MD, Abilene Christian University; PhD, Texas Women's University

Yvonne M. Moody\*  
Professor of Family and Consumer Sciences  
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

David Nesheim\*  
Associate Professor of History  
BA, Black Hills State, MA, Northern Arizona University; PhD, University of Nebraska-Lincoln

Tracy L. Nobiling\*  
Professor of Justice Studies  
BA, University of Northern Iowa; MS, PhD, University of Nebraska-Omaha

Erin M. Norman  
Instructor of Family and Consumer Sciences  
BA, Chadron State College; MS Eastern Michigan University

Anthony T. Perlinski  
Assistant Professor of Applied Sciences  
BS, Chadron State College; MS, North Dakota State University

Kaitlin M. Petri  
Instructor of Business  
BA, MBA, Chadron State College

L. Douglas Poole\*

Associate Professor of Mathematics

BS, University of Southern Colorado; BS, MS, PhD, Colorado School of Mines

Shafiqur M. Rahman\*

Professor of Communication Arts

BA, MA, Dhaka University Bangladesh; MA, University of Louisiana Monroe; PhD, Southern Illinois University-Carbondale

Donna R. Ritzen\*

Associate Professor of Health, Physical Education and Recreation

BA, Adams State College; MAE, Chadron State College; PhD, Northcentral University

John C. Ritzen

Instructor of Health, Physical Education and Recreation

BA, MSOM, Chadron State College

Scott L. Ritzen\*

Professor of Health, Physical Education and Recreation

BA, MA, Adams State College; PhD, University of New Mexico

William E. Roweton\*

Professor of Psychology

BS, Ohio State University; MS, PhD, University of Wisconsin-Madison

G.W. "Sandy" Schaefer\*

Professor of Music

BS, Indiana State University; MS, University of Colorado; DMA, Arizona State University

Susan M. Schaeffer\*

Associate Professor of Counseling

BA, University of Nebraska-Lincoln; MA, University of Nebraska-Omaha; PhD, University of Wyoming

Joel T. Schreuder\*

Professor of Music

BME, Pacific Lutheran University; MA, Washington State University; PhD, Arizona State University

Jesse Sealey\*

Assistant Professor of Education

BA, Mount Marty College; MA, Dakota Wesleyan University; EdD, University of South Dakota

Sidney E. Shuler\*

Assistant Professor of Music

BM, Youngstown State University; MM, PhD, University of Illinois at Urbana-Champaign

Thomas Smith\*

Associate Professor of History

BA, University of Kansas; MA, University of Denver; PhD, University of Nebraska-Lincoln

Robert V. Stack\*

Professor of Mathematics

BS, MA, EdD, University of South Dakota

Michael Stephens\*

Associate Professor of Music

BM, MS, Kent State University; PhD, University of Pittsburgh

Una D. Taylor\*  
Associate Professor of Music  
BME, University of Rhode Island; MM, DMA, University of Connecticut

S. McKay Tebbs  
Assistant Professor of Music  
BM, Berklee College of Music; MM, University of Southern California

Thomas D. Tucker\*  
Professor of Humanities  
BA, MA, University of West Florida; PhD, Florida State University

Zachary B. Varpness\*  
Associate Professor of Chemistry  
BS, Northwestern College; PhD, Montana State University

Michael Vogl  
Assistant Professor of Mathematics  
BA, MAE, Chadron State College

James C. Wada\*  
Associate Professor of Criminal Justice  
BACJA, MACJA, Boise State University; PhD, Washington State University

Don E. Watt  
Professor of Physical Education  
BSE, Chadron State College; MS, Central Missouri State University

Wendy L. Waugh\*  
Professor of Management Information Systems  
BSE, BA, Wayne State College; MA, University of Nebraska-Kearney; MBA, Chadron State College; PhD, Capella University

Beth R. Wentworth\*  
Professor of Mathematics  
BS, Minot State University; MA, Northern State University; PhD, University of Minnesota

Brad K. Wilburn\*  
Professor of Philosophy  
BA, Washington University; PhD, Stanford University

Kathleen Woods\*  
Associate Professor of Counseling  
BA, MEd, PhD, Texas Tech, EdD, Texas Christian University

\*Graduate Faculty