



CHADRON STATE COLLEGE

2017-2019 Catalog



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Accounting (ACTG)

ACTG 160 TOPICS IN ACCOUNTING1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

ACTG 241 ACCOUNTING PRINCIPLES I3 Credits

Introduction to financial accounting principles and 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 II3 Credits

Introduction to managerial accounting principles and the communication of financial information to internal users. Emphasis on budgeting, planning, management decision making, cost behavior, cost control and product cost accumulation.

Prerequisites: ACTG 241

ACTG 332 ACCOUNTING INFORMATION SYSTEMS3 Credits

Focuses on the collecting, processing and communication of financial information in an organization to both internal & external users. An entity's processing cycles are studied.

Prerequisites: Sophomore or above status

ACTG 337 COST MANAGEMENT ACCOUNTING3 Credits

Cost accounting and managerial accounting concepts and procedures are applied to the management decision making process. Topics included are: activity-based costing, job-order costing and process costing.

Prerequisites: Sophomore or above status

ACTG 341 INTERMEDIATE ACCOUNTING I3 Credits

Investigates theoretical accounting concepts relating to financial statement preparation and an indepth study of accounting concepts related to assets.

Prerequisites: ACTG 242 and sophomore or above status

ACTG 342 INTERMEDIATE ACCOUNTING I13 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, ACTG 242 and sophomore or above status

ACTG 430 PERSONAL INCOME TAX3 Credits

Concepts and principles of federal income tax applied to individual taxpayers. Application of ethical and public policy considerations to taxation. Analytical framework to access how taxes effect economic decisions.

Essential Studies Outcome: ES9

Prerequisites: Junior or above status

ACTG 431 CORPORATE/FIDUCIARY TAX3 Credits

Basic principles of federal income taxation for partnerships, corporations, and fiduciaries. Tax preparation software packages may be included.

Prerequisites: ACTG 430 and Junior or above status

ACTG 433 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING3 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.

Prerequisites: ACTG 242 and Junior or above status

ACTG 437 ADVANCED COST MANAGEMENT ACCOUNTING3 Credits

Advanced cost accounting and managerial accounting concepts and procedures are applied to the management decision making process. Topics included are: capital investment decisions, budgeting, standard costing, and transfer pricing.

Prerequisites: Junior or above status

ACTG 438 AUDITING3 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, ACTG 242, ACTG 341 and Junior or above status

ACTG 443 ADVANCED FINANCIAL ACCOUNTING3 Credits

Accounting theory and problems dealing with corporate combinations and consolidations and other specialized financial accounting topics.

Prerequisites: Junior or above status

ACTG 460 TOPICS IN ACCOUNTING1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

Prerequisites: Junior or above status

Agriculture (AGRI)

AGRI 110 AGRICULTURE SEMINAR I1 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 SCIENCE3 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 INTRO TO PLANT SCIENCE3 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: AGRICULTURE1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

AGRI 221 FARM AND RANCH MANAGEMENT3 Credits

The skills, techniques, innovations, and current procedures for management of farms and ranches.

AGRI 234 PRINCIPLES OF ANIMAL NUTRITION3 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.

Prerequisites: AGRI 132

AGRI 235 INTRODUCTION TO WILDLIFE MANAGEMENT3 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 MANAGEMENT3 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 244 TALK DIRTY TO ME3 Credits

Without soil: ecosystems fail to function, food supplies are stressed, production of clean air and water slow. Yet soil is often misunderstood and abused by the people who depend on it. Students will learn about the importance of soil to society as a whole and what they can do to preserve and improve soil resources. Students will develop, plan, and implement a final project in which they apply their newly acquired knowledge about soils to a local or regional scale civic engagement project.

Essential Studies Outcome: ES9

AGRI 245 PRINCIPLES OF SOIL SCI3 Credits

Origin, development, classification and management of soils that affect plant growth.

Co-requisites: AGRI 245L

AGRI 245L PRIN OF SOIL SCI LAB1 Credit

Lab experience.

Co-requisites: AGRI 245

AGRI 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

AGRI 324 WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT3 Credits

Outlines parasitic, infections, and environmental diseases influencing wild and domestic animal populations. Identifies the cause of disease, routes of transmission, and affects on the individual and population. Explores management alternatives to control disease and reduce impacts on wildlife populations.

Prerequisites: AGRI 132 or AGRI 235 and Sophomore or above status

AGRI 325 RANGELAND WILDLIFE MANAGEMENT3 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.

Prerequisites: Sophomore or above status

AGRI 329 AGRICULTURAL MARKETING3 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: ECON 231, ECON 232, MATH 138 or MATH 142 and Sophomore or above status

AGRI 330 AGRICULTURAL ECONOMICS AND AGRIBUSINESS3 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.

Cross-Listed: AGRI330/ECON334

AGRI 333 RUMINANT PRODUCTION3 Credits

Principles and practices of commercial and purebred domestic and wildlife production including breeds, breeding, reproduction, diseases, marketing, management and general husbandry.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 333L

AGRI 333L RUMINANT PRODUCTION LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 333

AGRI 334 VEGETATION MANIPULATION PRACTICES3 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.

Prerequisites: AGRI 242 and Sophomore or above status

AGRI 335 HORSE PRODUCTION3 Credits

Principles and practices related to modern horse industry including conformation, performance, horse handling, diseases, housing, foot and leg care, equipment, and history.

Prerequisites: Sophomore or above status

AGRI 336 NON-RUMINANT PRODUCTION3 Credits

Principles and practices of non-ruminant production including breeds, breeding and reproduction, diseases, marketing, management and general husbandry.

Prerequisites: Sophomore or above status

AGRI 337 APPLIED ANIMAL NUTRITION3 Credits

Characteristics of basic feedstuffs and recommended feeding practices utilizing ration development, feeding trials and feed analysis.

Prerequisites: Sophomore or above status

AGRI 338 LIVESTOCK EVALUATION3 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.

Prerequisites: AGRI 132 and Junior or above status

AGRI 339 RANGE PLANT IDENTIFICATION1 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 the species is also presented.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 339L

AGRI 339L RANGE PLANT IDENTIFICATION LAB2 Credits

Lab experience.

Prerequisites: Sophomore or above or status

Co-requisites: AGRI 339

AGRI 346 EQUINE COMMUNICATIONS I2 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 forehand, haunches, shoulders and ribs.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 346L

AGRI 346L EQUINE COMMUNICATIONS I LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 346

AGRI 347 EQUINE COMMUNICATIONS II2 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.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 347L

AGRI 347L EQUINE COMMUNICATIONS II LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 347

AGRI 348 RANGELAND HYDROLOGY3 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.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

AGRI 350 RANGELAND UNGULATE PRODUCTION3 Credits

Production of ungulate on rangelands. Includes plant and animal responses to grazing, grazing animal behavior, grazing management, supplementing rangeland forage, and economic considerations.

Prerequisites: AGRI 242 and Sophomore or above status

AGRI 390 INTERNSHIP IN AGRICULTURE/RANGE MANAGEMENT1-12 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 hours.

Add Consent: Department Consent

AGRI 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

For students seeking an individual problem in agriculture. Approval of a supervising faculty member, academic Dean, and Academic Vice President is required before registering.

Prerequisites: Junior or above status

Add Consent: Department Consent

AGRI 410 AGRICULTURE SEMINAR II1 Credit

Designed to enhance oral and written communication skills as encountered in agriculture.

Prerequisites: AGRI 110 and Junior or above status

AGRI 420 RANGELAND SHORT COURSE2 Credits

Intensive summer workshop covering all contemporary areas of rangeland management. Additional fees will be assessed.

Prerequisites: Junior or above status

AGRI 423 AGRICULTURAL POLICY3 Credits

An examination of USDA agricultural, fiber, conservational, and rural economic policies studies from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance of U.S. and international food and agriculture. Farm, international trade, rural economic development, resource/environmental, technology, food marketing and consumer policies are analyzed. No prerequisites although major economics courses will be beneficial.

Cross-Listed: AGRI423/ECON423

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

AGRI 426 WILDLIFE RESEARCH AND MANAGEMENT TECHNIQUES3 Credits

Field and laboratory techniques for studying, evaluating, and managing wildlife and their habitats are described and demonstrated. Field trips required.

Prerequisites: AGRI 235 and Junior or above status

AGRI 427 ANIMAL ANATOMY & PHYSIOLOGY3 Credits

Principles of physiology as related to gross anatomy, disease, and management practices of mammals. Recommended for pre-veterinary students.

Prerequisites: AGRI 132, BIOL 131 or BIOL 225, and Junior or above status

Co-requisites: AGRI 427L

AGRI 427L ANIMAL ANATOMY & PHYSIOLOGY LAB1 Credit

Lab experience.

Prerequisites: Junior or above status

Co-requisites: AGRI 427L

AGRI 428 HABITAT INVENTORY & ANALYSIS1 Credit

Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use.

Prerequisites: AGRI 242, AGRI 339, and Junior or above status

Co-requisites: AGRI 428L

AGRI 428L HABITAT INVENTORY AND ANALYSIS LAB2 Credits

Field lab experience.

Prerequisites: Junior or above status

Co-requisites: AGRI 428

AGRI 429 EQUINE INDUSTRY APPLIED FIELD STUDIES3 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.

Prerequisites: Junior or above status

AGRI 435 WILDLIFE MANAGEMENT PRACTICUM3 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, and Junior or above status

AGRI 436 RANGELAND & FIRE ECOLOGY3 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.

Prerequisites: AGRI 242 and Junior or above status

AGRI 438A LAND RESOURCE MANAGEMENT PLANNING I1 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. Students taking this course must also enroll in AGRI 438B Land Resource Management Planning II for 2 credit hours to achieve a total of 3 hours credit in the Land Resource Management Planning area.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 438B LAND RESOURCE MANAGEMENT PLANNING II2 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. 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, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 438C LAND RESOURCE MANAGEMENT PLANNING III3 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. Students must achieve a total of 3 hours credit in the Land Resource Management Planning area.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 440 RANGE LIVESTOCK REPRODUCTION3 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.

Prerequisites: AGRI 132 and Junior or above status

AGRI 444 GRASS SYSTEMATICS3 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.

Prerequisites: Junior or above status

AGRI 445 MAMMALOLOGY2 Credits

Systematic, life history, physiology, and behavior of mammals. Field trips may be required.

Cross-Listed: AGRI445/BIOL435

Prerequisites: Junior or above status

Co-requisites: AGRI 445L

AGRI 445L MAMMALOLOGY LAB1 Credit

Laboratory experience.

Cross-Listed: AGRI445L/BIOL435L

Prerequisites: Junior or above status

Co-requisites: AGRI 445

AGRI 447 ANIMAL BREEDING AND GENETICS3 Credits

Reproduction processes of domestic animals, including anatomy, physiology and endocrinology of reproduction, breeding systems, and artificial insemination principles.

Prerequisites: AGRI 132 and Junior or above status

AGRI 451 HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT3 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.

Cross-Listed: AGRI451/BIOL451

Prerequisites: AGRI 235 and Junior or above status

AGRI 460 TOPICS IN AGRICULTURE1-3 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 hours of credit.

Prerequisites: Junior or above status

AGRI 461 SPECIAL PROBLEMS1-4 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 hours of credit.

Prerequisites: Junior or above status

American Indian Studies (AIS)

AIS 131 LAKOTA LANGUAGE I3 Credits

Introduction to the Lakota language, with focus on preserving the ancient language of the Lakota, both written and spoken.

AIS 132 LAKOTA LANGUAGE II3 Credits

Continuation of Lakota language study with emphasis on speaking and reading skills.

Prerequisites: AIS 131

AIS 334 LAKOTA SOCIETY & CULTURE3 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.

Prerequisites: Sophomore or above status

AIS 430 TOPICS:AMERICAN INDIAN STUDIES3 Credits

Special topics in American Indian studies.

Prerequisites: Junior or above status

AIS 436 SEM: AMERICAN INDIAN STUDIES3 Credits

Designed to meet the specific needs of a group of students. Permission of the Instructor is required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Anthropology (ANTH)

ANTH 231 INTRO TO CULTURAL ANTHROPOLOGY3 Credits

Comparative study of a variety of human groups modern and premodern, 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.

Essential Studies Outcome: ES10

ANTH 337 PEOPLE & CULTURES OF N AMERICA3 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.

Prerequisites: Sophomore or above status

ANTH 351 ANCIENT WEST3 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.

Cross-Listed: HIST351/ANTH351

Prerequisites: Sophomore or above status

ANTH 371 ANCIENT EAST ASIA3 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 anthropological works, this course analyzes the subject area through cognate disciplines, with special emphasis on history.

Cross-Listed: HIST371/ANTH371

Prerequisites: Sophomore or above status

ANTH 430 TOPICS IN ANTHROPOLOGY1-3 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.

Prerequisites: Junior or above status

ANTH 435 N PLAINS INDIAN CULTURES3 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.

Prerequisites: Junior or above status

Art (ART)

ART 120 DRAWING FOR THE NON-MAJOR3 Credits

This course is designed to introduce the non-art major to 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.

Essential Studies Outcome: ES5

ART 131 DRAWING I3 Credits

Basic drawing techniques using a variety of media and emphasizing the development of perceptual skills and communication through the language of art. May include field trips.

ART 133 DESIGN FUNDAMENTALS I3 Credits

Study of the basic elements and principles of two dimensional design and their application in the visual language of creative art.

ART 136 DRAWING II3 Credits

Continuation of drawing skills introduced in Drawing I. Students will work from both still life and live models.

Prerequisites: ART 131 and ART 133

ART 200 CERAMICS FOR THE NON ART MAJOR3 Credits

Introduces non-art majors to basic techniques of pinch, coil, slab and wheel thrown ceramics including clay mixing, glazing and kiln loading and the opportunity to explore the concepts of art-making.

Essential Studies Outcome: ES5

ART 201 SCULPTURE FOR THE NON ART MAJOR3 Credits

An opportunity for the non-art major to explore concepts of three-dimensional art-making.

Essential Studies Outcome: ES5

ART 223 BLACK AND WHITE PHOTOGRAPHY3 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.

Essential Studies Outcome: ES5

ART 225 PRINTMAKING I3 Credits

Introduction to fundamental processes and creative potential of printmaking, including block printing, intaglio, and serigraphic techniques.

Prerequisites: ART 131 and ART 133

ART 227 SCULPTURE I3 Credits

Experimentation with various materials in the creation of three-dimensional forms. Various media and processes will be explored.

Essential Studies Outcome: ES5

Prerequisites: ART 131 and ART 230

ART 228 CERAMICS I3 Credits

Basic techniques of pinch, coil, slab and wheel thrown ceramics, including clay mixing, glazing and kiln loading.

Essential Studies Outcome: ES5

Prerequisites: ART 131 and ART 230

ART 229 INTRO TO GRAPHIC DESIGN3 Credits

Introduction to the fundamentals of design, typography, layout, exploration of design history, the profession of graphic design and commercial art.

Essential Studies Outcome: ES5

ART 230 DESIGN FUNDAMENTALS II2 Credits

Fundamentals of three-dimensional design are covered through the elements and principles of form.

Prerequisites: ART 131 and ART 133

ART 232 PAINTING I3 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.

Prerequisites: ART 131 and ART 133

ART 237 CREATIVE CRAFTS I3 Credits

Introduction to the fundamental and creative potential of craft processes; may include fabric design, glass lampworking, papermaking, jewelry and weaving.

Essential Studies Outcome: ES5

ART 239 ELEMENTS OF ART3 Credits

Introduction to art history, artists, techniques and materials employed in the production of art. Illustrated lectures and demonstrations.

Essential Studies Outcome: ES7

ART 250 ART FOR THE ELEMENTARY/MIDDLE SCHOOL TEACHER3 Credits

Study of Discipline Based Art Education in the elementary/middle school classroom. Includes basic design, media experience, reference materials, art criticism, aesthetics, and history.

ART 310 ART SEMINAR0-3 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 9 credit hours.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 320 DRAWING III3 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.

Prerequisites: ART 131, ART 136 and Sophomore or above status

ART 321A GLASS I: GLASS BLOWING3 Credits

Study of the history of and the techniques used in forming hot glass. Student will gather, blow, shape and finish molten glass.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 321B GLASS I: STAINED GLASS3 Credits

Designed to introduce the student to various cold working processes in glass. Course will cover stained glass, etched, lampworked and fused processes.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 322 GRAPHIC DESIGN I3 Credits

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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 323 CREATIVE PHOTOGRAPHY3 Credits

Introduction to the procedures and creative potential of the photographic process. Topics will include alternative, traditional, and digital photographic techniques.

Prerequisites: Sophomore status or above and camera required

ART 325 PRINTMAKING II3 Credits

Advanced exploration of processes and creative potential of printmaking, including block printing, intaglio and serigraphic techniques.

Prerequisites: ART 225 and Sophomore or above status

ART 329 GRAPHIC DESIGN II3 Credits

Intermediate-level graphic design work focusing on web design utilizing concept, information organization, and design principles with an introduction to Dreamweaver and Flash software.

Prerequisites: Sophomore or above status

ART 330 TOPICS IN ART1-3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 331 MIXED MEDIA3 Credits

Introduction to the process of combining two-dimensional materials including watercolor, gouache, pastels, pencils, and acrylic mediums. The use of color, development of perceptual skills and communication through the language of art will be emphasized.

ART 332 PAINTING II3 Credits

Advanced oil or acrylic painting techniques emphasizing the development of a personal direction and portfolio.

Prerequisites: ART 232 and Sophomore or above status

ART 337 SCULPTURE II3 Credits

Advanced construction of three-dimensional forms through the use of clay, wood, wire and various other materials.

Prerequisites: ART 227 and Sophomore or above status

ART 338 ART HISTORY I3 Credits

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.

ART 339 ART HISTORY II3 Credits

Historical survey of Western Art from Renaissance through Impressionism with emphasis on the social and political influences of the visual arts. Field trips may be required.

ART 340 TWENTIETH CENTURY ART3 Credits

An examination of the important movements and individual artists that have shaped art history from Impressionism through the Postmodern 90's. Field trips may be required.

ART 343 DIGITAL PHOTOGRAPHY3 Credits

Course is designed to explore digital photography and digital image manipulation using Adobe Photoshop and related software. Manually adjustable digital camera required.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 390 INTERNSHIP IN ART1-12 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.

Add Consent: Department Consent

ART 400 INDEPENDENT STUDY OR RESEARCH3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

ART 411 GRAPHIC DESIGN III3 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).

Prerequisites: ART 322 and Junior or above status. ART 322 and Junior or above status

ART 412 SENIOR THESIS1 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. Prerequisite: permission of instructor.

Prerequisites: Senior status

Add Consent: Department Consent

ART 421A GLASS II: GLASS BLOWING3 Credits

Exploration in the use of molten glass as an art medium, with attention to techniques, construction and maintenance of studio equipment.

Prerequisites: ART 321A and Junior or above status

ART 421B GLASS II: STAINED GLASS3 Credits

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.

Prerequisites: ART 321B and Junior or above status

ART 422 GRAPHIC DESIGN PRACTICUM3 Credits

Advanced level work in graphic design Emphasis on multi-piece design, concept development, professional presentation and portfolio preparation.

Prerequisites: ART 322, ART 329, and Junior or above status

ART 428 CERAMICS II3 Credits

Concentration on the wheel thrown form, both functional and non-functional, with continued research into glaze formulation and firing of kilns.

Prerequisites: ART 228 and Junior or above status

ART 430 ADVANCED ART STUDIO3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 437 CREATIVE CRAFTS II3 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.

Prerequisites: ART 237 and Junior or or above status

ART 441 TOPICS IN ART HISTORY3 Credits

The study and discussion of art history topics and problems of special interest not offered within the regular survey courses. Topics will be chosen by the instructor. May be repeated with a different topic.

Biology (BIOL)

BIOL 110 INTRO TO LABORATORY MEDICINE1 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.

BIOL 121 HUMAN BIOLOGY2 Credits

An introductory study of the structure and function of the human body. Not for Biology or Health Science majors and minors.

Essential Studies Outcome: ES6

Co-requisites: BIOL 121L

BIOL 121L HUMAN BIOLOGY LABORATORY1 Credit

Laboratory experience in the structure and function of the human body.

Essential Studies Outcome: ES6

Co-requisites: BIOL 121

BIOL 132 MEDICAL TERMINOLOGY2 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 SCIENCE2 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.

Essential Studies Outcome: ES6

Co-requisites: BIOL 136L

BIOL 136L BIOLOGICAL SCIENCE LAB1 Credit

Laboratory experience in biological study, including technology to explore and to gather scientific data.

Essential Studies Outcome: ES6

Co-requisites: BIOL 136

BIOL 138 GENERAL BIOLOGY: BOTANY3 Credits

A survey of flowering plants, focusing on anatomy, foundational cellular and organismal physiology, and classification. Plant importance to humans and role in climate moderation and responses to climate change will be introduced.

Essential Studies Outcome: ES6

Co-requisites: BIOL 138L

BIOL 138L GENERAL BIOLOGY: BOTANY LABORATORY1 Credit

Laboratory experience in flowering plants.

Essential Studies Outcome: ES6

Co-requisites: BIOL 138

BIOL 139 GENERAL BIOLOGY: ZOOLOGY3 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.

Essential Studies Outcome: ES6

Co-requisites: BIOL 139L

BIOL 139L GENERAL BIOLOGY: ZOOLOGY LABORATORY1 Credit

Laboratory experience in major animal group anatomy and phylogeny.

Essential Studies Outcome: ES6

Co-requisites: BIOL 139

BIOL 220 COMPARATIVE ANATOMY AND PHYSIOLOGY3 Credits

A systemic approach to vertebrate anatomy and physiology 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.

Prerequisites: 6 hours from AGRI, BIOL, CHEM, GEOS and/or PHYS

Co-requisites: BIOL 220L

BIOL 220L COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY1 Credit

Investigation of vertebrate anatomy and physiology through dissection of a variety of vertebrates and microscopic examination of selected histological preparations of tissues.

Co-requisites: BIOL 220

BIOL 225 CELLULAR BIOLOGY3 Credits

The form, functions, and physiology of eukaryotic cells, prokaryotic cells, viruses, and prions. This course assumes proficiency in freshman chemistry.

Cross-Listed: BIOL131/BIOL225

Essential Studies Outcome: ES6

BIOL 237 ENVIRONMENTAL SCIENCE3 Credits

Human interactions and impacts on the physical, chemical and biological components of the global ecosystem.

Essential Studies Outcome: ES6

BIOL 239 ANIMAL CLASSIFICATION3 Credits

The phylogenetic treatment of vertebrate and invertebrate animals, living and extinct.

Prerequisites: BIOL 138, 138L and 139, 139L

Co-requisites: BIOL 239L

BIOL 239L ANIMAL CLASSIFICATION LAB1 Credit

Laboratory experience in the phylogenetic relationships of animals.

Co-requisites: BIOL 239

BIOL 240 ANATOMY AND PHYSIOLOGY I3 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 body and the integument, skeletal, muscular, nervous systems. 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 health professional schools.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL139L and CHEM 131 and CHEM 131L or CHEM 140 and CHEM 140L

Co-requisites: BIOL 240L

BIOL 240L GROSS HUMAN ANATOMY LABORATORY1 Credit

Gross human anatomy laboratory uses donor bodies.

Co-requisites: BIOL 240

BIOL 241 MICROBIOLOGY3 Credits

Study of bacteria, molds, yeasts, algae, protozoa, viruses, and rickettsias.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, and BIOL 139L

Co-requisites: BIOL 241L

BIOL 241L MICROBIOLOGY LABORATORY1 Credit

Laboratory experience in techniques for microbe identification.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, and BIOL 139L

Co-requisites: BIOL 241

BIOL 242 ANATOMY AND PHYSIOLOGY II3 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 the 2 year health professional schools.

Prerequisites: BIOL 240 and BIOL 240L

Co-requisites: BIOL 242L

BIOL 242L HUMAN PHYSIOLOGY LABORATORY1 Credit

Laboratory experience in physiology of human systems, using technology and donor bodies.

Co-requisites: BIOL 242

BIOL 270 TOPICS IN BIOLOGY1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphasis for up to six hours credit.

BIOL 314 BIOTECHNOLOGY3 Credits

Hands-on procedures with lectures and readings to provide theoretical understanding and historical background of biotechnology work.

Cross-Listed: BIOL314/CHEM314

Prerequisites: BIOL 332 (can also be taken as Co-Requisite) and Sophomore or above status

BIOL 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

BIOL 323 BASIC HEMATOLOGY1 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.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, BIOL 240, BIOL 240L, BIOL 242, BIOL 242L, CHEM 231, CHEM 231L and Sophomore or above status

Co-requisites: BIOL 323L

BIOL 323L BASIC HEMATOLOGY LAB1 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.

Co-requisites: BIOL 323

BIOL 332 GENETICS3 Credits

Transmission of traits from generation to generation, including Mendelian, molecular, and population genetics.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, and CHEM 132 and CHEM 132L or CHEM 140 and CHEM140L, and Sophomore or above status

BIOL 332L GENETICS LABORATORY1 Credit

Laboratory experience in inheritance, molecular genetic analysis, and genomic studies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 332

BIOL 336 GENERAL ECOLOGY2 Credits

The structure and function of nature with emphasis on biomes, ecosystems, communities, and populations.

Prerequisites: 6 hours from BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, AGRI 141, AGRI 242 or AGRI 242L and Sophomore or above status

Co-requisites: BIOL 336L

BIOL 336L GENERAL ECOLOGY LAB1 Credit

Laboratory experience in describing and quantifying organismal populations.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 336

BIOL 337 ENVIRONMENTAL MANAGEMENT3 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.

Essential Studies Outcome: ES6

Prerequisites: 9 hours from AGRI, BIOL, CHEM and/or GEOS; sophomore or junior status

BIOL 340 HUMAN ANATOMY3 Credits

An advanced study of the microscopic and gross structure of the human body. This course will prepare the student for entry into BIOL 342. Donor bodies are used.

Prerequisites: BIOL 138, BIOL138L, BIOL 139, BIOL 139L, CHEM 132, CHEM 132L, and Sophomore or above status

Co-requisites: BIOL 340L

BIOL 340L GROSS HUMAN ANATOMY LABORATORY1 Credit

Gross human anatomy laboratory uses donor bodies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 340

BIOL 342 HUMAN PHYSIOLOGY3 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.

Prerequisites: BIOL 340, BIOL 340L and CHEM 140 and CHEM 140L or CHEM 132 and CHEM 132L, and Sophomore or above status

Co-requisites: BIOL 342L

BIOL 342L HUMAN PHYSIOLOGY LABORATORY1 Credit

Laboratory experience in physiology of human systems, using technology and donor bodies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 342

BIOL 343 PARASITOLOGY2 Credits

Taxonomy, morphology, physiology, life history, and control of the parasitic protozoans, helminthes, and arthropods.

Prerequisites: BIOL 138, BIOL 138L and BIOL 139, BIOL 139L or BIOL 225 and Sophomore or above status

BIOL 343L PARASITOLOGY LAB1 Credit

Laboratory experience in identifying and understanding parasites of living systems.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 343

BIOL 347 CRYPTOGAMIC BOTANY2 Credits

Phylogeny and ecology of bacteria, algae and fungi.

BIOL 347L CRYPTOGAMIC BOTANY LABORATORY1 Credit

Laboratory survey of bacteria, algae and fungi. Field trips required.

BIOL 350 FIELD BIOLOGY1-6 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.

Prerequisites: Sophomore or above status

BIOL 390 INTERNSHIP IN BIOLOGY1-12 Credits

Provides 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.

Add Consent: Department Consent

BIOL 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

BIOL 401 ORNITHOLOGY2 Credits

Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology, and identification with emphasis on local species.

Prerequisites: Junior or above status

Co-requisites: BIOL 401L

BIOL 401L ORNITHOLOGY LAB1 Credit

Laboratory and field experience in anatomy, behavior, and identification of birds.

Prerequisites: Junior or above status

Co-requisites: BIOL 401

BIOL 404 ANATOMY & PHYSIOLOGY MENTOR2 Credits

Students will assist BIOL 231L, Anatomy and Physiology Lab instructor in the preparation and delivery of laboratory instruction using anatomical specimens and conduct additional optional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: Junior or above status

Co-requisites: BIOL 422

Add Consent: Instructor Consent

BIOL 405 HUMAN ANATOMY MENTOR2 Credits

Students will assist BIOL 340L, Human Anatomy Lab instructor in the preparation and delivery of laboratory instruction using anatomical specimens and conduct additional optional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: Junior or above status

Co-requisites: BIOL 422

Add Consent: Instructor Consent

BIOL 406 HUMAN PHYSIOLOGY MENTOR2 Credits

Students will assist BIOL 342L, Human Physiology Lab instructor in the preparation and delivery of laboratory instruction using live physiologic experimentation and computer simulations and conduct additional occasional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: BIOL 422 and Junior or above status

Add Consent: Instructor Consent

BIOL 409 SENIOR BIOLOGY RESEARCH1-3 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.

Add Consent: Instructor Consent

BIOL 422 ADVANCED HUMAN ANATOMY1 Credit

The advanced study of human anatomy through human gross dissection, histological analysis and clinical anatomy of each system of the body. Written permission by the course instructor required.

Prerequisites: BIOL 340, BIOL 340L, BIOL 342, BIOL 342L with C or better and Junior or above status

Add Consent: Instructor Consent

BIOL 425 PLANT MORPHOLOGY2 Credits

Origin and structure of plant cell types and tissues along with a survey of the plant world illustrated by specific examples from both living and fossil plants.

BIOL 425L PLANT MORPHOLOGY LAB1 Credit

Laboratory experience.

BIOL 427 BIOLOGY OF POPULATIONS3 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, BIOL 332L, BIOL 336, BIOL 336L and Junior or above status

BIOL 429 AQUATIC MICROBIOLOGY3 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.

Prerequisites: Junior or above status

BIOL 430 IMMUNOLOGY3 Credits

Function of the human immune system including the structure and function of bone marrow, blood cells, and lymphatic tissue.

Prerequisites: BIOL 241, BIOL 241L, and Junior or above status

BIOL 431 ENTOMOLOGY2 Credits

Taxonomy, morphology, physiology, life history, behavior, ecology and economic importance of insects. Lecture, laboratory and field trips.

Essential Studies Outcome: ES6

BIOL 431L ENTOMOLOGY LAB1 Credit

Laboratory and field experience in insect morphology and taxonomy.

Essential Studies Outcome: ES6

BIOL 432 DEVELOPMENTAL BIOLOGY2 Credits

Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis, and organogenesis.

Prerequisites: BIOL 332 and Junior or above status

Co-requisites: BIOL 432L

BIOL 432L DEVELOPMENTAL BIOL LAB1 Credit

Laboratory experience in vertebrate embryology and morphological development.

Prerequisites: Junior or above status

Co-requisites: BIOL 432

BIOL 433 HUMAN BIOMECHANICS2 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.

Prerequisites: BIOL 342, BIOL 342L, PHYS 151, PHYS 151L, and Junior or above status

BIOL 433L HUMAN BIOMECHANICS LAB1 Credit

Laboratory experience in human movement. Technology and donor bodies will be used.

BIOL 435 MAMMALOGY2 Credits

Systematics, life history, physiology, and behavior of mammals. Field trips required.

Cross-Listed: AGRI445/BIOL435

Prerequisites: Junior or above status

Co-requisites: BIOL 435L

BIOL 435L MAMMALOGY LAB1 Credit

Laboratory experience in mammal structure and function.

Cross-Listed: AGRI445L/BIOL435L

Prerequisites: Junior or above status

Co-requisites: BIOL 435

BIOL 436A RESEARCH MICROSCOPY1 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 BIOL 436B.

Cross-Listed: BIOL436A/GEOS426A

BIOL 436B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. Recommend taking BIOL 436A.

Cross-Listed: BIOL436B/GEOS426B

BIOL 438 TAXONOMY OF PLANTS2 Credits

The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants. Field trips required.

Prerequisites: BIOL 138, BIOL 138L, and Junior or Senior status

Co-requisites: BIOL 438L

BIOL 438L TAXONOMY OF PLANTS LAB1 Credit

Laboratory experience in plant phylogeny and identification.

Prerequisites: Junior or above status

Co-requisites: BIOL 438

BIOL 439 PLANT PHYSIOLOGY2 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.

Prerequisites: BIOL 138 and BIOL 138L or AGRI 141 and CHEM 131 and CHEM 131L or CHEM 140 and CHEM 140L and Junior or above status

Co-requisites: 439L

BIOL 439L PLANT PHYSIOLOGY LAB1 Credit

Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry.

Prerequisites: Junior or above status

Co-requisites: BIOL 439

BIOL 440 TOPICS IN BIOLOGY1-3 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 hours of credit.

BIOL 443 TOPICS IN BIOLOGY1-3 Credits

Designed to meet the needs of different groups of people desiring knowledge in an area 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 hours of credit.

BIOL 444 LIMNOLOGY2 Credits

Biological, chemical and physical studies of inland surface waters. Field trips required.

BIOL 444L LIMNOLOGY LAB1 Credit

Laboratory and field experience in freshwater systems.

BIOL 446 REGIONAL FLORA3 Credits

The plants and plant communities of the region. Workshop format for majors and non-majors. Field trips required.

BIOL 447 PLANT PHYLOGENY1 Credit

The phylogenetic treatment of land plants, living and extinct.

BIOL 447L PLANT PHYLOGENY LABORATORY2 Credits

Survey of land plant groups, with emphasis on the taxonomy and ecology of bryophytes.

BIOL 448 ETHNOBOTANY2 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. Field trips required.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Co-requisites: BIOL 448L

BIOL 448L ETHNOBOTANY LABORATORY1 Credit

Laboratory experience in plant-human interactions.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Co-requisites: BIOL 448L

BIOL 449 MOLECULAR BIOLOGY OF THE CELL3 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, BIOL 332L, BIOL 241, BIOL 241L and CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Junior or above status

BIOL 449L MOLECULAR BIOL OF THE CELL LAB2 Credits

Project-based laboratory using a broad range of basic techniques. In addition to tools and approaches learned in BIOL/CHEM 412, students will learn cell culturing and DNA, RNA and protein analysis.

Prerequisites: BIOL 332, BIOL 332L, BIOL 241, BIOL 241L and CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Junior or above status

BIOL 450 FIELD LIMNOLOGY3 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.

BIOL 451 HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT3 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.

Cross-Listed: AGRI451/BIOL451

BIOL 456 PATHOGENIC MICROBIOLOGY2 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.

Prerequisites: BIOL 241, BIOL 241L and Junior or above status

BIOL 456L PATHOGENIC MICROBIOLOGY LAB1 Credit

Laboratory experience in isolation and clinical identification of pathogenic microbes.

Prerequisites: Junior or above status

Co-requisites: BIOL 456

BIOL 458 EVOLUTION3 Credits

Study of the fundamental theory of evolution, including phylogeny and earth history, macro-evolutionary patterns, micro-evolutionary processes, and synthesis.

Prerequisites: BIOL 332 and Junior or above status

BIOL 499 BIOLOGY CAPSTONE3 Credits

Students will integrate information from their undergraduate biology program to select a topic, which must be approved by the biology faculty. Students will examine the scientific research supporting the thesis, the broad shift in ideas and knowledge relating to the topic and its interaction with society, and political and ethical considerations relating to the subject. Students will find appropriate primary research articles to support the thesis and will complete original research paper or literature review (senior thesis) on the topic, a public presentation, and a poster.

Essential Studies Outcome: ES12

Business Administration (BA)

BA 160 TOPICS IN BUSINESS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

BA 241 QUANTITATIVE METHODS3 Credits

Business and economic concepts, techniques, models, analysis, and applications with emphasis on quantitative measurements for resource utilization, production, processing, marketing and management.

Prerequisites: MATH 138, MATH 142 or MATH 151

BA 331 BUSINESS COMMUNICATIONS3 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.

Essential Studies Outcome: ES3

Prerequisites: Sophomore or above status

BA 336 BUSINESS/ECON STATISTICS3 Credits

Statistical analysis of business and economic data used in business and how this analysis aids in making sound business decisions.

Prerequisites: Sophomore or above status

BA 337 BUSINESS LAW3 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.

Prerequisites: Sophomore or above status

BA 390 INTERNSHIP IN BUSINESS1-12 Credits

Provides practical work experience in business. 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.

Add Consent: Department Consent

BA 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research in an area of special interest or need. The topic and the amount of work required are determined by the number of credit hours. Permission of Instructor, Department Chair and Dean are required prior to registration.

Add Consent: Instructor Consent

BA 431 PROFESSIONAL ETHICS3 Credits

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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

BA 432 LEGAL ASPECTS OF BUS OWNERSHIP3 Credits

Business law covering negotiable commercial paper, debtor-creditor relations and risk management, agency and employment, business organizations and real property and estates.

BA 460 TOPICS IN BUSINESS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

Business Information Systems (BIS)

BIS 160 TOPICS IN BUSINESS INFORMATION SYSTEMS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

BIS 200 INTRODUCTION TO COMPUTER APPLICATIONS3 Credits

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.

BIS 230 WEB PAGE DEVELOPMENT3 Credits

Provides a foundation for establishing and maintaining a website; 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 website administration. In addition, dynamically generated websites and database-driven websites are discussed.

BIS 235 BUSINESS PROGRAMMING3 Credits

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

BIS 330 INFORMATION SYSTEMS3 Credits

Information systems concepts and principles applied to business uses of technology. Conceptual areas include: fundamentals of information systems, data resource management, telecommunications and networks, E-Business, E-Commerce, decision support systems, information technology management, developing business and information technology solutions, security, and ethical challenges.

BIS 331 DATABASE MANAGEMENT3 Credits

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.

BIS 332 DECISION SUPPORT FOR MANAGERS3 Credits

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.

BIS 337 E-COMMERCE3 Credits

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.

Prerequisites: Sophomore or above status

BIS 430 PROJECT MANAGEMENT3 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 SYSTEM ANALYSIS AND DESIGN3 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 BIS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

Capstone (CAP)

CAP 469A HOW TO SAVE THE RAIN FOREST6 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469A1 HOW TO SAVE THE RAINFOREST3 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.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Co-requisites: CAP 469A2

CAP 469A2 HOW TO SAVE THE RAINFOREST3 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

Co-requisites: CAP 469A1

CAP 469B CUBA LIBRE³⁻⁶ 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

CAP 469C GREAT PLAINS³ 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469C1 GREAT PLAINS³ 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. Co-requisite: paired with CAP 469C2 when Great Plains is offered as a team-taught, six-hour course: three hours applied toward Essential Studies SLO #12 (Capstone Integration) and three hours applied towards SLO #8 (Social Sciences). Students in catalogs previous to 2015 will have all six credits applied towards SLO #12.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

Co-requisites: CAP 469C2

CAP 469C2 GREAT PLAINS³ 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. Co-requisite: paired with CAP 469C1 when Great Plains is offered as a team-taught, six-hour course: three hours applied toward Essential Studies SLO #12 (Capstone Integration) and three hours applied towards SLO #8 (Social Sciences). Students in catalogs previous to 2015 will have all six credits applied towards SLO #12.

Essential Studies Outcome: ES8

Prerequisites: Junior or above status

Co-requisites: CAP 469C1

CAP 469D WEIGHT OF THE NATION³⁻⁶ 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 lifestyles can effectively be applied for improved healthy living and sustainability.

Essential Studies Outcome: ES12

CAP 469E OUTSIDE:YOUR SELF IN THE WORLD³ Credits

Students will produce a creative or scholarly work that explores their experiences of getting "outside" themselves in myriad ways: being outdoors (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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469F TALKING HEADS⁶ 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 within 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 paper, and a debate.

Essential Studies Outcome: ES12

CAP 469G SOCIAL MEDIA AND DEMOCRATIZATION⁶ 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 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469G1 SOCIAL MEDIA AND DEMOCRATIZATION³ 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 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.

Essential Studies Outcome: ES9

Prerequisites: Junior or above status

Co-requisites: CAP 469G2

CAP 469G2 SOCIAL MEDIA AND DEMOCRATIZATION³ 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 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

Co-requisites: CAP 469G1

CAP 469H POETICS AND PHILOSOPHY OF WALKING³ Credits

In this course we will inquire into the cultural history and philosophy of walking, exploring its different modes and practices as they develop in specific times and places. We will also study different representations of walking in 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469I COMPOSING A PUBLIC LIFE³ 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469J TOPICS IN CAPSTONE INTEGRATION³⁻⁶ 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.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

CAP 469K THE CREATIVE MIND³⁻⁶ 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, develop and produce a substantial original creative work.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

Career & Technical Education (CTE)

CTE 390 INTERNSHIP IN CTE1-12 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.

Add Consent: Department Consent

CTE 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

The problem selected and the amount of work in its solution determine the number of hours credit. May be repeated for up to six hours credit.

Add Consent: Department Consent

CTE 431 INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE³ 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.

Prerequisites: Junior or above status

CTE 434 PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION³ Credits

The principles, philosophy, and history of career and technical education are presented in this course.

Prerequisites: Junior or above status

CTE 435 ADULT EDUCATION³ Credits

Study of the adult learner, adult learning theory, and the adult programming.

Prerequisites: Junior or above status

CTE 437 OCCUPATIONAL ANALYSIS³ Credits

Study of the standard occupational analysis systems and practice in applying these systems to occupations and activities for determining content in curriculum development.

Prerequisites: Junior or above status

CTE 438 COORDINATION TECHNIQUES/WORK BASED LEARNING³ Credits

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.

Prerequisites: Junior or above status

CTE 440 TOPICS IN CAREER & TECH EDUC¹⁻⁶ Credits

Contemporary topics within career and technical education.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CTE 441 IMPROVEMENT OF INSTRUCTION³ Credits

Study of curriculum development, instructional models, integration of academic and occupational programs, and utilization of technologies in instruction.

Prerequisites: Junior or above status

CTE 452 PROGRAM DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT3 Credits

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.

Prerequisites: Junior or above status

Chemistry (CHEM)

CHEM 110 CAREERS IN SCIENCE1 Credit

Introduction for Physical Sciences majors to career options. Students will conduct independent research of selected firms or agencies. A required field trip to a major metropolitan area will provide knowledge of opportunities and challenges of the technical job market.

CHEM 121 INTRODUCTORY CHEMISTRY3 Credits

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.

Essential Studies Outcome: ES6

CHEM 131 COLLEGE CHEMISTRY I3 Credits

Principles and applications of general college chemistry. 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.

Essential Studies Outcome: ES6

Prerequisites: CHEM 121 and MATH 142

Co-requisites: CHEM 131L

CHEM 131L COLLEGE CHEMISTRY I LAB1 Credit

Laboratory experience in basic chemical concepts, including concentrations, reaction mechanisms, molecular structure and spectroscopy.

Essential Studies Outcome: ES6

Co-requisites: CHEM 131

CHEM 132 COLLEGE CHEMISTRY II3 Credits

Continuation of College Chemistry I with qualitative analysis.

Prerequisites: CHEM 131 and CHEM 131L

Co-requisites: CHEM 132L

CHEM 132L COLLEGE CHEMISTRY II LAB1 Credit

Laboratory experience in qualitative analysis.

Co-requisites: CHEM 132

CHEM 140 SURVEY OF CHEMISTRY3 Credits

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.

Essential Studies Outcome: ES6

Prerequisites: CHEM 121 and MATH 142

Co-requisites: CHEM 140L

CHEM 140L SURVEY OF CHEMISTRY LAB1 Credit

Laboratory experiences in basic chemical processes and mechanisms. Basic chemistry laboratory operations.

Essential Studies Outcome: ES6

Co-requisites: CHEM 140

CHEM 231 SURVEY OF ORGANIC CHEMISTRY3 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 are covered. Carbohydrates, lipids, enzymes, amino acids and protein synthesis are also covered at an introductory level.

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 231L

CHEM 231L SURVEY OF ORGANIC CHEMISTRY LAB1 Credit

Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy.

Co-requisites: CHEM 231

CHEM 233 ORGANIC CHEMISTRY I3 Credits

Nomenclature, reactions, multi-step synthesis, stereochemistry, mechanisms, and spectroscopy of organic compounds.

Cross-Listed: CHEM 233/CHEM 333

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 233L

CHEM 270 TOPICS (LD):1-3 Credits

Special topics in chemistry appropriate for lower division credit. May be repeated with different emphases for up to six hours credit.

CHEM 310 CAPSTONE I: RESEARCH SEMINAR1 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.

Prerequisites: Sophomore or above status

CHEM 314 BIOTECHNOLOGY3 Credits

Hands-on procedures with discussions and readings to provide theoretical understanding and historical background of biotechnology work.

Cross-Listed: BIOL314/CHEM314

Prerequisites: BIOL 332 and Sophomore or above status

CHEM 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

CHEM 332 ANALYTICAL INSTRUMENTATION2 Credits

A one-semester course in basic instrumentation with emphasis on the clinical and commercial setting.

CHEM 332L ANALYTICAL INSTRUMENTATION LAB1 Credit

Laboratory experience in use and maintenance of scientific equipment.

CHEM 333 Organic Chemistry I3 Credits

Nomenclature, reactions, multi-step synthesis, stereochemistry, mechanisms, and spectroscopy of organic compounds.

Cross-Listed: CHEM 233/CHEM 333

CHEM 333L Organic Chemistry I Lab1 Credit

Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy.

Cross-Listed: CHEM233L/CHEM333L

CHEM 334 Organic Chemistry II3 Credits

A continuation of Organic Chemistry I.

Cross-Listed: CHEM234/CHEM334

CHEM 334L Organic Chemistry II Lab1 Credit

A continuation of Organic Chemistry I laboratory.

Cross-Listed: CHEM234L/CHEM334L

CHEM 335 BIOCHEMISTRY3 Credits

Components and reactions of living matter. Topics include metabolism of major macromolecules including carbohydrates, lipids, proteins, and nucleic acids. Enzyme functions and regulation will be studied.

Prerequisites: CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Sophomore or above status

Co-requisites: CHEM 335L

CHEM 335L Biochemistry Lab1 Credit

Laboratory experience in purification, quantitation, and characterization of biological molecules.

CHEM 341 QUANTITATIVE ANALYSIS3 Credits

Principles of modern analytical chemistry.

Prerequisites: CHEM 132 and CHEM 132L and Sophomore or above status

Co-requisites: CHEM 341L

CHEM 341L QUANTITATIVE ANALYSIS LAB1 Credit

Laboratory experience in quantitative analysis.

Prerequisites: Sophomore or above status

Co-requisites: CHEM 341

CHEM 342 INSTRUMENTAL ANALYSIS3 Credits

Emphasis on instrumental and radioisotopic analysis.

Prerequisites: CHEM 341 and CHEM 341L and Sophomore or above status

Co-requisites: CHEM 342L

CHEM 342L INSTRUMENTAL ANALYSIS LABORATORY1 Credit

Laboratory experience involving the use of quantitative instrumentation.

Prerequisites: Sophomore or above status

Co-requisites: CHEM 342

CHEM 390 INTERNSHIP IN CHEMISTRY1-12 Credits

Provides practical experience as a chemist in government, business or industry. Open to upper division students majoring in 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.

Add Consent: Department Consent

CHEM 400 INDEPENDENT STUDY OR RESEARCH1-3 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 of Curriculum and Academic Advancement, and Academic Vice President is required.

Add Consent: Instructor Consent

CHEM 401 CAPSTONE II: SENIOR RESEARCH1 Credit

Independent research projects based on the results presented in CHEM 310. Data collection, analysis, and presentation of scientific papers. May be repeated for a total of up to six hours of credit.

Prerequisites: Junior or above status

CHEM 410 CAPSTONE III: SEN RES/THESIS1 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.

Prerequisites: CHEM 401 and Junior or above status

CHEM 417 TOPICS IN CHEMISTRY1-3 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 CHEMISTRY3 Credits

Advanced principles of inorganic chemistry.

Prerequisites: CHEM 132, CHEM 132L, and Junior or above status

CHEM 431 PHYSICAL CHEMISTRY3 Credits

Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts.

CHEM 431L PHYSICAL CHEMISTRY LAB1 Credit

Physical Chemistry laboratory.

CHEM 433 ENVIRONMENTAL CHEMISTRY3 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.

CHEM 433L ENVIRONMENTAL CHEMISTRY LAB1 Credit

Laboratory experience in environmental chemical analysis.

CHEM 444 PHYSICAL CHEMISTRY3 Credits

Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts.

CHEM 444L PHYSICAL CHEMISTRY LAB1 Credit

Laboratory experience.

CHEM 464 PHYSICAL CHEMISTRY II3 Credits

Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts.

Communication Arts (CA)

CA 125 FUNDAMENTALS OF ORAL COMMUNICATION3 Credits

Develops understanding and skills necessary for effective oral communication. Activities will include public speaking, group discussion, interviewing, and interpersonal communication.

Essential Studies Outcome: ES3

CA 130 INTERPERSONAL COMMUNICATION3 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.

Essential Studies Outcome: ES3

CA 133 MEDIA WRITING3 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 & PERFORMANCE STUDIES3 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 every-day communication.

Essential Studies Outcome: ES5

CA 160 TOPICS IN COMMUNICATION1-3 Credits

Special Topics in Communications. May be repeated with a change in emphasis.

CA 225 COMMUNICATING IN GROUPS AND TEAMS3 Credits

Theory and practice of group and teamwork which occur in a variety of settings.

Essential Studies Outcome: ES3

CA 231 INTRO TO DIGITAL PUBLISHING3 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, and text-formatting.

CA 233 PRESENTATIONAL SPEAKING3 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.

Essential Studies Outcome: ES3

CA 234 PHOTOJOURNALISM3 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 INTRO TO MASS MEDIA3 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 LEADERSHIP3 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.

Essential Studies Outcome: ES9

CA 250 INTRODUCTION TO PUBLIC RELATIONS:PRINCIPLES, PROCESSES & PRACTICES3 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 INTRO TO COMMUNICATION THEORY3 Credits

Examination of the origins, development, and uses of communication theories as they apply to communication dynamics.

CA 330 CONFLICT RESOLUTION AND MEDIATION3 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.

Essential Studies Outcome: ES3

Prerequisites: Junior or above status

CA 333 NEWS JOURNALISM3 Credits

The principles of news and feature writing in conjunction with publication of THE EAGLE, the student newspaper.

Prerequisites: Sophomore or above status

CA 334 THEORIES/PRACTICE OF PERSUASION3 Credits

Current studies in persuasive theory and practices in persuasion. May include study of debate, political, mediated, and interpersonal communication. Students will be expected to analyze and critique persuasive messages from varied sources.

CA 335 MEDIA ADVERTISING3 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.

Prerequisites: Sophomore or above status

CA 336 CONSTRUCTING DIGITAL CITIZENS3 Credits

Students will study the history of social media; Facebook, Twitter, Instagram, Foursquare, Youtube, etc.; learn to define digital citizen and assess the success and/or failure of various social media platforms in advancing the role of the citizen; and engage in digital citizenship through a project using social media platform(s) that addresses important cultural issues.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

CA 346 INTERCULTURAL COMMUNICATION3 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.

Essential Studies Outcome: ES10

CA 350 APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES- INTERMEDIATE STUDIES IN PR3 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 objectives and activities. It includes writing, design and production techniques.

Prerequisites: Sophomore or above status

CA 351 ORGANIZATIONAL COMMUNICATION3 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.

Prerequisites: Sophomore or above status

CA 353 HEALTH COMMUNICATION3 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 COMMUNICATION1-12 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.

Add Consent: Department Consent

CA 391 INTERNSHIP IN JOURNALISM1-12 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 the 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 the 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

CA 400 INDEPENDENT STUDY/RESEARCH1-3 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.

Add Consent: Instructor Consent

CA 420 RELATIONAL AND FAMILY COMMUNICATION3 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 interculturality.

Prerequisites: Junior or above status

CA 430 COMMUNICATION RESEARCH METHODS3 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.

Prerequisites: Junior or above status

CA 431A MEDIA PROJECTS1-3 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) credit hours.

Prerequisites: CA 333 and Junior or above status

CA 431B MEDIA PROJECTS1-3 Credits

Production work on radio at Chadron State College.

Prerequisites: CA 333 and Junior or above status

CA 434 EDITING & DESIGN3 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 credit hours.

Prerequisites: CA 333 and Junior or above status

CA 435 ADVANCED TOPICS IN COMMUNICATION1-3 Credits

Special topics in communications. May be repeated with a change of emphasis.

CA 436 SEMINAR IN COMMUNICATION3 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 COMMUNICATION3 Credits

Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication.

Prerequisites: Junior or above status

CA 442 GLOBALIZATION, CULTURE & MEDIA3 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.

Essential Studies Outcome: ES10

CA 443 MEDIA LAW3 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.

Prerequisites: Junior or above status

CA 450 COMMUNICATION CAMPAIGNS3 Credits

This course will discuss communication 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 objectives will be analyzed and critiqued. Lastly student will plan, organize, and implement an actual communication campaign.

Prerequisites: Junior or above status

Criminal Justice (CJ)

CJ 231 INTRODUCTION TO CRIMINAL JUSTICE3 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 ENFORCEMENT3 Credits

A study of the origins of policing, the nature of police work, and the issues, trends, and challenges facing modern policing.

Prerequisites: CJ 231

CJ 233 LAW ENFORCEMENT ORGANIZATION AND ADMINISTRATION3 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.

Prerequisites: CJ 231

CJ 234 CORRECTIONAL CASEWORK & PRACTICE3 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 FUND OF CRIMINAL INVESTIGATION3 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 predators.

Prerequisites: CJ 231

CJ 236 INTRODUCTION TO CORRECTIONS3 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.

Prerequisites: CJ 231

CJ 238 SURVEY OF PRIVATE SECURITY3 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 239 CRIMINOLOGY3 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: CJ239/SOC239

CJ 321 POLICE & COMMUNITY RELATIONS3 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.

Prerequisites: CJ 231 and CJ 232

CJ 322 JUVENILE CRIME & GANGS3 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.

Prerequisites: Sophomore or above status

CJ 323 FORENSIC STUDIES I3 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.

Prerequisites: CJ 231 and Sophomore or above status

CJ 331 CRIMINAL LAW3 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.

Cross-Listed: C-LS 331/CJ 331

Prerequisites: CJ 231 and Sophomore or above status

CJ 332 JUVENILE DELINQUENCY3 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.

Cross-Listed: CJ332/SOC332

Prerequisites: CJ 231 and Sophomore or above status

CJ 333 JUDICIARY & CONSTITUTIONAL LAW3 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: CJ333/LS333/PS333

Prerequisites: Sophomore or above status

CJ 334 CRIMINAL PROCEDURES3 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: CJ334/LS334

Prerequisites: Sophomore or above status

CJ 336 MULTICULTURAL ISSUES IN CJ3 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.

Prerequisites: CJ 231 and Sophomore or above status

CJ 337 INTRODUCTION TO LAW3 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: CJ337/LS337/PS337

Prerequisites: Sophomore or above status

CJ 338 COMMUNITY BASED CORRECTIONS3 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, CJ 236 and Sophomore or above status

CJ 390 INTERNSHIP IN CRIMINAL JUSTICE1-12 Credits

A student will gain practical experience in a criminal justice agency such as law enforcement, courts or corrections. 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.

Add Consent: Department Consent

CJ 400 INDEPENDENT STUDY OR RESEARCH1-3 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 hours of Criminal Justice and permission of Instructor, Dean and Academic Vice President.

Add Consent: Instructor Consent

CJ 430 TOPICS IN CORRECTIONS1-3 Credits

Topics selected to meet the needs of students in a special area of interest in corrections.

Prerequisites: CJ 236 and Junior or above status

CJ 431 INSTITUTIONAL CORRECTIONS3 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, CJ 236, and Junior or above status

CJ 432 JUVENILE LAW3 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: CJ432/LS432

Prerequisites: Junior or above status

CJ 433 RULES OF EVIDENCE3 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.

Cross-Listed: CJ433/LS433

Prerequisites: CJ 231 or LS 231 and Junior or above status

CJ 434 SENIOR SEMINAR IN CJ3 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.

Prerequisites: Criminal Justice Senior

CJ 435 DRUGS, ALCOHOL & CRIME3 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.

Prerequisites: Junior or above status

CJ 436 SEMINAR: COMPARATIVE CJ3 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.

Prerequisites: Junior or above status

CJ 437 TOPICS IN LAW ENFORCEMENT1-3 Credits

Topics selected to meet the needs of students in a special area of interest in law enforcement.

Prerequisites: CJ 232 and Junior or above status

CJ 438 TOPICS IN LAW3 Credits

Topics selected to meet the needs of students in a special area of interest in law.

Cross-Listed: CJ438/LS438

Prerequisites: CJ 337 or LS 337 and Junior or above status

CJ 439 JUVENILE CORRECTIONS3 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 JUSTICE1-3 Credits

Topics selected to meet the needs of students in a special area of interest in juvenile justice.

Prerequisites: Junior or above status

CJ 441 ETHICAL ISSUES IN CJ3 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.

Prerequisites: Junior or above status

CJ 442 HONORS IN CRIMINAL JUSTICE3 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) semester hours.

Cross-Listed: CJ442/LS442

Add Consent: Instructor Consent

CJ 443 CORRECTIONAL LAW3 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: CJ443/LS443

Prerequisites: Junior or above status

CJ 444 FORENSIC STUDIES II3 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.

Prerequisites: CJ 235, CJ 323, and Junior or above status

CJ 445 FORENSIC EVIDENCE3 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.

Prerequisites: Junior or above status

CJ 446 CROSS CULTURAL STUDIES/JUSTICE STUDIES3 Credits

The course examines the cross cultural differences in crime and applications of criminal justice systems and practice. Attention is given to the impact of cultural factors (historical, religious, social, and political) on the formal institutions, laws and procedures for social control of crime. Involves international travel and field trips.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Drop Consent: Instructor Consent

CJ 447 APPLIED ISSUES IN C J1-6 Credits

Projects, workshops, field experiences and seminars that focus on a specialized area in Criminal Justice.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CJ 448 PROFESSIONAL SEMESTER1-12 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. Permission of instructor and admission by a law enforcement training center.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CJ 450 TOPICS IN FORENSIC STUDIES3 Credits

Topics selected to meet the needs of students in a special area of forensic sciences.

Prerequisites: CJ 323 or CJ444 and Junior or above status

Economics (ECON)

ECON 130 SURVEY OF ECONOMICS3 Credits

Basic microeconomic 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.

Essential Studies Outcome: ES10

ECON 160 TOPICS IN ECONOMICS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

ECON 231 MACROECONOMICS3 Credits

Economy in the aggregate including gross domestic product and its components, employment, inflation, business fluctuations, economic growth, monetary policy, fiscal policy, budget deficit and public debt with primary application to the United States economy.

ECON 232 MICROECONOMICS3 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 AND AGRIBUSINESS3 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.

Cross-Listed: AGRI330/ECON334

Prerequisites: ECON 232 and Sophomore or above status

ECON 423 AGRICULTURAL POLICY3 Credits

An examination of USDA agricultural, fiber, conservational, and rural economic policies studies from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance of U.S. and international food and agriculture. Farm, international trade, rural economic development, resource/environmental, technology, food marketing and consumer policies are analyzed. Major economics courses will be beneficial.

Cross-Listed: AGRI423/ECON423

Prerequisites: Junior or above status

ECON 434 NATIONAL AGRICULTURAL POLICY3 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: MATH 138 or MATH 142 and Sophomore or above status

ECON 460 TOPICS IN ECONOMICS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

Education (EDUC)

EDUC 100 INFORMATION LITERACY1 Credit

Students will be able to recognize an information need, access that information in multiple formats, evaluate/authenticate the information, discern the ethical implications of knowledge construction, and organize the information in a compelling and biographical manner.

Cross-Listed: EDUC100/LMS100

EDUC 121 THE ACADEMIC LIFE3 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 relating to student engagement and achievement are covered.

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 131 INTRODUCTION TO TEACHING3 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 field experience which requires a background check.

EDUC 224 TECHNOLOGY RESOURCES FOR LEARNING3 Credits

This course focuses on the integration of computers and other new technologies into the academic curricula. This course will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum. Participants will examine software tools, curriculum software, Internet resources, and computer-based projects as examples of technology that can be effectively integrated into the curriculum.

Prerequisites: EDUC 131

EDUC 231 PLAY/ART/MUS FOR EARLY CHILDHO3 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.

Prerequisites: FCS 139

EDUC 232 SCIENCE, MATH, AND SOCIAL SCIENCE FOR EARLY CHILDHOOD3 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.

Prerequisites: FCS 139

EDUC 233 LITERATURE AND LANGUAGE ARTS PROGRAM FOR EARLY CHILDHOOD3 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.

Prerequisites: FCS 139

EDUC 270 SPECIAL TOPICS1-3 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 271 HUMAN RELATIONS TRAINING1 Credit

Develop awareness and understanding of the values, lifestyles, contributions and history of a pluralistic society; develop the ability to recognize and deal with dehumanizing biases and how they may be reflected in instructional material; develop ability to translate knowledge of human relations into attitudes, skills and techniques which result in favorable experiences for students; develop respect for human dignity and individual rights and develop the ability to relate effectively to other individuals and groups other than one's own.

EDUC 300 SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION1-3 Credits

A field experience which includes classroom observation and participation in the secondary major endorsement or middle level academic area, with emphasis on active involvement in high school or middle school settings. One credit hour required for all secondary majors, but students may register for up to three hours of credit. Requires a background check and the minimum GPA, as required by the Nebraska Department of Education.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, SPED 230 and Sophomore or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 320 ECE/ELEM OBSERVATION AND PARTICIPATION1-3 Credits

A field experience which includes classroom observation and participation prior to student teaching at various early childhood, primary or intermediate grade levels. Students will observe and participate in two or three different classroom settings. A minimum of two credit hours is required but a student may enroll in up to three credits. Requires a background check and the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, SPED 230 and Sophomore or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 321 TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS2 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.

Prerequisites: EDUC 131 and PSYC 231 or PSYC 334 and Sophomore or above status

EDUC 322 TEACHING ELEMENTARY/MIDDLE SCHOOL LANGUAGE ARTS2 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, PSYC 231, and Sophomore or above status

EDUC 323 TEACHING ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES2 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, PSYC 231, and Sophomore or above status

EDUC 329 ASSESSMENT FOUNDATIONS2 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.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, and Sophomore or above status

EDUC 360 CROSS CULTURAL STUDIES IN EDUC3-6 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 a different focus.

EDUC 361 INTEGRATED ELEMENTARY/MIDDLE SCHOOL CORE METHODS6 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.

Prerequisites: Sophomore or above status

EDUC 390 APPLIED INTERNSHIP IN EDUCATIO1-3 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.

Add Consent: Department Consent

EDUC 400 INDEPENDENT STUDY OR RESEARCH1-3 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. Dean's permission required.

Add Consent: Department Consent

EDUC 402 LIBRARY EDUCATION RESOURCES1 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 SEQUENCES 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.

Prerequisites: Junior or above status

EDUC 411 READING/WRITING IN CONTENT ARE1 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.

Add Consent: Department Consent

EDUC 411S READING/WRITING IN CONTENT ARE1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 412S CURRICULUM AND STANDARDS1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 413 ELEM/MS CURRIC & COUNSELING1 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.

Add Consent: Department Consent

EDUC 413E ELEM/MS CURR & COUN1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 414 CLASSROOM MANAGEMENT1 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.

Add Consent: Department Consent

EDUC 414E CLASSROOM MANAGEMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 414S SECONDARY/MS CLASSROOM MGMT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 415 HUMAN REL/MULTI-CULTURAL1 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.

Add Consent: Department Consent

EDUC 415E HUMAN REL/MULTI-CULTURAL1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 415S HUMAN REL/MULTI-CULTURAL1 Credit

Considers the 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. This course is taken as part of the professional year.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 416 ELEMENTARY/MS ASSESSMENT1 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.

Add Consent: Department Consent

EDUC 416E ELEMENTARY/MS ASSESSMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 417 TEACH READING/WRITING DIAGNOSIS1 Credit

Diagnostic awareness and corrective 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.

Add Consent: Department Consent

EDUC 417E TEACH READING DIAGNOSIS1 Credit

Diagnostic awareness and corrective skill. Formal and informal tools used in assessing reading progress, identifying reading 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 418 SECONDARY/MS ASSESSMENT1 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.

Add Consent: Department Consent

EDUC 418S SECONDARY/MS ASSESSMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 422 TEACHING ELEM/MS SCI/HEALTH2 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. Taken in conjunction with the professional year, Semester #1.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 423 TEACHING PRIMARY READ & WRITING2 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 424 TEACHING INTERM READING & WRITING2 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 431A SPECIAL METHODS/ART3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431C SPECIAL METHODS/HPER3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431D SPECIAL METHODS/DTE3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431E SPECIAL METHODS/EDUC MEDIA3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431F SPECIAL METHODS/MATH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431G SPECIAL METHODS/SCIENCE3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431H SPECIAL METHODS/C A & TH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431I SPECIAL METHODS/BUSINESS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431J SPECIAL METHODS/FCS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431L SPECIAL METHODS/SOC SCI3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431M INTERDISCIPLINARY SPECIAL METHODS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431Q SPECIAL METHODS/SECONDARY MUSIC3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431S SPECIAL METHODS/SPANISH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 433 THE MIDDLE SCHOOL3 Credits

Philosophy, implementation, and improvement of the middle school (grade 5-9) 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. Includes a field experience which requires a background check.

Prerequisites: Junior or above status

EDUC 440 TOPICS IN EDUCATION1-3 Credits

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.

EDUC 460 COMPARATIVE EDUCATION1-3 Credits

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.

Essential Studies Outcome: ES10

Add Consent: Instructor Consent

EDUC 475 REGIONAL ELEMENTARY/MIDDLE SCHOOL PROFESSIONAL STUDIES SEQUENCE12 Credits

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.

Add Consent: Department Consent

EDUC 480A FIELD EXPERIENCE1-8 Credits

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 transcript review.

Prerequisites for the course include successful completion of Teacher Education requirements as outlined in the General Bulletin. 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING9 Credits

Education 490 Teacher Internship - Student Teaching is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective grade level and content area(s) of study. Each teacher internship experience will encompass the appropriate grade level and/or endorsement to meet certification requirements and must be completed concurrently with EDUC 495. Students will accomplish course outcomes/Education SLO by participating in a minimum of a 16 week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a P-12 school setting, working in collaboration with the Cooperating Classroom Teachers, P-12 students and a CSC Supervisor.

Co-requisite: Students must be enrolled in EDUC 495 Education Capstone at the same time. Prerequisites: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and must have successfully completed the Professional Semester Block with no grade below a C.

Prerequisites: EDUC 411A, EDUC 412S, EDUC 414S, EDUC 415S, EDUC 418S, EDUC 431, and Junior or above status

Co-requisites: EDUC 495

Add Consent: Department Consent

EDUC 495 EDUCATION CAPSTONE3 Credits

Education Capstone is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective content area of study. Each Education Capstone experience will encompass the appropriate grade level and endorsement(s) to meet certification requirements. Students will experience course work to meet Education Learning Outcomes and ESO by participating in a minimum of a 16-week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a P-12 school setting working in collaboration with the Cooperating Classroom teachers, P-12 students and a CSC Supervisor. During this course Teacher Interns will complete the following course activities: Teacher Work Sample Project, Lesson Planning Activities, Teacher Intern Guidebook assignments, and will maintain a Teacher Internship Reflective Journal. Imbedded into these assignments are specific activity assignments that are meant to meet the following Essential Studies Program Student Learning Outcomes: ESO 12. Prerequisites: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and have successfully completed the Professional Semester Block with no grade below a C.

Essential Studies Outcome: ES12

English (ENG)

ENG 111 INTRODUCTION TO COLLEGE WRITING1-3 Credits

This course is designed to help students utilize a variety of strategies for composing written discourse in Standard Edited English in an academic setting. This is a pass/fail course.

Add Consent: Department Consent

Drop Consent: Department Consent

ENG 135 RHETORIC AND WRITING3 Credits

Guided practice in reading, writing, and revising texts, with attention to issues of purpose, audience, organization, style, and conventions for diverse writing situations.

Essential Studies Outcome: ES2

Prerequisites: ACT of 19 or higher in English or Reading or meeting additional requirements outlined in the Catalog or determined by the Transitional Studies Director

ENG 136 TOPICS IN WRITING3 Credits

Each section of this course will focus upon a specific issue or theme that students will explore through diverse writing situations, composing texts that make appropriate use of evidence and conventions. Topics will vary. Prerequisites: See the placement matrix in Essential Studies for further details.

Essential Studies Outcome: ES2

Prerequisites: ACT of 19 or higher in English or Reading or meeting additional requirements outlined in the Catalog or determined by the Transitional Studies Director

ENG 137 TECHNICAL WRITING3 Credits

Interdisciplinary writing course emphasizing workplace and technical communication and editing appropriate to diverse populations. Prerequisites: See the placement matrix in Essential Studies for further details.

Essential Studies Outcome: ES2

ENG 160 LITERARY EXPLORATIONS1-3 Credits

Special Topics in English. May be repeated with a change of emphasis.

ENG 232A HISTORY OF AMERICAN LIT TO 18653 Credits

A study of American literature from its beginning to 1865.

ENG 232B HIST OF AMERICAN LIT FROM 18653 Credits

A study of American literature from 1865 to the present.

ENG 233 ELEMENTS OF LITERATURE3 Credits

A study of the elements of poetry, drama, and fiction as well as an introduction to a variety of lenses of critical analysis.

Essential Studies Outcome: ES7

ENG 235 CHILDREN'S LITERATURE3 Credits

A study of literature written for children and adolescents that provides a critical background for interpreting, evaluating and teaching the literature.

ENG 236A HISTORY OF BRITISH LITERATURE TO 17953 Credits

A study of British literature and its influence on the development of the English language and national identities across Great Britain from its beginnings to 1795.

ENG 236B HISTORY OF BRITISH LITERATURE FROM 17953 Credits

A study of literature, popular authors, and literary movements throughout the United Kingdom and the Republic of Ireland from 1795 to the present.

ENG 299 INTRO TO CREATIVE WRITING3 Credits

Beginning course in creative writing that introduces students to writing in various genres.

Essential Studies Outcome: ES5

ENG 300 GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE3 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

ENG 311 THE THEORY AND PRACTICE OF TEACHING READING3 Credits

This course in the theory and practice of teaching reading to adolescents introduces students to research in the cognitive and linguistic processes of reading; research in the motivational and sociocultural foundations of literacy; evidence-based instructional practices and strategies that support literacy; and a range of assessment practices that inform reading instruction. Particular attention will be paid to diversity issues in reading instruction, including social justice, equity, and student identities.

Prerequisites: Sophomore or above status

ENG 320 GRAMMAR & LINGUISTICS3 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 321 RHETORIC AND THE ART OF WRITING3 Credits

An historical and theoretical investigation of rhetoric in its spoken and written forms. Emphasis will be placed (a) on the practice of rhetoric and writing in civic spaces, and (b) on creative writing as a rhetorical art.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

ENG 331 THEORY AND PRACTICE OF TEACHING WRITING3 Credits

An examination of various methods and programs in teaching writing, including practical experience in responding to writing.

Prerequisites: Sophomore or above status

ENG 340 CONTEMPORARY LITERATURE3 Credits

A study of various issues, authors and topics in contemporary literature from diverse genres.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 341 LITERATURE OF THE AMERICAN WEST3 Credits

An exploration of writers and works of literature related to the American West.

Essential Studies Outcome: ES7

ENG 342 MULTI-ETHNIC LITERATURE IN ENGLISH3 Credits

An exploration of works from diverse genres by writers from around the world and literary criticism that confront race, class and ethnicity, gender, and the intersectionality of these issues.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

ENG 343 LITERATURE & PHILOSOPHY3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 344 LITERATURE OF THE ENVIRONMENT3 Credits

An examination of literary theory, criticism, and works from a variety of genres that treat the relationship between people and their natural environments.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 345 GENDER, SEXUALITY, AND LITERATURE3 Credits

A study of masculinity and femininity, the fluidity of these categories, and how these categories intersect with questions pertaining to sexual orientation in literature and literary criticism.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 346 LITERATURE OF THE BIBLE3 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).

Essential Studies Outcome: ES10

ENG 361 LITERACY IN THE DIGITAL AGE3 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.

Prerequisites: Sophomore or above status

ENG 399A ADVANCED CREATIVE WRITING:NONFICTION3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 399B ADVANCED CREATIVE WRITING:FICTION3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 399C ADVANCED CREATIVE WRITING:POETRY3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 400 INDEPENDENT STUDY OR RESEARCH3 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 and Capstone Project in their area of study and present it publicly. 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.

Add Consent: Instructor Consent

ENG 431 TOPICS IN ENGLISH3 Credits

Special topics in English. May be repeated with a change of emphasis.

ENG 432 SHAKESPEARE3 Credits

A study of Shakespeare's works (both plays and sonnets), with consideration given to the history of performance.

Prerequisites: Junior or above status

ENG 435 NATIVE AMERICAN LITERATURE3 Credits

A study of the history, themes, and/or genres of literature produced by and about Native Americans.

Essential Studies Outcome: ES7

ENG 436 WORLD LITERATURE3 Credits

A study of representative poetry, drama, fiction, and non-fiction prose selected from global literature. Texts not originally published in the English language will be read in English translation.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

ENG 438 ADOLESCENT LITERATURE3 Credits

A study of literature written and published for adolescents, with opportunities for critical conversations about the teaching of such literature.

Prerequisites: Junior or above status

ENG 440 THEORY & PRAC OF LIT CRITICISM3 Credits

A study of selected theories that provide the foundations for literary criticism and the application of those theories to specific texts.

Prerequisites: Junior or above status

ENG 441 NOVELS3 Credits

A study of the novel as a genre and literary criticism focused on reading it as such.

Essential Studies Outcome: ES7

ENG 442 MAJOR WRITERS3 Credits

An examination of the works of one or more major writers in literature with consideration of the historical and cultural contexts in which they wrote.

Prerequisites: Junior or above status

ENG 461 SPECIALIZED METHODS IN ENGLISH LANGUAGE ARTS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: EDUC 131, EDUC 300, PSYC 231, SPED 230, SPED 334, and Junior or above status

Family and Consumer Sciences (FCS)

FCS 122 PERSPECTIVES IN FAMILY AND CONSUMER SCIENCES² 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 observations with guest lecturers.

FCS 135 ALTERATION AND CONSTRUCTION TECHNIQUES² 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 objectives will build upon prior knowledge and skills. A service learning project is incorporated. Additional laboratory fees are associated.

Co-requisites: FCS 135L

FCS 135L ALTERATIONS AND CONSTRUCTION LAB¹ Credit

Adaptations 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 into the class and lab experience. Additional laboratory fees are associated.

Co-requisites: FCS 135

FCS 136 FOOD SCIENCE² Credits

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.

Essential Studies Outcome: ES6

Co-requisites: FCS 136L

FCS 136L FOOD SCIENCE LAB¹ Credit

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.

Essential Studies Outcome: ES6

Co-requisites: FCS 136

FCS 139 HUMAN DEVELOPMENT³ Credits

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.

FCS 149 BASIC HEALTH CARE² Credits

This course provides essential knowledge and skills related to basic health care and skills for families and residents/clients of public and private 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.

Co-requisites: FCS 149L

FCS 149L BASIC HEALTH CARE LAB¹ Credit

This course provides essential knowledge and skills related to basic health care and skills for families and residents/clients of public and private 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.

Co-requisites: FCS 149

FCS 160 SPECIAL TOPICS¹⁻³ Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

FCS 224 HOUSING AND INTERIOR DESIGN³ Credits

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.

FCS 225 ADOLESCENT DEVELOPMENT³ Credits

Adolescence covers the span of life between the ages of 11 and 19. Throughout the course, students will gain knowledge and skill in the identification of characteristics, developmental and theoretical principles associated with early, middle and late adolescence. Practical application experiences will provide opportunities for the exploration of content knowledge and understanding associated with the developmental process.

FCS 233 FAMILIES IN SOCIETY³ Credits

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.

Essential Studies Outcome: ES10

FCS 234 INTRODUCTION TO HEALTH AND HUMAN SERVICES³ Credits

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 service to clients, need analysis, and principles of health and human services.

FCS 236 FOOD & MEALS ACROSS THE LIFESPAN² Credits

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. Additional laboratory fees associated.

Co-requisites: FCS 236L

FCS 236L FOODS & MEALS ACROSS THE LIFESPAN LAB1 Credit

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-requisites: FCS 236

FCS 239 PARTNERS IN EDUCATION3 Credits

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.

FCS 247 NUTRITION3 Credits

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.

Essential Studies Outcome: ES11

FCS 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

FCS 314 FUTURE FOCUS1 Credit

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 . . .). The course may be repeated for up to a total of four credit hours.

FCS 314A FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second years students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Sophomore or above status

FCS 314B FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students in 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

FCS 314C FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Junior or above status

FCS 314D FUTURE FOCUS1 Credit

Using the critical science perspective, discussion of current 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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Senior status

FCS 320 AGING AND DEATH3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

FCS 321A CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION2 Credits

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 and philosophical foundations will guide students as they weave knowledge base content into practical application exercises associated with early childhood environments.

Prerequisites: Sophomore or above status

FCS 331 RESOURCE MANAGEMENT3 Credits

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.

Prerequisites: Sophomore or above status

FCS 337 GUIDANCE TECHNIQUES IN HUMAN RELATIONS3 Credits

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.

FCS 338 PRENATAL AND INFANT PRACTICUM3 Credits

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 toddlers. Students will be actively engaged in practicum experiences that integrate content knowledge, skills and competencies through observation and practical laboratory experiences. Students must complete a minimum of 30 contact hours working with infants and toddlers for successful completion in the course.

FCS 340L CURRENT TRENDS IN DESIGN1-3 Credits

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.

Prerequisites: Sophomore or above status

FCS 341 TEXTILES3 Credits

Natural and man-made fibers, yarns, and methods of fabrication, fabric finishes, and their performances. Legislation, merchandizing, and consumer issues are also investigated.

Prerequisites: Sophomore or above status.

Co-requisites: FCS 341L

FCS 341L TEXTILES LABORATORY1 Credit

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.

FCS 390 INTERNSHIP IN FCS1-12 Credits

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.

Add Consent: Department Consent

FCS 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Selected problems of interest to advanced students. **Prerequisite:** Consent of the instructor, Academic Dean of the school, and Academic Vice President.

Add Consent: Instructor Consent

FCS 417 LIFESPAN WELLNESS3 Credits

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, culture, ages, lifestyles, predisposed health conditions, injury/physical challenges, and the individual's goals/objectives. 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 satisfies Essential Studies Student Learning Outcome #11 requirement.

Essential Studies Outcome: ES11

Prerequisites: Junior or above status

FCS 420 LOSS ACROSS THE LIFESPAN3 Credits

A study of the "losses" experienced by individuals and families. This includes the loss of things, relationships, and function, as well as intrapsychic 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.

Prerequisites: Junior or above status

FCS 421 ORGANIZATION, ADMINISTRATION, AND CURRICULUM OF FCS2 Credits

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.

FCS 422 PROFESSIONAL CAREER DEVELOPMENT3 Credits

The course will provide students an opportunity to prepare for a Professional Career using research, application and demonstration of intellectual and practical skills. Students will demonstrate an understanding of knowledge, theory, methods and historical perspectives associated with a Career and employment through application exercises. A requirement for successful completion of the capstone course is to develop and present a professional portfolio inclusive of evidence that demonstrates an ability for self-reflective, critical and creative thinking.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

FCS 423 PROGRAM DEVELOPMENT AND MANAGEMENT3 Credits

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.

Prerequisites: Junior or above status

FCS 427 WORKSITE WELLNESS3 Credits

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.

Essential Studies Outcome: ES9

FCS 434 ISSUES IN HEALTH AND HUMAN SERVICES3 Credits

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.

FCS 435 CONSUMER SCIENCE3 Credits

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.

Prerequisites: Junior or above status

FCS 436 GLOBAL FOOD SYSTEMS3 Credits

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 a sustainable global food system, with a focus on developing countries included. Topics include economic policy related to nutrition, health, consumption, production, natural resource management, trade, markets, gender roles, armed conflict, and ethics. Social entrepreneurship approach, case studies as well as active participation by students will be used.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

FCS 437 FAMILY STRENGTHS3 Credits

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.

Prerequisites: Junior or above status

FCS 440 SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES1-6 Credits

Contemporary concepts and issues in Family and Consumer Sciences as well as attendance and participation in conferences and leadership development opportunities. May be repeated with different emphases for up to six course credits.

Prerequisites: Junior or above status

FCS 447 NUTRITION FOR SPORT & WELLNESS3 Credits

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.

Prerequisites: Junior or above status

FCS 448 EARLY CHILDHOOD PRACTICUM3 Credits

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 practice in the development and implementation of daily and weekly unit plans, menus, environmental design and emergent curriculum for coordination of a total program. The course requires practicum time with children in laboratory a qualified early childhood setting.

FCS 448L EARLY CHILDHOOD PRACTICUM LABORATORY1 Credit

Practicum field experience in a qualified early childhood environment under the supervision of a highly qualified educator. Additional fees will be assessed.

Prerequisites: Junior or above status

Co-requisites: FCS 448

FCS 457 NUTRITION FOR COMMUNITY WELLNESS3 Credits

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.

FCS 467 EPIDEMIOLOGY AND GLOBAL HEALTH3 Credits

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. This course will provide a purposeful and applicable sense of citizenship and civic mindedness by developing a comprehensive understanding of one's personal and social responsibility in the ethical application and advocacy of public health; locally, nationally, and globally. Critical evaluation of medical and public health literature is included.

Essential Studies Outcome: ES9

Finance (FIN)

FIN 160 TOPICS IN FINANCE1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

FIN 239 PERSONAL FINANCE3 Credits

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.

FIN 242 REAL ESTATE PRINCIPLES3 Credits

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.

FIN 330 PRINCIPLES OF FINANCE3 Credits

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: ACTG 241 and ECON 232

FIN 331 FINANCIAL MARKETS & INSTITUTIONS3 Credits

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: FIN 330, department's mathematics requirement, and Sophomore or above status

FIN 332 INTERNATIONAL FINANCE AND ECONOMICS3 Credits

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.

Prerequisites: Sophomore or above status

FIN 333 INTERNATIONAL FINANCE & ECONOMICS3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

FIN 338 REAL ESTATE INVESTMENTS & INSURANCE3 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.

Prerequisites: Sophomore or above status

FIN 432 FINANCIAL MANAGEMENT3 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.

Prerequisites: BA 336, FIN 330, and Junior or above status

FIN 439 INVESTMENT ANALYSIS3 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: FIN 330 and Junior or above status

FIN 460 TOPICS IN FINANCE1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

First Year Inquiry (FYI)

FYI 169A HEALTH CARE I: A CHOICE OR A RIGHT3 Credits

Study of health care from multiple perspectives, including those of the patient, the practitioner and the policy-maker. 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.

Essential Studies Outcome: ES1

Co-requisites: FYI 169R

Drop Consent: Department Consent

FYI 169AA HOME ON THE RANGE6 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 explore 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). Wherever 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).

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AB LEARNING TO SERVE3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AC THE 20TH CENTURY AMERICAN ROAD6 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AD FOOTBALL, AMERICAN STYLE6 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 high school., college, and pro football; *Use writing as a tool for reflection and analysis regarding intersections of American culture and American football.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AE HAPPINESS6 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AF STUDY THE WORLD3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AG ANALYZING ADOLESCENCE3 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 and peers grow and develop. Adolescent development will be explored from a variety of interdisciplinary perspectives.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AH FASHIONOMICS3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AI RELATIONSHIPS 2.03 Credits

Human relationships in the 21st 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, responsible decision-making and critical thinking skills will be the focus of this study.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169AJ INTO THE MARTIAL ARTS6 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.

Essential Studies Outcome: ES1

FYI 169AK TOPICS IN FIRST YEAR INQUIRY3-6 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 creative problem solving. Each FYI course must be approved by the Essential Studies Program Committee.

Essential Studies Outcome: ES1

FYI 169AL MATTERS OF OPINION3 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.

Essential Studies Outcome: ES1

FYI 169AM ZOMBIEPOCALYPSE; ZOMBIES IN POPULAR CULTURE3 Credits

This course will explore zombies in popular culture and address a broad range of zombie representations: race, gender, war, the other democracy, wealth inequality, family, loss and trauma and the pleasure of consumption. The course will incorporate readings from a variety of disciplines: media studies, political economy, film studies, consumer culture, and philosophy. Students will produce critical essays and a group project presentation.

Essential Studies Outcome: ES1

FYI 169AN GAZE ANATOMY: GENDER, RACE, SEXUALITY AND CLASS IN MEDIA3 Credits

This course is designed to teach students to be literate consumers of media in its multiple forms. The course situates media in the capitalist economic system and provides students with techniques of interpretation and analysis of media texts and practices. Students will analyze various media content through group discussions, exercises and essays that will culminate in the production of a digital media critique.

Essential Studies Outcome: ES1

FYI 169AO MUSIC AND THE MIND3 Credits

Music is omnipresent in film, television, and advertisements. Artists, cinematographers, and advertisers all use music to influence their target audience. This course examines the fundamentals of music, the psychology of music, and how music is used and manipulated to illicit an emotional response in the listener. Your Brain on Music explores the psychology of music and the connection between music and the human brain. This course culminates with a project combining music and images.

Essential Studies Outcome: ES1

FYI 169B ENEMY MINE: THE EXTREME OTHER6 Credits

Explores 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169C THE NATION AND THE GLOBE6 Credits

Investigates into 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169D MONSTERS AND MAGIC6 Credits

The purpose of this course is to examine our culture's fascination with monsters and magic in film, TV, literature, and other mediums of entertainment, using methods and practices of inquiry from literary, gender, film, and race studies.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169E ENVIRONMENTAL POLICY: BEYOND THE SOUND BITES6 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169F A POX ON YOU: THE BIOLOGICAL, LEGAL AND SOCIAL CONSEQUENCES OF INFECTIOUS DISEASES6 Credits

Exploration of 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169G DO YOU SEE WHAT I SEE: THE SCIENCE OF ART AND THE ART OF SCIENCE3 Credits

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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169H MATHEMATICS: NOT FOR SPECTATORS6 Credits

Discussion of 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169I WE ARE WHAT WE EAT3 Credits

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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169J THE HIDDEN LIFE OF EVERYDAY THINGS3 Credits

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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169K A BETTER YOU-THROUGH FINANCIAL AND PHYSICAL HEALTH6 Credits

This course aims to give students the needed foundation for both a physical and financially healthy life by addressing the components of each and how they are interrelated.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169M IMPROVING YOUR INFLUENCE: THROUGH THE POWER OF INFORMATION AND KNOWLEDGE6 Credits

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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169MU OPENING PANDORA'S MUSIC BOX3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169N VIRTUE AND THE WARRIOR SPIRIT6 Credits

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."

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 1690 10,000 B.C., GREAT PLAINS, NORTH AMERICA: HUMAN SURVIVAL AND THE ENVIRONMENT6 Credits

Examination of 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169P MAKING CENTS OF PETROLEUM6 Credits

Examination of 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169Q PRIVATE PARTS: THE PSYCHOSOCIAL AND BIOLOGICAL ASPECTS OF SEXUALITY6 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169R HEALTH CARE II: A CHOICE OR A RIGHT3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169S WITHOUT THE ARTS, YOU'RE ONLY HALF A BRAIN6 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 digital materials (YouTube video commercials, radio ads, print ads, web sites, blogs, and news releases) to advocate for the arts.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169U STUDY OF NATURAL DISASTERS3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169V NUTRITION, WEIGHT LOSS & WELLNESS3 Credits

A recurring issue in American life is overweight and obesity. This course provides the opportunity for you (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 unlock the mysteries of nutrition, weight, and wellness.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169W LITERATURE AND PRACTICE OF WORLD RELIGIONS6 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169X SURVIVAL SKILLS 1013 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169Y PLANTS, BEVERAGES-HUMAN HISTORY3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

FYI 169Z FORGIVENESS3 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.

Essential Studies Outcome: ES1

Drop Consent: Department Consent

Geography (GEOG)

GEOG 231 PHYSICAL GEOGRAPHY3 Credits

Survey of the atmosphere, lithosphere, hydrosphere, and biosphere including a topical analysis of land forms, weather and climate, soils, and vegetation. Emphasis is on understanding processes of and relationships between the spheres. This course meets the Essential Studies Physical Science non-lab requirement.

GEOG 232 CULTURAL GEOGRAPHY3 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 (GEOS)

GEOS 110 CAREERS IN SCIENCE1 Credit

Introduction for Physical Sciences majors to career options. Students will conduct independent research of selected firms or agencies. A required field trip to a major metropolitan area will provide knowledge opportunities and challenges of the technical job market.

GEOS 129 PHYSICAL SCIENCE FOR THE ELEMENTARY AND MIDDLE GRADES TEACHER3 Credits

A laboratory oriented course intended to strengthen the physical science background of the elementary and middle grades teacher.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

GEOS 130 EARTH SCIENCE3 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.

Essential Studies Outcome: ES6

GEOS 135 PHYSICAL SCIENCE3 Credits

An integrated course in physical sciences including astronomy, earth science, geology, physics and chemistry.

Essential Studies Outcome: ES6

GEOS 137 ENVIRONMENTAL GEOLOGY3 Credits

Considers effects of human interaction with the physical environment, both in terms of natural phenomena such as earthquakes and floods, which effect human lives, and resource use, in which humans change their environment. One or more field trips will be required.

Essential Studies Outcome: ES6

GEOS 230 NATURAL HAZARDS AND DISASTERS3 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.

Essential Studies Outcome: ES6

GEOS 231 PHYSICAL GEOLOGY3 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 231L

GEOS 231L PHYSICAL GEOLOGY LAB1 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 231

GEOS 233 ASTRONOMY2 Credits

A descriptive study of the solar system, stars, and galactic systems, including theories of the origin of the universe and the solar system.

Essential Studies Outcome: ES6

GEOS 233L ASTRONOMY LABORATORY1 Credit

Laboratory experience in astronomy. Held in the evening either outdoors or in the planetarium.

Essential Studies Outcome: ES6

GEOS 234 EARTH SYSTEM HISTORY3 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 234L

GEOS 234L EARTH SYSTEM HISTORY LAB1 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 234

GEOS 246 GEOLOGY FIELD CAMP I2 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. Taught concurrently with GEOS 346 and 446.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, GEOS 234L, and Junior or above status

GEOS 270 TOPICS IN GEOSCIENCE1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

GEOS 310 CAPSTONE I: RESEARCH SEMINAR1 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.

Prerequisites: Sophomore or above status

GEOS 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

GEOS 321 INTRODUCTION TO GPS1 Credit

Principles and applications of global positioning system. Emphasis is on mapping and other uses applied to geoscience field problems. Field trips may be required.

Prerequisites: Sophomore or above status

GEOS 322 INTRODUCTION TO GIS3 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. * Registered Trademark

Prerequisites: Sophomore or above status

GEOS 334 METEOROLOGY3 Credits

The physical behavior of the atmosphere including the causes of weather and the elements of forecasting.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

GEOS 337 PALEONTOLOGY3 Credits

A systematic survey of invertebrate phyla and vertebrate classes most important in the fossil record.

GEOS 337L PALEONTOLOGY LAB1 Credit

Examination of fossil invertebrates and vertebrates in laboratory and field.

Prerequisites: Sophomore or above status

Co-requisites: GEOS 337

GEOS 338 ROCKS AND MINERALS3 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.

Prerequisites: GEOS 231, GEOS 231L and Sophomore or above status

GEOS 346 GEOLOGY FIELD CAMP II2 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 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. Taught concurrently with GEOS 246 and 446.

Prerequisites: GEOS 246 and Junior or above status

GEOS 390 INTERNSHIP IN GEOSCIENCE1-12 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.

Add Consent: Department Consent

GEOS 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

GEOS 401 CAPSTONE II: SENIOR RESEARCH1 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.

Prerequisites: GEOS 310 and Junior or above status

GEOS 410 CAPSTONE III: SENIOR RES THESIS1 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.

Prerequisites: GEOS 401 and Junior or above status

GEOS 426A RESEARCH MICROSCOPY1 Credit

Microscopic principles and techniques focusing on the use of microscopes in scientific inquire and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation, and types of research microscopes.

Cross-Listed: BIOL436A/GEOS426A

GEOS 426B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers.

Cross-Listed: BIOL436B/GEOS426B

GEOS 430 SPECIAL TOPICS IN GEOSCIENCE1-3 Credits

To meet special needs of Geoscience students. May be repeated with different topics and approval of instructor for a total of six credit hours.

GEOS 431 GEOLOGY OF WATER RESOURCES3 Credits

An introduction to the origin and nature of groundwater, its interaction with surface water, geological methods of groundwater exploration, and factors affecting water supply and quality. One or more field trips required.

GEOS 432 STRUCTURAL GEOLOGY3 Credits

Description and analysis of geologic structures and the regional and global tectonic forces that produce them. Possibly one or more field trips required.

Prerequisites: GEOS 231, GEOS 231L, and Junior or above status

GEOS 434 INTRODUCTION TO OCEANOGRAPHY3 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.

GEOS 435 FIELD EXPERIENCE IN GEOSCIENCE1-3 Credits

Typically a one to three week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere.

Add Consent: Instructor Consent

GEOS 436 FIELD EXCAVATION & PROCEDURES1-3 Credits

A summer workshop designed to give the student field experience in the development of paleontological sites.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

GEOS 437 WORLD ENVIRONMENTAL ISSUES3 Credits

Exploration of world environmental problems. Discussion participation setting emphasizes library research, accessing information, critical analysis of media news, and information and global perspective measures. The course culminates in student action plans that may affect environmental change.

Essential Studies Outcome: ES9

Prerequisites: Junior or above status

GEOS 438 PETROLEUM GEOLOGY3 Credits

The origin, characteristics, occurrence, exploration, and development of/ for petroleum. Possibly one or more field trips.

GEOS 439 SEDIMENTOLOGY & STRATIGRAPHY3 Credits

The origin and characteristics of sedimentary rocks.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, GEOS 234L and Junior or above status

Co-requisites: GEOS 439L

GEOS 439L SEDIMENTOLOGY & STRATIGRAPHY L1 Credit

Laboratory and field studies of sediments and sedimentary rocks.

Prerequisites: Junior or above status

Co-requisites: GEOS 439

GEOS 446 GEOLOGY FIELD CAMP III2 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 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. Taught concurrently with GEOS 246 and 346.

Prerequisites: GEOS 346 and Junior or above status

GEOS 471 ADVANCED ASTRONOMY1-3 Credits

A quantitative study of topics introduced in GEOS 233. Includes astrophotography, deep sky viewing, and planetarium.

Prerequisites: GEOS 233/, GEOS 233L, and , GEOS 233L, and Junior or above status

Health, PE, and Recreation (HPER)

HPER 102 SHOOTING ACTIVITIES3 Credits

The Shooting Activities course will expose students to the necessary rules and participation skills for a variety of shooting activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Shooting activities may include but not be limited to archery, trap, riflery, paintball, skeet, etc.

HPER 105 ADULT COMMUNITY RECREATION1 Credit

Basic recreational activity designed for the adult learner. Emphasis will be placed on flexibility, strength, and cardiovascular maintenance.

Drop Consent: Department Consent

HPER 107 INDIVIDUAL SPORT ACTIVITIES3 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.

Essential Studies Outcome: ES11

HPER 108 FITNESS ACTIVITIES3 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.

Essential Studies Outcome: ES11

HPER 111 SOCIAL DANCE ACTIVITIES3 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.

Essential Studies Outcome: ES11

HPER 120 OUTDOOR ACTIVITIES3 Credits

The Outdoor 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.

Essential Studies Outcome: ES11

HPER 122 FOUNDATIONS OF HEALTH & PE2 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 INTRO TO ATHLETIC TRAINING1 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.

HPER 207 TEAM SPORTS ACTIVITIES3 Credits

The Team Sports 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.

Essential Studies Outcome: ES11

HPER 209 ADVANCED FITNESS ACTIVITIES3 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, powerlifting, Ironman training, triathlon training, etc.

HPER 220 THEORY AND PRINCIPLES OF COACHING2 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 RECREATION PROGRAMMING3 Credits

History and objectives of special camps and the responsibilities of the camp counselor. The planning and administration of camp activities to include diverse populations. This course is designed to help students understand ways to ensure recreation leisure activities are accessible to all members in the community they serve.

HPER 232 ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY3 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/WELLNESS3 Credits

Knowledge and practice in making decisions which effect the quality of life. Developing positive attitudes toward emotional and physical fitness. An emphasis on personal health assessment, awareness and individual program planning.

Essential Studies Outcome: ES11

HPER 234 INTRODUCTION TO SPORT AND RECREATION MANAGEMENT3 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 TOPICS3 Credits

Designed to provide the Health Educator with an in-depth knowledge base in current health problems in contemporary society.

HPER 321 COACHING TECH:FOOTBALL2 Credits

Fundamentals and coaching techniques in football.

Prerequisites: HPER 220 and Sophomore or above status

HPER 322 COACHING TECH:BASKETBALL2 Credits

Fundamentals and coaching techniques in basketball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 323 COACHING TECH:VOLLEYBALL2 Credits

Fundamentals and coaching techniques in volleyball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 325 TEACHING IND/DUAL SPORTS3 Credits

Techniques of teaching and coaching the individual and dual sports which may be taught to the recreation or public school student

Prerequisites: Sophomore or above status

HPER 327 BIOMECHANICAL KINESIOLOGY2 Credits

The application of mechanical principles to human movement.

HPER 327L BIOMECHANICAL KINESIOLOGY LAB1 Credit

Lab experience.

HPER 329 HISTORY OF PHYS ED2 Credits

Introduction to the historical development of physical education from ancient to modern times.

HPER 332 SAFETY AND FIRST AID2 Credits

Safety in and around the school and home. Includes American National Red Cross First Aid and Cardiopulmonary Resuscitation certification.

Prerequisites: Junior or above status

HPER 333 LEADERSHIP IN RECREATION3 Credits

Considers problems in community recreation pertaining to leadership styles, leadership roles in the areas of facilities, programs, activities, methods of organization and administration.

Prerequisites: HPER 234 and Sophomore or above status

HPER 335 ORG/ADMIN HPER & ATH3 Credits

A study of administrative practices and their application to the fields of Health, Physical Education, Recreation, and Athletics.

Prerequisites: Sophomore or above status

HPER 336 FITNESS EVAL & EXERCISE PRESCR3 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.

Prerequisites: HPER 232 and Sophomore or above status

HPER 337 RECREATION FOR DIVERSE POPULATIONS3 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 areas.

Prerequisites: Sophomore or above status

HPER 339 THEORY OF PHYSICAL EDUCATION K-83 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.

Prerequisites: Sophomore or above status

HPER 400 INDEPENDENT STUDY OR RESEARCH1-4 Credits

Designed to permit students to participate in more individual investigations and individualized courses of study. Permission of Academic Dean and Department Chair required.

Add Consent: Instructor Consent

HPER 421 PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS OF SPORT2 Credits

Philosophical, sociological, and psychological aspects of coaching.

Prerequisites: HPER 220 and Junior or above status

HPER 422 INTRO TO ADAPTED PHYS ED3 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.

Prerequisites: Junior or above status

HPER 423 COACHING TECH:WRESTLING2 Credits

Fundamentals and coaching techniques in wrestling.

Prerequisites: HPER 220 and Junior or above status

HPER 424 COACHING TECH: TRACK2 Credits

Fundamentals and coaching techniques in track.

Prerequisites: HPER 220 and Junior or above status

HPER 425 COACH TECH:GOLF AND TENNIS2 Credits

Fundamentals and coaching techniques in golf and tennis.

HPER 426 COACHING TECH: BASEBALL/SOFTBALL2 Credits

Fundamentals and coaching techniques in baseball and softball.

Prerequisites: HPER 220 and Junior or above status

HPER 427 RHYTHMIC MOVEMENT2 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.

Prerequisites: Junior or above status

HPER 428 CURRICULUM IN HEALTH3 Credits

A foundation in school health education, including health services, healthful school living, and health instruction. To develop skills in organizing and presenting comprehensive and sequential health curriculum of standard and controversial topics.

Prerequisites: Junior or above status

HPER 429 MOTOR MOVEMENT3 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.

Prerequisites: Junior or above status

HPER 430 SEMINAR IN HPER3 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.

Prerequisites: Junior or above status

HPER 431 COMMUNITY & ENVIRONMENTAL HEALTH3 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.

Prerequisites: HPER 236 and Junior or above status

HPER 432 TESTS & MEASUREMENTS IN PHYSICAL EDUCATION3 Credits

The history of measurements in physical education, the selection and administration of appropriate tests, and the integration of their results by statistical procedures.

Prerequisites: Junior or above status

HPER 433 ADVANCED ATHLETIC TRAINING3 Credits

Designed for students who want to pursue a career in athletic training; required for NATA certification.

Prerequisites: HPER 134 and Junior or above status

HPER 435 CURRICULUM PLANNING IN PHYSICAL EDUCATION3 Credits

A study and evaluation of present day trends in physical education. A discussion of principles and procedures for curriculum construction and criteria for the selection of activities and judging outcomes.

Prerequisites: Junior or above status

HPER 436 ADVENTURE BASED LEARNING3 Credits

To acquaint prospective teachers and recreationists with the concepts of outdoor education. To provide a variety of experiential learning opportunities that enable students to develop knowledge and skills from direct experiences outside the traditional classroom. To better understand the use of personal leisure time in the out-of-doors.

Prerequisites: Junior or above status

HPER 437 LEGAL ASPECTS OF SPORTS AND RECREATION3 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.

Prerequisites: Junior or above status

HPER 439 BIOMECHANICS OF SPORTS2 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.

Prerequisites: HPER 232 and Junior or above status

Co-requisites: HPER 439L

HPER 439L BIOMECHANICS OF SPORTS LAB1 Credit

Lab experience in Biomechanics of Sports.

Prerequisites: Junior or above status

Co-requisites: HPER 439

HPER 440 PREVENTION & CARE/ATHLETIC INJ3 Credits

Knowledge and practice in the care of athletic injuries and physical conditioning.

Prerequisites: Junior or above status

HPER 441 COORDINATED SCHOOL HEALTH PROGRAM3 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.

Prerequisites: HPER 236 and Junior or above status

HPER 442 AQUATICS AND WATER SAFETY3 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.

Essential Studies Outcome: ES11

Prerequisites: Junior or above status

HPER 449 EVENT AND FACILITY MANAGEMENT3 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.

Prerequisites: Junior or above status

HPER 453 SPORTS OFFICIATING3 Credits

Qualifications, philosophies, principles, and techniques governing the art of officiating sports.

Prerequisites: HPER 220 and Junior or above status

HPER 454 PRINCIPLES OF PERSONAL TRAINING3 Credits

To provide students with specific, real-world information about the knowledge, skills, and expectations associated with a 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.

Prerequisites: HPER 336 and Senior status

HPER 490 INTERNSHIP IN HPER1-12 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: A. Recreation: HPER 226, 234, and 333 B. Coaching: HPER 220, 335, and appropriate techniques courses (Note: Education students should not do their coaching internship while on block or student teaching.) C. Athletic Training: HPER 226. Students must submit application to the Director of Internships at least 30 days prior to the beginning of the semester in which they desire an internship.

Add Consent: Department Consent

HPER 490A INTERNSHIP IN RECREATION1-12 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: HPER 226, HPER 234, HPER 333, HPER 335, HPER 437 and Junior or above status

Add Consent: Department Consent

HPER 490B INTERNSHIP IN COACHING1-12 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: HPER 220, HPER 335 and one course from HPER 423, HPER 424, HPER 425, or HPER 426, and Junior or above status

Add Consent: Department Consent

HPER 490C INTERNSHIP IN ATHLETIC TRAINING1-12 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: HPER 226 and Junior or above status

Add Consent: Department Consent

HPER 490D INTERNSHIP IN ATHLETIC TRAINING1-12 Credits

A work experience in athletic training. Approval of student's advisor, the faculty coordinator and the department chairperson is required.

Prerequisites: HPER 226, HPER 334, and Junior or above status

History (HIST)

HIST 151 US HISTORY TO 18773 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.

Essential Studies Outcome: ES8

HIST 152 US HISTORY SINCE 18773 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.

Essential Studies Outcome: ES8

HIST 171 WORLD HISTORY TO 15003 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.

Essential Studies Outcome: ES7

HIST 172 WORLD HISTORY SINCE 15003 Credits

Survey of World History from 1500 to the present with emphasis upon political, religious cultural, economic and social movements.

Essential Studies Outcome: ES8

HIST 210 POWER AND INSTITUTIONS3 Credits

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 IDENTITY3 Credits

Investigation of 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.

HIST 230 EXCHANGE AND THE ENVIRONMENT3 Credits

Historical spatial views and perspectives of place while stressing 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 CULTURE3 Credits

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 WEST3 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.

Cross-Listed: HIST351/ANTH351

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HIST 352 EUROPE: RENAISSANCE TO WORLD WAR3 Credits

Investigation of 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 353 EUROPE SINCE 19143 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 354 US COLONIAL AND EARLY REPUBLIC3 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.

Essential Studies Outcome: ES8

Prerequisites: Junior or above status

HIST 355 US IN THE NINETEENTH CENTURY3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 356 US IN THE 20TH CENTURY3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 361 NORTH AMERICAN WEST3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 362 NEBRASKA HISTORY3 Credits

This course investigates the history of Nebraska with emphasis on geographical, social, political, and economic factors. May require field trips.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 363 AMERICAN INDIAN HISTORY3 Credits

History of Native American and Indian peoples from tribal origins to the present. Emphasizes cultural survival and cross-cultural exchange.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 364 AMERICAN ENVIRONMENTAL HISTORY3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 365 HISTORY OF CANADA3 Credits

Political, social, and economic development of Canada from the formation of First Nations societies to the present.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 366 HISTORY OF MEXICO3 Credits

Mexican history from Pre-Columbian times to the country's democratic transition with a focus on postindependence Mexico. Political, economic, and socio-cultural developments as shaped by domestic and international contexts will be explored.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 369 SUBJECT AND CITIZEN3 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

HIST 370 THE POST-COLONIAL CONDITION3 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

HIST 371 ANCIENT EAST ASIA3 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 anthropological works, this course analyzes the subject area through cognate disciplines, with special emphasis on history.

Cross-Listed: HIST371/ANTH371

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HIST 372 MODERN EAST ASIA3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 373 HISTORY OF THE PACIFIC RIM3 Credits

Comprehensive course covering the history, geography, economics, politics, and culture of the peoples who have inhabited the borders of the Pacific Rim-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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 374 HISTORY OF THE MIDDLE EAST3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 375 HISTORY OF AFRICA3 Credits

History of Africa from the pre-historic 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 376 LATIN AMERICAN HISTORY3 Credits

History of Latin American nations covering the periods of conquest, colonization and independence, with emphasis on social, political and educational developments.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 390 INTERNSHIP IN HISTORY1-12 Credits

Provides practical historical experience while employed with a museum or historical society, government agency, business, or industry. Open to upper division students major 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.

Add Consent: Department Consent

HIST 400 INDEPENDENT STUDY1-6 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.

Add Consent: Instructor Consent

HIST 401 CUBA LIBRE'1-3 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: ESP Capstone 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding Self-Reflective essay (required of all participants).

Essential Studies Outcome: ES8

Prerequisites: Junior or above status

HIST 402 CUBA LIBRE'3 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: ESP Capstone 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding self-reflective essay (required of all participants).

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

HIST 455 PROCESS IN US/EUROPEAN HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 460 AMERICAN MILITARY HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 465 PROCESS IN NORTH AMERICAN WEST HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 475 PROCESS IN WORLD HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 495 SEMINAR IN THE SOCIAL SCIENCES3 Credits

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: HIST495/SS495

Prerequisites: Junior or above status

Humanities (HUM)

HUM 160 INTRODUCTION TO THE HUMANITIES1-3 Credits

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.

HUM 231 HUMANISTIC PERSPECTIVES3 Credits

The formal study of cultural ideas and values as they achieve expression through the arts and philosophy. Themes and topics may vary.

Essential Studies Outcome: ES7

HUM 232 HUMANISTIC TRADITION I:CLASSICAL WORLD3 Credits

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.

Essential Studies Outcome: ES7

HUM 233 HUMANISTIC TRADITION II: THE MEDIEVAL WORLD AND RENAISSANCE3 Credits

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.

Essential Studies Outcome: ES7

HUM 234 HUMANISTIC TRADITION III:THE AGE OF ENLIGHTENMENT AND ROMANTICISM3 Credits

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.

Essential Studies Outcome: ES7

HUM 235 THE HUMANISTIC TRADITION IV:MODERNISM AND POST-MODERNISM3 Credits

Introduction to the thought, values, and arts of Western culture from the beginning of modernism in the mid-nineteenth century through our own contemporary era. Readings and discussions focus on literature, philosophy, cinema, religion, and the arts.

Essential Studies Outcome: ES7

HUM 301 BEAT CULTURE: FILM, PHILOSOPHY, LITERATURE3 Credits

Interdisciplinary exploration of 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HUM 302 FILM AND PHILOSOPHY3 Credits

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'.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HUM 303 MODERNISM AND MANIFESTOS3 Credits

Interdisciplinary exploration of 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HUM 330 ARMS & MEN: CRISIS & CONFLICT IN THE HUMANITIES3 Credits

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.

Prerequisites: Sophomore or above status

HUM 332 LOVE & DESIRE IN WESTERN TRADITION3 Credits

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.

Prerequisites: Sophomore or above status

HUM 333 EXPLORATIONS IN HUMANITIES3 Credits

An in-depth analysis of a key concept in humanistic thought and expression of a major contemporary issue from an interdisciplinary humanities perspective.

Prerequisites: Sophomore or above status

HUM 334 INTRODUCTION TO FILM3 Credits

An examination of the art of film. Field trips may be required.

Prerequisites: Sophomore or above status

HUM 335 COMPARATIVE RELIGIONS3 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

HUM 336 HIGH PLAINS HUMANITIES3 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.

Prerequisites: Sophomore or above status

HUM 369 PHILOSOPHY AND DOCUMENTARY FILM3 Credits

The study of documentary film as philosophy, 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

HUM 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in area of special interest. Permission of Instructor and Dean is required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

HUM 401 CUBA LIBRE'1-3 Credits

Study abroad experience in Cuba. Students are encouraged to attend as many pre-trip class sessions of the concurrent course: ESP Capstone 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding self-reflective essay (required of all participants).

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

HUM 432 WORLD MYTHOLOGY3 Credits

A survey of world mythology as major sources of inspiration, allusion, and imagery in the expressive arts.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Legal Studies (LS)

LS 231 INTRO TO LEGAL STUDIES3 Credits

A study of the American legal system and the people who make it work. 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 PROCEDURES3 Credits

A study of the process used to resolve legal disputes. 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 TORTS3 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 LAW3 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 LAW3 Credits

A study of the law governing families. Exploring 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 & WRITING I3 Credits

A study of basic legal research and legal analysis. Focusing 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 SOCIETY3 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: LS323/SS323

Essential Studies Outcome: ES10

LS 331 CRIMINAL LAW3 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.

Cross-Listed: C-LS 331/CJ 331

Prerequisites: LS 231 or CJ 231 and Sophomore or above status

LS 332 THE LAW OF CONTRACTS3 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.

Prerequisites: Sophomore or above status

LS 333 THE JUDICIARY AND CONSTITUTIONAL LAW3 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: CJ333/LS333/PS333

Prerequisites: Sophomore or above status

LS 334 CRIMINAL PROCEDURES3 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: CJ334/LS334

Prerequisites: Sophomore or above status

LS 337 INTRODUCTION TO LAW3 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: CJ337/LS337/PS337

Prerequisites: Sophomore or above status

LS 338 LEGAL RESEARCH AND WRITING II3 Credits

A study of advanced legal research and writing principles. This course focuses on case synthesis, the creation of factual and policy arguments, and counteranalysis. Emphasis is placed upon completion of legal research projects including preparation of interoffice memoranda, court briefs and legal correspondence.

Prerequisites: LS 238 and Sophomore or above status

LS 343 COMMERCIAL LAW3 Credits

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.

LS 390 INTERNSHIP IN LEGAL STUDIES1-12 Credits

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.

Add Consent: Department Consent

LS 400 INDEPENDENT STUDY OR RESEARCH1-3 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 hours of Legal Studies and permission of instructor, Dean, and Academic Vice President.

Add Consent: Instructor Consent

LS 431 INTRO TO ESTATES & TRUSTS3 Credits

A study of the ownership of assets and planned distribution. 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.

Prerequisites: Junior or above status

LS 432 JUVENILE LAW3 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: CJ432/LS432

LS 433 RULES OF EVIDENCE3 Credits

A study of evidence and the rules governing its use. 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.

Cross-Listed: CJ433/LS433

Prerequisites: LS 231 or CJ 231 and Junior or above status

LS 434 LAW OF REAL ESTATE3 Credits

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.

Prerequisites: Junior or above status

LS 435 LAW OF BUSINESS ORGANIZATIONS3 Credits

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.

LS 436 ETHICS/PROFESSIONAL RESPONSIBILITY3 Credits

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, zealousness within the bounds of the law, and competence.

LS 438 TOPICS IN LAW3 Credits

Topics selected to meet the needs of students in a special area of interest in law.

Cross-Listed: CJ438/LS438

Prerequisites: LS or CJ 337 and Junior or above status

LS 442 HONORS IN LEGAL STUDIES3 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.

Cross-Listed: CJ442/LS442

Prerequisites: Junior or above status

Add Consent: Instructor Consent

LS 443 CORRECTIONAL LAW3 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: CJ443/LS443

Prerequisites: Junior or above status

LS 444 TOPICS IN COMMERCIAL LAW3 Credits

Topics selected to meet the needs of students in a special area of interest in commercial law.

Prerequisites: LS 231 or CJ 231 and Junior or above status

LS 447 APPLIED ISSUES IN LEGAL STUDIES1-9 Credits

Projects, workshops, field experiences and seminars that focus on a specialized area of Legal Studies.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Library Media Specialist (LMS)

LMS 100 INFORMATION LITERACY1 Credit

Students will be able to recognize an information need, access that information in multiple formats, evaluate/authenticate the information, discern the ethical implications of the knowledge construction and organize the information in a compelling and bibliographical manner.

Cross-Listed: EDUC100/LMS100

Management (MGMT)

MGMT 160 TOPICS IN MANAGEMENT1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

MGMT 230 PRINCIPLES OF MANAGEMENT3 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 BEHAVIOR3 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.

Prerequisites: MGMT 230 and Junior or above status

MGMT 430 HUMAN RESOURCE MANAGEMENT3 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.

Prerequisites: MGMT 230 and Junior or above status

MGMT 432 PRODUCTION AND OPERATIONS MANAGEMENT3 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, BA 336, MGMT 230, and Junior or above status

MGMT 434 STRATEGIC MANAGEMENT3 Credits

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.

Essential Studies Outcome: ES12

Prerequisites: ACTG 241, ACTG 242, BA 336, BA 337, BIS 130, BIS 332, ECON 231, ECON 232, FIN 330, MGMT 230, MKTG 231, and Senior status

MGMT 460 TOPICS IN MANAGEMENT1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

Prerequisites: Junior or above status

Marketing/Entrepreneurship (MKTG)

MKTG 160 TOPICS IN MKTG/ENTREPRENEURSHIP1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.

MKTG 231 PRINCIPLES OF MARKETING3 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 objectives.

MKTG 331 SALES TECHNIQUES3 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.

Prerequisites: Sophomore or above status

MKTG 334 ENTRE-IMAGINATION & OPPORTUNIT3 Credits

Explores the creative process and help students identify their own creative problem-solving styles. Students will have to develop innovative solutions centered around 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.

Prerequisites: Sophomore or above status

MKTG 335 ENTREPRENEURSHIP - BUSINESS START-UP3 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.

Prerequisites: MKTG 231 (can also be taken as a co-requisite) and Sophomore or above stat

MKTG 336 ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING3 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.

Prerequisites: MKTG 231 and Sophomore or above status

MKTG 338 BUYER BEHAVIOR3 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.

Prerequisites: MKTG 231 and Sophomore or above status

MKTG 435 BUSINESS AND MARKETING STRATEGY3 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: MGMT 230, MKTG 231, and Senior status

MKTG 439 BUSINESS AND MARKETING RESEARCH3 Credits

Examines marketing research information for management decision making. Provides an understanding of marketing research. Examines alternative research strengths and weaknesses.

Prerequisites: BA 336, MKTG 231, and Junior or above status

MKTG 460 TOPICS IN MARKETING/ENTREPRENEURSHIP1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.

Prerequisites: Junior or above status

Mathematics (MATH)

MATH 101 PRE-ALGEBRA3 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.

Add Consent: Department Consent

Drop Consent: Department Consent

MATH 102 PRE-COLLEGE ALGEBRA3 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.

Prerequisites: ACT Math 16 or greater

Add Consent: Department Consent

Drop Consent: Department Consent

MATH 132 APPLIED MATHEMATICS3 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.

Essential Studies Outcome: ES4

MATH 133 INTRO TO MATHEMATICS3 Credits

Everyday mathematics with practical applications. Relationship of mathematics to the larger encompassing structure of mathematics. History of mathematics.

Essential Studies Outcome: ES4

MATH 134 PLANE TRIGONOMETRY3 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.

Essential Studies Outcome: ES4

MATH 135 PRE-CALCULUS MATHEMATICS3 Credits

Algebraic analysis of geometric figures. Functions include polynomial, rational, exponential, logarithmic, and trigonometric.

Essential Studies Outcome: ES4

MATH 137 MATHEMATICS TOPICS FOR ELEMENTARY TEACHERS3 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.

Essential Studies Outcome: ES4

MATH 138 APPLIED CALCULUS3 Credits

Differential and integral calculus with applications from business, economics, life sciences, physical sciences and social sciences.

Essential Studies Outcome: ES4

MATH 142 COLLEGE ALGEBRA4 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.

Essential Studies Outcome: ES4

Prerequisites: ACT Math greater than 19 or MATH 102

MATH 151 CALCULUS I5 Credits

Traditional approach to limits, continuity, differential calculus with applications, and an introduction to integral calculus.

Prerequisites: Advanced high school mathematics including trigonometry or MATH 135

MATH 232 APPLIED STATISTICS3 Credits

Descriptive statistics and statistical inference, with applications from business, economics, life and social sciences. Cannot be used by Mathematics majors in their minor.

Essential Studies Outcome: ES4

MATH 235 MATHEMATICS FOR THE ELEMENTARY TEACHER I3 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.

Prerequisites: MATH 137

MATH 236 HISTORY OF MATHEMATICS3 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.

Essential Studies Outcome: ES8

MATH 237 HISTORY AND FOUNDATIONS OF MATHEMATICS3 Credits

Logic, proof, relations, sets, functions, and history of mathematics.

Prerequisites: MATH 142 or MATH 151

MATH 238 MATHEMATICS FOR THE ELEMENTARY TEACHER II3 Credits

Geometry, probability, and statistics for elementary and middle grade levels. Does not apply toward Essential Studies mathematics requirement.

Prerequisites: MATH 235

MATH 239 DISCRETE MATHEMATICS3 Credits

Graph theory, matrices, recurrence relations, linear programming, difference equations, combinatorics, Boolean algebra, and trees. Applications included.

MATH 252 CALCULUS II5 Credits

Integral calculus with applications of differentiation and integration. Sequences and series.

Prerequisites: MATH 151

MATH 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

MATH 330 DIFFERENTIAL EQUATIONS3 Credits

Theory and solutions of ordinary differential equations and systems of differential equations. Modeling of science, engineering, and social science problem situations and phenomena.

Prerequisites: MATH 336 Sophomore or above status

MATH 331 PROBABILITY AND STATISTICS3 Credits

Descriptive statistics, exploratory data analysis, probability, random variables and probability distributions, inferential statistics, point and interval estimation, hypothesis testing, correlation and regression. Applications from business, education, and science.

Prerequisites: MATH 151 or MATH 138 and Sophomore or above status

MATH 334 COLLEGE GEOMETRY3 Credits

Advanced plane geometry. Similar and congruent figures, logic, and constructions. Projective and other fields of geometry, both Euclidean and non-Euclidean.

Prerequisites: MATH 237 and Sophomore or above status

MATH 336 CALCULUS III3 Credits

Multivariate calculus, infinite series, introduction to differential equations, line and surface integrals, and vector calculus.

Prerequisites: MATH 252 Sophomore or above status

MATH 337 LINEAR ALGEBRA3 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.

Prerequisites: MATH 138 or MATH 151 and Sophomore or above status

MATH 338 OPERATIONS RESEARCH3 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 MATH 151 and MATH 232 or MATH 331 and Sophomore or above status

MATH 339 THEORY OF NUMBERS3 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 Sophomore or above status

MATH 390 INTERNSHIP IN MATHEMATICS1-12 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.

Add Consent: Department Consent

MATH 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

MATH 401 ADVANCED MATHEMATICS EDUCATION PERSPECTIVES3 Credits

A capstone course for students in the Mathematics 7-12 Field Endorsement and the Middle Grades (5-9) 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MATH 410 MATHEMATICS SEMINAR1 Credit

Research, development, and presentation of a formal paper regarding some topic of interest in mathematics.

Prerequisites: Junior or above status

MATH 429 INTRODUCTION TO MODERN ALGEBRA3 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.

Prerequisites: MATH 237 with "C" and Junior or above status

MATH 430 TOPICS IN MATHEMATICS1-3 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 hours credit.

Prerequisites: Junior or above status

MATH 433 STATISTICAL METHODS AND DATA ANALYSIS3 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.

Prerequisites: MATH 232 and Junior or above status

MATH 434 INTRODUCTORY ANALYSIS3 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: MATH 237 with "C" and Junior or above status

MATH 435 SAMPLING TECHNIQUES3 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.

Prerequisites: MATH 232 and Junior or above status

MATH 437 MODERN ALGEBRA3 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.

Prerequisites: MATH 429 and Junior or above status

MATH 438 NUMERICAL ANALYSIS3 Credits

Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration, and numerical solutions of differential equations.

Prerequisites: MATH 252 and Junior or above status

MATH 439 THEORY OF STATISTICS3 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.

Prerequisites: MATH 151, MATH 331, and Junior or above status

MATH 440 MATH EDUCATION STANDARDS3 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.

Prerequisites: Junior or above status

Military Science & Leadership (MSL)

MSL 101 LEADERSHIP AND PERSONAL DEVELOPMENT2 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.

Essential Studies Outcome: ES9

Co-requisites: MSL 101L

MSL 101L LEADERSHIP AND PERSONAL DEVELOPMENT LAB1 Credit

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.

Essential Studies Outcome: ES9

Co-requisites: MSL 101

MSL 102 INTRODUCTION TO TACTICAL LEADERSHIP1 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-requisites: MSL 102L

MSL 102L INTRODUCTION TO TACTICAL LEADERSHIP LAB1 Credit

Provides 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-requisites: MSL 102

MSL 109 MILITARY FITNESS3 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.

Essential Studies Outcome: ES11

MSL 201 INNOVATIVE TEAM LEADERSHIP1 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 ROTC's leadership assessment program.

Co-requisites: MSL 102L

MSL 201L INNOVATIVE TEAM LEADERSHIP LAB1 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-requisites: MSL 201

MSL 202 FOUNDATIONS OF TACTICAL LEADERSHIP1 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-requisites: MSL 202L

MSL 202L FOUNDATIONS OF TACTICAL LEADERSHIP LAB1 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-requisites: MSL 202

MSL 301 ADAPTIVE TEAM LEADERSHIP2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 301L

MSL 301L ADAPTIVE TEAM LEADERSHIP LAB2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 301

MSL 302 LEADERSHIP IN CHANGING ENVIRONMENTS2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 302L

MSL 302L LDRSHP IN CHANGING EVIRONS LAB2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 302

MSL 394 ADVANCED MILITARY SCIENCE INTERNSHIP1-12 Credits

Provide practical experience within the military environment. See military advisor to secure the proper documents and assignment approvals for the internship.

MSL 401 DEVELOPMENT ADAPTIVE LEADERS2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 401L

MSL 401L DEVELOPMENT ADAPTIVE LEADERS LAB2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 401

MSL 402 LEADERSHIP IN A COMPLEX WORLD2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 402L

MSL 402L LEADERSHP IN A COMPLEX WORLD LAB2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 402

MSL 403 3RD YEAR ADV MILITARY SCIENCE I2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 403L

MSL 404 3RD YEAR ADV MILITARY SCIENCE II2 Credits

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 experiences 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.

Prerequisites: MSL 401, MSL 402, MSL 403, and Junior or above status

MSL 411 DEVELOPING SUBORDINATE LEADERS I3 Credits

Advanced study in management skills involved with leadership within the armed forces. Includes practical experience working with cadets in leadership functions.

Prerequisites: Junior or above status

MSL 412 DEVELOPING SUBORDINATE LEADERS II3 Credits

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.

Prerequisites: Junior or above status

MSL 491 ADV INTERNSHIP IN LEADERSHIP1-3 Credits

Provide practical experience in leadership role within a military environment. See military advisor to secure the proper documents and assignment approvals for the internship.

MSL 494 LEADER DEVELOPMENT & ASSESSMENT3 Credits

Summer Camp experience at a base facility. This experience will include assessments of the cadets.

Museum Studies (MS)

MS 160 SPECIAL TOPICS IN MUSEUMS1-3 Credits

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.

MS 235 INTRODUCTION TO ARCHIVAL COLLECTIONS3 Credits

This course will introduce students to the history and social value of records and archives, the theory of archival practice, and to the applications of archival theory in the digital world.

MS 319 HISTORY AND THEORY OF MUSEUMS3 Credits

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.

MS 330 MANAGEMENT AND CARE OF COLLECTIONS3 Credits

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, collection care, agents of deterioration, and application of the rules of properly handling, storing and caring for museum collections.

Prerequisites: Sophomore or above status

MS 331 EXHIBIT DESIGN3 Credits

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 as well as learn basic principles of exhibit design, fabrication, and preparation techniques. Students are also introduced to exhibition-related conservation issues and assessment of visitor needs.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MS 333 MUSEUM ADMINISTRATION3 Credits

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.

Prerequisites: Sophomore or above status

MS 340 MUSEUM EDUCATION3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

MS 390 INTERNSHIP IN MUSEUM STUDIES1-12 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 qualification of the applicant and the number of hours the student can work.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

Music (MUS)

MUS 100 ELECTIVE PRIVATE MUSIC INSTRUCTION1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100A ELECTIVE PRIVATE MUSIC INSTRUCTION/BARITONE1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100B ELECTIVE PRIVATE MUSIC INSTRUCTION/BASS GUITAR1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100C ELECTIVE PRIVATE MUSIC INSTRUCTION/BASSOON1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100D ELECTIVE PRIVATE MUSIC INSTRUCTION/CELLO1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100E ELECTIVE PRIVATE MUSIC INSTRUCTION/CLARINET1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100F ELECTIVE PRIVATE MUSIC INSTRUCTION/FLUTE1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 101 STUDENT RECITAL0 Credits

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 SYMPHONY1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 103 CONCERT CHOIR1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 104 VOCAL JAZZ ENSEMBLE1 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.

Essential Studies Outcome: ES5

MUS 105 JAZZ BAND1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

MUS 106 JAZZ AND POP COMBO1 Credit

Open to all students who qualify by auditions. This ensemble gives a minimum of one concert performance each semester.

MUS 107 WOODWIND ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 108 BRASS ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

MUS 109 PERCUSSION ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 110 KEYBOARD ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 111 GUITAR ENSEMBLE1 Credit

Guitar ensemble offers practical experience in the study and performance of standard and avant-garde repertoire for the modern electric guitar. This course can satisfy 1 credit hour toward Essential Studies Student Learning Outcome (SLO) 5 and may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 112 MUSIC THEORY FOUNDATIONS3 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 EDUCATION2 Credits

Assists prospective music education students in determining their interest and potential in the music education profession. This should be the first course of study for the Bachelor of Science in Education with a field endorsement in music education degree.

MUS 115 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115B PRIVATE MUSIC INSTRUCTION/BASS GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 116 PIANO CLASS FOUNDATIONS I1 Credit

Beginning-level piano instruction for students with little (or no) prior playing experience.

Essential Studies Outcome: ES5

MUS 117 PIANO CLASS FOUNDATIONS II1 Credit

Instruction in basic keyboard skills, including major scales and arpeggios, specified chord progressions, sight-reading, and harmonization of simple melodies.

Essential Studies Outcome: ES5

Prerequisites: MUS 116

MUS 118 PIANO CLASS FOUNDATIONS III1 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.

Essential Studies Outcome: ES5

Prerequisites: MUS 117

MUS 120 CHADRON STATE COMMUNITY CHORUS0-1 Credits

The Chadron Community Chorus is a choir of mixed voices and is 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. All students who are enrolled full-time must take this course for credit. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 121 CHADRON STATE COMMUNITY SYMPHONIC BANDO-1 Credits

Open to all students and community members. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit. All students who are enrolled full-time must take this course for credit.

Essential Studies Outcome: ES5

MUS 124 WOMEN'S VOCAL ENSEMBLE1 Credit

Open to all women by audition. This ensemble performs regular concerts covering a variety of styles and musical genres.

Essential Studies Outcome: ES5

MUS 125 MEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

MUS 126 EAGLE BANDO-1 Credits

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 I3 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.

Prerequisites: MUS 112

Co-requisites: MUS 131L

MUS 131L THEORY I LABORATORY1 Credit

Development of aural skills through singing and active listening and is coordinated with the content of Theory I.

Co-requisites: MUS 131

MUS 132 THEORY II3 Credits

Basic principles of Western harmony, utilizing analytical and compositional skills to develop an understanding of structural components in tonal music.

Prerequisites: MUS 131

Co-requisites: MUS 132L

MUS 132L THEORY II LAB1 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.

Prerequisites: MUS 131L

Co-requisites: MUS 132

MUS 199 ADMISSION TO CANDIDACY0 Credits

Performance assessment required of all music majors during the second semester of enrollment in private music instruction.

Prerequisites: At least one prior semester of MUS 115 and must be taken concurrently with MUS 115

MUS 215 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215B PRIVATE INSTR: BASS GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 216 GUITAR CLASS1 Credit

Designed for the music major and general college student. The basic techniques of playing the guitar, including both chordal and solo techniques. Guitars are provided. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 230 VOICE CLASS FOR NON-MAJORS1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 231 THEORY III3 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.

Prerequisites: MUS 132

Co-requisites: MUS 231L

MUS 231L THEORY III LABORATORY1 Credit

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.

Prerequisites: MUS 132L

Co-requisites: MUS 231

MUS 232 THEORY IV2 Credits

Chromatic techniques of tonal harmony and continues to investigate forms. Techniques of counterpoint and sonata form will be explored in literature from the 18th through the 20th centuries. Jazz harmonies are also introduced.

Prerequisites: MUS 132 and Sophomore or above status

MUS 233 MUSIC FOR THE CLASSROOM TEACHER3 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 233.

MUS 235 MUSIC APPRECIATION3 Credits

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.

Essential Studies Outcome: ES7

MUS 236 TOPICS IN MUSIC0-3 Credits

To meet the specific needs of a group of students by studying areas of music not presented in the curriculum. The class will include lecture, demonstrations, writing, and performance. May be repeated with different emphasis.

MUS 251 MUSIC EDUCATION PRACTICUM, FIELD1 Credit

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.

MUS 269 DRUMMING1 Credit

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.

Essential Studies Outcome: ES5

MUS 299 SOPHOMORE QUALIFYING EXAM0 Credits

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.

Prerequisites: At least one prior semester of MUS 215

Co-requisites: MUS 215

MUS 300 ELECTIVE PRIVATE MUSIC INSTRUCTION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300A ELECTIVE PRIVATE MUSIC INSTRUCTION/BARITONE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300B ELECTIVE PRIVATE MUSIC INSTRUCTION/BASS1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300C ELECTIVE PRIVATE MUSIC INSTRUCTION/BASSOON1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300D ELECTIVE PRIVATE MUSIC INSTRUCTION/CELLO1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300E ELECTIVE PRIVATE MUSIC INSTRUCTION/CLARINET1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300F ELECTIVE PRIVATE MUSIC INSTRUCTION/FLUTE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300G ELECTIVE PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300H ELECTIVE PRIVATE MUSIC INSTRUCTION/OBOE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300I ELECTIVE PRIVATE MUSIC INSTRUCTION/ORGAN1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300J ELECTIVE PRIVATE MUSIC INSTRUCTION/PERCUSSION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300K ELECTIVE PRIVATE MUSIC INSTRUCTION/PIANO1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300L ELECTIVE PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300M ELECTIVE PRIVATE MUSIC INSTRUCTION/TROMBONE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300N ELECTIVE PRIVATE MUSIC INSTRUCTION/TRUMPET1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300O ELECTIVE PRIVATE MUSIC INSTRUCTION/MUSIC COMPOSITION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300P ELECTIVE PRIVATE MUSIC INSTRUCTION/TUBA1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300Q ELECTIVE PRIVATE MUSIC INSTRUCTION/VIOLIN1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300R ELECTIVE PRIVATE MUSIC INSTRUCTION/REPAIR TECHNIQUES1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300S ELECTIVE PRIVATE MUSIC INSTRUCTION/VOICE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300U ELECTIVE PRIVATE MUSIC INSTRUCTION/GUITAR1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300V ELECTIVE PRIVATE MUSIC INSTRUCTION/RECORD TECHNIQUES1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

MUS 300W ELECTIVE PRIVATE INSTRUCTION/WOODWIND1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300X ELECTIVE PRIVATE INSTRUCTION/JAZZ IMPROVISATION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300Y ELECTIVE PRIVATE MUSIC INSTRUCTION/COLLABORATIVE PIANO1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300Z ELECTIVE PRIVATE MUSIC INSTRUCTION/SONGWRITING1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 301 PRINCIPLES OF CONDUCTING2 Credits

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.

Prerequisites: Sophomore or above status

MUS 302 WIND SYMPHONY1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 303 CONCERT CHOIR1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 304 VOCAL JAZZ ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 305 JAZZ BAND1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 306 JAZZ AND POP COMBO1 Credit

Open to all students who qualify through auditions. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 307 WOODWIND ENSEMBLE1 Credit

Open to all students who qualify through audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 308 BRASS ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 309 PERCUSSION ENSEMBLE1 Credit

Open to all students who qualify through audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 310 KEYBOARD ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 311 GUITAR ENSEMBLE1 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 credit hour toward Essential Studies Student Learning Outcome (SLO) 5 and may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 312 CHORAL HISTORY AND LITERATURE2 Credits

The course examines the history of choral music, from Gregorian chant through the 20th century, highlighting the significant changes in the ensemble.

Prerequisites: Sophomore or above status

MUS 315 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315B PRIVATE MUSIC INSTRUCTION/BASS1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315O PRIVATE COMPOSITION AND ANALYSIS1-2 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.

Prerequisites: MUS 132 and Sophomore or above status

MUS 315P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315R SURVEY OF INSTRUMENT REPAIR TECHNIQUES1 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.

Prerequisites: Sophomore or above status

MUS 315S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315V PRIVATE RECORDING TECHNIQUES1-2 Credits

An introduction to recording techniques using computer-based digital recording with standard software. This course will prepare students to produce demo records 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.

Prerequisites: Music major and Sophomore or above status

MUS 315X PRIVATE JAZZ IMPROVISATION1 Credit

Individual instruction in piano, organ, voice, percussion, brass instruments, woodwind instruments, and stringed instruments.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315Z PRIVATE MUSIC INSTRUCTION/SONGWRITING1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 319A PIANO PEDAGOGY2 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 TEACHING2 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.

Prerequisites: Sophomore or above status

MUS 321 CHORAL CONDUCTING2 Credits

Study of conducting techniques and choral literature.

Prerequisites: MUS 301, MUS 361, and Sophomore or above status

MUS 322 INSTRUMENTAL CONDUCTING2 Credits

Techniques of conducting instrumental organizations and the study of instrumental literature.

Prerequisites: MUS 301, MUS 361, and Sophomore or above status

MUS 324 WOMEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 325 MEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 326 EAGLE BAND1 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.

Prerequisites: Sophomore or above status

MUS 327 SURVEY OF MUSIC HISTORY3 Credits

Survey of Music History will examine the history of Western Classical music, including the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th-Century periods, considering the cultural, social, economic, psychological, and political aspects of human behavior.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

MUS 328 WORLD MUSIC AND GLOBALIZATION3 Credits

The course surveys non-Western music, examines the creation and performance of music in various cultures, and analyzes 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

MUS 330 AFRICAN-AMERICAN POPULAR MUSIC 1619-19803 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

MUS 335 RECORDING TECHNIQUES2 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.

Prerequisites: Music major and Sophomore or above status

MUS 336 JAZZ IMPROVISATION I2 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.

Prerequisites: Sophomore or above status

MUS 337 JAZZ IMPROVISATION II2 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.

Prerequisites: MUS 336 and Sophomore or above status

MUS 338 DICTION I1 Credit

This course covers the study of diction in three languages: Latin, Italian, and Spanish. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation.

Prerequisites: Sophomore or above status

MUS 339 DICTION II1 Credit

This course covers the study of diction in three languages: German, French, and English. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation.

Prerequisites: MUS 338 and Sophomore or above status

MUS 351 MUSIC EDUCATION PRACTICUM FIELD1 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.

Prerequisites: Sophomore or above status

MUS 352 MUSIC EDUCATION PRACTICUM, FIELD1 Credit

Culmination of the MUS 251 and 351 courses. Students will complete the remaining student learning outcomes introduced in MUS 251 and 351.

Prerequisites: MUS 351 and Sophomore or above status

MUS 353 MUSIC EDUCATION PRACTICUM, VOCAL1 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 is offered in the fall of odd-numbered years.

Prerequisites: Sophomore or above status

MUS 354 MUSIC EDUCATION PRACTICUM, VOCAL1 Credit

Students will complete any remaining student learning outcomes introduced in MUS 353.

Prerequisites: MUS 353 and Sophomore or above status

Co-requisites: MUS 321

MUS 356 TECHNOLOGY FOR THE MUSIC CLASSROOM1 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 Finale, SmartMusic, Audacity, and Pyware.

Prerequisites: Sophomore or above status

MUS 357 INSTRUMENTATION & ARRANGING2 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.

Prerequisites: MUS 132 and Sophomore or above status

MUS 361 FUNCTIONAL PIANO2 Credits

Development of skills in harmonization, improvisation, sight-reading, score reading, and accompanying at the keyboard. Completion of this course with a grade of C or better will meet the piano proficiency requirement for all music majors.

Prerequisites: MUS 118 and Sophomore or above status

MUS 362 KEYBOARD SKILLS FOR THE CLASSROOM TEACHER2 Credits

Refinement of keyboard skills with direct application to the music education environment, with emphasis in harmonization, score reading and accompanying.

Prerequisites: MUS 361 or permission of the instructor and Sophomore or above status

MUS 363 ACCOMPANYING TECHNIQUES2 Credits

This course covers the basic elements of accompanying instrumentalists and vocalists at the piano. Students will be assigned collaborative repertoire appropriate to their skill level. Completion of this course with a grade of B or better will meet the piano proficiency requirement for all music programs.

Prerequisites: MUS 361 or permission of the instructor and Sophomore or above status

Add Consent: Instructor Consent

MUS 369 MUSIC AND CIVIC ENGAGEMENT3 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

MUS 390 INTERNSHIP IN MUSIC1-12 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

MUS 399 SOLO HALF-RECITAL0 Credits

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.

Prerequisites: At least one prior semester of MUS 315 and Sophomore or above status

Co-requisites: MUS 315

MUS 400 INDEPENDENT STUDY OR RESEARCH1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MUS 413 JAZZ AND POP ARRANGING2 Credits

An introduction to general arranging and composing skills, applied through writing songs and arrangements utilizing MIDI (Musical Instrument Digital Interface) Technology.

Prerequisites: Junior or above status

MUS 414 ARRANGING III1 Credit

A 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.

Prerequisites: Junior or above status

MUS 415 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415B PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 419 MUSIC BUSINESS3 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.

Prerequisites: Junior or above status

MUS 420 MUSIC PRODUCTS SEMINAR3 Credits

A study of the music products industry including manufacturing, print publishing, and sales.

Prerequisites: Junior or above status

MUS 421 ADVANCED CONDUCTING2 Credits

Advanced baton technique, score study, interpretation, rehearsal techniques, and repertoire.

Prerequisites: MUS 321 or MUS 322 and Junior or above status

MUS 423 KEYBOARD HISTORY AND LITERATURE2 Credits

The course studies the invention of the piano and its impact on Western musical culture from the 18th to 20th centuries. The course will focus on piano literature from major figures in the Classical and Romantic eras.

Prerequisites: Junior or above status

MUS 424 ADVANCED PIANO PEDAGOGY2 Credits

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.

Prerequisites: Junior or above status

MUS 430 TOPICS IN MUSIC0-3 Credits

Examines a special topic in music. Topics vary from semester to semester. May be repeated.

Prerequisites: Junior or above status

MUS 431A ELEMENTARY MUSIC METHODS3 Credits

An instructional methods course in the major field of content specialization required of music education majors pursuing content area endorsement in K-8 Vocal Music and a field endorsement in PK-12 Music.

Prerequisites: Junior or above status

MUS 431C SECONDARY VOCAL METHODS2 Credits

An instructional methods course in vocal music required of music education majors pursuing a vocal music endorsement for 7-12 or a music field endorsement for PK-12.

Prerequisites: Junior or above status

MUS 431D SECONDARY INSTRUMENTAL METHODS2 Credits

An instructional methods course in instrumental music required of music education majors pursuing music field endorsement for K-12.

Prerequisites: Junior or above status

MUS 432 TOPICS IN MUSIC HISTORY AND LIT2-3 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.

Prerequisites: Junior or above status

MUS 435 HISTORY OF JAZZ3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

MUS 439 SEMINAR IN MUSIC1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MUS 499 SOLO FULL RECITAL0 Credits

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.

Prerequisites: At least one prior semester of MUS 415

Co-requisites: MUS 415

Philosophy (PHIL)

PHIL 100 READING AND WRITING PHILOSOPHY3 Credits

Core issues in philosophy with a focus on the development of reading and writing skills.

Co-requisites: ENG 111

PHIL 231 INTRODUCTION TO PHILOSOPHY3 Credits

A study of traditional and contemporary approaches to major philosophical issues.

Essential Studies Outcome: ES7

PHIL 235 CLASSICAL CHINESE PHILOSOPHY3 Credits

A study on the beginnings of the rich philosophical tradition of China, with emphasis on Confucian and Taoist thinkers.

Essential Studies Outcome: ES10

PHIL 333 SYMBOLIC LOGIC3 Credits

A study of methods for systematic, critical evaluations of assertions and arguments.

Essential Studies Outcome: ES4

Prerequisites: Sophomore or above status

PHIL 369 SOCIAL AND PERSONAL ETHICS3 Credits

A study of the relationship between the development of a personal ethic and its application to social issues and the exercise of citizenship.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

PHIL 370 CIVIL DISCOURSE AND CIVIC VIRTUE3 Credits

A theoretical and practical examination of what sort of personal character and interpersonal discourse to be present for our democracy to flourish.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

PHIL 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Advanced study or research in a special field of philosophy. Permission of Instructor, Dean and Academic Vice President required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

PHIL 432 ETHICS3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

PHIL 433 BIOMEDICAL ETHICS3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

PHIL 435 ENVIRONMENTAL ETHICS3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

Physics (PHYS)

PHYS 151 COLLEGE PHYSICS I3 Credits

Principles of mechanics, sound, thermodynamics, and fluid mechanics.

Essential Studies Outcome: ES6

Co-requisites: PHYS 151L

PHYS 151L COLLEGE PHYSICS I LAB1 Credit

Laboratory exercises in College Physics I.

Essential Studies Outcome: ES6

Co-requisites: PHYS

PHYS 152 COLLEGE PHYSICS II3 Credits

Principles of electricity, magnetism, light, optics and modern physics.

Prerequisites: MATH 135, PHYS 151, and PHYS 151L

Co-requisites: PHYS 152L

PHYS 152L COLLEGE PHYS II LAB1 Credit

Laboratory exercises in College Physics II.

Co-requisites: PHYS 152

PHYS 241 UNIVERSITY PHYSICS I4 Credits

The principles of mechanics, heat and sound. Differential and integral calculus applied.

Essential Studies Outcome: ES6

Prerequisites: MATH 252

Co-requisites: PHYS 241L

PHYS 241L UNIVERSITY PHYSICS I LAB1 Credit

Laboratory exercises in University Physics I.

Essential Studies Outcome: ES6

Co-requisites: PHYS 241L

PHYS 242 UNIVERSITY PHYSICS II4 Credits

Principles of magnetism, electricity, and optics. Differential and integral calculus applied.

Prerequisites: PHYS 241 and PHYS 241L

Co-requisites: PHYS 242L

PHYS 242L UNIVERSITY PHYS II LAB1 Credit

Laboratory exercises in University Physics II.

Co-requisites: PHYS 242

PHYS 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

PHYS 333L ASTRONOMY LAB1 Credit

Laboratory experience in astronomy. Held in the evening either outdoors or in the planetarium.

Essential Studies Outcome: ES6

Co-requisites: PHYS 333 and Sophomore or above status

PHYS 471J INDEPENDENT STUDY OR RESEARCH1-3 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 and School Dean is required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Political Science (PS)

PS 101 INTRODUCTION TO POLITICAL SCIENCES3 Credits

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.

Essential Studies Outcome: ES8

PS 231 AMERICAN NATIONAL GOVERNMENT3 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.

Essential Studies Outcome: ES8

PS 321 U.S. POLITICS AND GOVERNMENT3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: ENG 135, ENG 136 or 19 on ACT English test and Sophomore or above status

PS 332 INTERNATIONAL POLITICS3 Credits

The 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 objectives of states, disarmament, international law, international organizations with emphasis on the United Nations, war and prospects for peace, and current international problems.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

PS 333 THE JUDICIARY AND CONSTITUTIONAL LAW3 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: CJ333/LS333/PS333

Prerequisites: Sophomore or above status

PS 337 INTRODUCTION TO LAW3 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: CJ337/LS337/PS337

Prerequisites: Sophomore or above status

PS 341 COMPARATIVE POLITICS3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

PS 369 CIVIC ENGAGEMENT: THEORY AND PRACTICE3 Credits

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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

PS 390 INTERNSHIP IN POLITICAL SCIENC1-12 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 availability of a suitable work position, the qualifications of the applicant and the work hours.

Prerequisites: Junior or above status

Add Consent: Department Consent

PS 400 INDEPENDENT STUDY/RESEARCH1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

PS 401 STUDY ABROAD IN POLITICS1-3 Credits

This course provides students 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.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

PS 420 AMERICAN POLITICAL THOUGHT3 Credits

The 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-WW II era.

Prerequisites: Junior or above status

PS 421 CONTEMPORARY POLITICAL IDEOLOGIES3 Credits

Most important contemporary political ideologies will be examined with an emphasis upon those most prevalent in the United States. Central ideologies discussed will include social conservatism, libertarianism and populism.

Prerequisites: Junior or above status

PS 424 GLOBAL POLITICS AND RELIGION3 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.

Essential Studies Outcome: ES10

Prerequisites: ENG 135, 136 or 19 or above on ACT English test and Junior or above status

PS 425 POWER, PROSPERITY, AND POVERTY3 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 economics well-being will be weighed against other explanations of poverty and prosperity, especially historical determinism, dependency theory, geographical determinism, and cultural theories.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

PS 430 TOPICS IN POLITICAL SCIENCE1-3 Credits

Special topics in Political Science. May be repeated with a change of emphasis.

Prerequisites: Junior or above status

PS 431 HISTORY OF POLITICAL THOUGHT3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

PS 434 CONGRESS AND THE PRESIDENCY3 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 independent and dynamic nature of inter-branch relations, with an emphasis on the evolving constitutional system of the United States.

Prerequisites: Junior or above status

PS 436 FIELD STUDY IN POLITICAL SCIENCE3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Professional Development Course (PDCE)

PDCE 201 PROFESSIONAL DEVELOPMENT1-3 Credits

Psychological Sciences (PSYC)

PSYC 131 INTRODUCTION TO PSYCHOLOGY3 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 PSYCHOLOGY1-3 Credits

Special topics of current interest in psychology are considered in depth. Students may take more than one special topics course for credit when topics have different course content.

PSYC 231 EDUCATIONAL PSYCHOLOGY3 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.

Prerequisites: EDUC 131 with a grade of C or better

PSYC 234 PSYCHOLOGY OF COGNITION AND LEARNING3 Credits

An introduction to the concepts, theories and research associated with cognitive psychology and learning, including attention, memory, and thinking.

Prerequisites: PSYC 131 for Psychology majors

PSYC 242 MEASUREMENT AND RESEARCH DESIGNS3 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.

Prerequisites: PSYC 131 for Psychology majors

PSYC 331 SOCIAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Sophomore or above status

PSYC 334 DEVELOPMENTAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Sophomore or above status

PSYC 350 STATISTICS FOR PSYCHOLOGISTS3 Credits

Computational and graphical techniques in descriptive and inferential data analysis including introductions to measurement scales and their revisions, distributions, measures of central tendency and variability, correlation, regression, null hypothesis; 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: PSYC 131, PSYC 242, and Sophomore or above status

PSYC 390 INTERNSHIP IN PSYCHOLOGY1-6 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

PSYC 400 INDEPENDENT RESEARCH1-3 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. Permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work required.

Prerequisites: PSYC 131 and permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work

Add Consent: Department Consent

PSYC 401 TOPICS IN PSYCHOLOGY3 Credits

Individual academic needs of those registered in this course will be accommodated. Normally, the instructor will select the topic in psychology. Permission of the advisor, the instructor, or the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work required.

Prerequisites: PSYC 131 and permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work

Add Consent: Instructor Consent

PSYC 421 CULTURE AND PSYCHOLOGY3 Credits

The impact of culture on behavioral and psychological processes, with analysis of some of the antecedents of cross-cultural conflicts.

Essential Studies Outcome: ES10

Prerequisites: PSYC 131 and Junior or above status

PSYC 430 INTRODUCTION TO BEHAVIORAL NEUROSCIENCE3 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 an understanding of neuronal function, neuroplasticity, neurotransmitter systems, neuroreceptor functions, and psychopharmacology principles as they relate to normal brain function and neuropathologies.

Prerequisites: Junior or above status

PSYC 433 ABNORMAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Junior or above status

PSYC 435 THEORIES OF PERSONALITY3 Credits

Major theoretical orientations and research findings in personality psychology.

Prerequisites: PSYC 131 and Junior or above status

PSYC 442 HISTORY OF PSYCHOLOGY3 Credits

An examination of the historical emergence of scientific psychology emphasizing its roots in philosophy, neuroscience, methodology, and statistics.

Prerequisites: PSYC 131 and Junior or above status

PSYC 499 EMPIRICAL RESEARCH PROJECT3 Credits

An exercise in application and professional performance, majors in psychology build a psychological experiment which includes data collection and analysis and manuscript preparation with tables, figures, and narrative in APA Publication Manual (6th ed.) style.

Prerequisites: PSYC 131, PSYC 242, PSYC 350, and Junior or above status

Reading (READ)

READ 400 SPECIAL TOPICS IN READING1-3 Credits

Recent trends and issues in the field of reading.

READ 430 READING AND WRITING IN THE MIDDLE AND SECONDARY SCHOOLS3 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

READ 431 IMPROVEMENT OF INSTRUCTION IN READING3 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.

Prerequisites: EDUC 131, PSYC 231, SPED 230, and EDUC 300 or EDUC 320 and Senior status

Social Science (SS)

SS 323 LAW AND AMERICAN SOCIETY3 Credits

Nature, functions, and limits of law and its impact on economic, political, and social institutions.

Cross-Listed: LS323/SS323

Prerequisites: Sophomore or above status

SS 390 INTERNSHIP IN SOCIAL SCIENCE1-12 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SS 400 INDEPENDENT STUDY/RESEARCH1-3 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.

Add Consent: Instructor Consent

SS 430 TOPICS IN SOCIAL SCIENCE1-3 Credits

Special topics in Social Science. May be repeated with a change of emphasis.

Prerequisites: Junior or above status

SS 495 SEMINAR IN SOCIAL SCIENCES3 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: HIST495/SS495

Prerequisites: Junior or above status

Social Work (SW)

SW 230 TOPICS IN SOCIAL WORK1-3 Credits

Special topics in social work. May be repeated with a change of emphasis.

SW 231 PROFESSIONAL SOCIAL WORK3 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/SOCIAL ENVIRONMENT I3 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/SOCIAL ENVIRONMENT II3 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 analysis.

Prerequisites: SW 251

SW 271 SOCIAL WELFARE HISTORY & SERVICE DELIVERY SYSTEMS3 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.

Prerequisites: SW 231, SW 251, and SW 252

SW 330 DIVERSITY IN THE RURAL ENVIRONMENT4 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SW 331 SERVICES TO CHILDREN AND FAMILIES3 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.

Prerequisites: Sophomore or above status

SW 332 SERVICES TO ELDERLY AND DIFFERENTLY ABLED2 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: SW 435 and Sophomore or above status

SW 338 CROSS CULTURAL PRACTICE SKILLS3 Credits

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.

Prerequisites: SW 271 and Sophomore or above status

SW 339 ALCOHOL AND SUBSTANCE ABUSE3 Credits

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 chemical abuse and dual diagnosis of substance and mental illness. Ethno cultural factors in substance dependency are examined.

Prerequisites: Sophomore or above status

SW 340 MENTAL HEALTH SOCIAL WORK3 Credits

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 interventive methods, role of the interdisciplinary team, evaluation and impact of discrimination.

Prerequisites: Sophomore or above status

SW 343 RESEARCH METHODS3 Credits

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.

Prerequisites: SW 231, SW 251, SW 252, SW 271 and MATH 232 or PSYC 242 and Sophomore or above status

Co-requisites: SW 343L

Add Consent: Department Consent

SW 343L RESEARCH METHODS LAB1 Credit

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 course.

Prerequisites: Sophomore or above status

Co-requisites: SW 343

SW 371 INTERNATIONAL SOCIAL WELFARE3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

SW 400 INDEPENDENT STUDY OR RESEARCH1-3 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 and Dean is required.

Add Consent: Instructor Consent

SW 430 TOPICS IN SOCIAL WORK1-3 Credits

Special topics in social work. May be repeated with a change of emphasis.

Add Consent: Instructor Consent

SW 431 GENERALIST METHODS LAB1 Credit

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.

Prerequisites: SW 231, SW 251, SW 252, SW 271, and Junior or above status

Co-requisites: SW 432

Add Consent: Department Consent

SW 432 METHODS I: INDIVIDUALS & FAMILIES3 Credits

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, 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.

Prerequisites: SW 231, SW 251, SW 252, SW 271, and Junior or above status

Co-requisites: SW 431

SW 433 METHODS II:THERAPEUTIC & TASK GROUPS3 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, SW 432, and Junior or above status

SW 434 POLICY ANALYSIS AND ADVOCACY3 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.

Prerequisites: Junior or above status

Co-requisites: SW 433

SW 435 METHODS III: ORGANIZATIONS AND COMMUNITIES3 Credits

SW 435 Methods III: Organizations and Communities Credit 3 hours
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.

Prerequisites: Junior or above status

Co-requisites: SW 332 and SW 434

SW 436 FORENSIC SOCIAL WORK3 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.

Prerequisites: Junior or above status

SW 459 PRE-FIELD AND ORIENTATION1 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.

Prerequisites: Junior or above status

SW 463 PROFESSIONAL SEMINAR2 Credits

Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines life long 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. Advanced professional social work program course.

Prerequisites: SW 459 and Junior or above status

Co-requisites: SW 464

SW 464 SOCIAL WORK FIELD PRACTICUM5-10 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 credit hours 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 credit hours in each of two consecutive spring semesters. Professional social work program course.

Prerequisites: SW 459 and Junior or above status

Co-requisites: SW 463

Sociology (SOC)

SOC 230 SOCIETY: GLOBAL COMPARISONS3 Credits

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.

Essential Studies Outcome: ES10

SOC 231 INTRODUCTION TO SOCIOLOGY3 Credits

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.

SOC 239 CRIMINOLOGY3 Credits

Introduction to the study of the nature and causes of criminal behavior. Theories of crime causation ranging through biological, psychological, sociological, and cultural theories are discussed in addition to the historical influences and thought which have led to criminology's development as contemporary science.

Cross-Listed: CJ239/SOC239

SOC 332 JUVENILE DELINQUENCY3 Credits

History and concept of delinquency, development of the juvenile justice system, nature and extent of delinquency, theoretical explanations of delinquency and environmental influences of delinquency. Includes child abuse and neglect, school-based crime, gang control efforts and the relationship between delinquency and drug abuse.

Cross-Listed: CJ332/SOC332

Prerequisites: CJ 231 and Sophomore or above status

SOC 369 CIVIC ENGAGEMENT: THEORY AND PRACTICE3 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

Special Education (SPED)

SPED 216 PRE-REFERRAL CLINICAL EXPERIENCE1 Credit

This course promotes learning opportunities to develop the understanding of how assessment instruments and equipment are 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 Multi-Tiered Systems of Support (MTSS) strategies are used in the screening of students. These hours may be completed working in a Title I, MTSS, TAT, Head Start or other school pre-referral program.

Prerequisites: SPED 230

SPED 230 INTRODUCTION TO THE EXCEPTIONAL LEARNER3 Credits

Provides an overview of the exceptionalities, their definitions, prevalence, etiology, characteristics and related instructional needs and accommodations for students with 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.

Prerequisites: EDUC 131

SPED 231 SURVEY/EFFECTS OF DISABILITIES3 Credits

Examines the academic, social, vocational, adaptive and behavioral characteristics and related needs of persons with mild/moderate levels of exceptionalities (including gifted and talented). Emphasis is on the identification, diagnosis and instructional needs of learners with exceptionalities.

Prerequisites: SPED 230

SPED 232 INTERPERSONAL COMMUNICATION SKILLS FOR SPECIAL EDUCATORS3 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 and school-age learners and adults with mild/moderate disabilities.

Prerequisites: SPED 230

SPED 316 MICROTEACHING PRE/ELEM/MS SPED1 Credit

Application of instructional techniques in a resource or inclusive classroom setting is emphasized. Various techniques of instruction are included in the design and implementation of individual and small group programs.

Prerequisites: Sophomore or above status

SPED 316E MICROTEACHING IN PRESCHOOL/ELEMENTARY/MIDDLE SCHOOL SPECIAL EDUCATION1 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.

Prerequisites: Sophomore or above status

SPED 316S MICROTEACH SECONDARY SPEC EDUC1 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.

Prerequisites: Sophomore or above status

SPED 317 MICROTEACH IN ECE/ELEM/MS/SEC SPED2 Credits

This course is a field experience and requires a background check. This course promotes the hands-on application of methods learned in accordance with teaching students with special needs at the preschool through the secondary levels. Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 60 clock hours of clinical practice. Thirty (30) clock hours must be spent at either the Early Childhood or elementary levels, and 30 clock hours must be spent at the middle school or secondary levels.

SPED 331 BEHAVIOR MODIFICATION AND MANAGEMENT3 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 assessment 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.

Prerequisites: SPED 230 and Junior or above status

SPED 334 DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS3 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.

Prerequisites: PSYC 231, SPED 230, and Sophomore or above status

SPED 390 INTERNSHIP IN SPECIAL EDUCATION1-3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SPED 400 INDEPENDENT STUDY OR RESEARCH1-3 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, Academic Dean and Academic Vice President required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

SPED 412 SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

SPED 412E SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

SPED 412S SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

SPED 432 ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES3 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.

Prerequisites: Junior or above status

SPED 433 PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT3 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.

Prerequisites: Junior or above status

SPED 435 ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES3 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 objectives 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 objectives, develop curriculum, and select appropriate teaching strategies.

Prerequisites: Junior or above status

SPED 437 SPECIAL TOPICS IN SPECIAL EDUCATION1-3 Credits

Development, implementation, and management of Inclusive Classrooms in the K-12 school environment. This course will include (a) 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.

Prerequisites: Junior or above status

SPED 438 CONSULTATION/COLLABORATION3 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 and 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.

Prerequisites: Junior or above status

SPED 439 LANGUAGE AND LEARNING DISORDERS3 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.

Prerequisites: Junior or above status

SPED 455 CHAR. LEARNING DISABILITIES3 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.

Prerequisites: Junior or above status

Theatre (TH)

TH 115 THEATRE PRACTICUM1 Credit

Participation in theatre department productions. Repeatable up to eight (8) hours.

TH 134 PRINCIPLES OF ACTING3 Credits

Study of the principles and techniques of acting with practice in theatre games, improvisation, monologues and scene work.

Essential Studies Outcome: ES5

TH 159 TECHNICAL THEATRE2 Credits

Study of the technical elements of theatrical production. This includes construction techniques, responsibilities of production team members, reading theatrical plans and paperwork. Installation and trouble shooting of lighting instruments, sound equipment, and other theatrical equipment. Students will be required to purchase supplies.

Co-requisites: TH 159L

TH 159L TECHNICAL THEATRE LAB1 Credit

Laboratory experience.

Co-requisites: TH 159

TH 222 STAGE MAKE-UP2 Credits

Theory and techniques of theatrical makeup. 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 PRACTICES2 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.

Essential Studies Outcome: ES5

TH 235 ELEMENTS OF THEATRE3 Credits

Overview of history and techniques employed in theatrical production and criticism. Lecture, demonstration, theatre projects, and attendance of theatrical performances.

Essential Studies Outcome: ES7

TH 237 BEGINNING DIRECTING3 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.

Essential Studies Outcome: ES5

Prerequisites: TH 134 and Sophomore or above status

TH 242 INTRODUCTION TO LIGHTING DESIGN2 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. Experiences in instrumentation, control of lighting, use of color, script analysis, development of light plots and related paperwork required for production.

Essential Studies Outcome: ES5

TH 242L INTRODUCTION TO LIGHTING DESIGN LABORATORY1 Credit

Laboratory experience.

Co-requisites: TH 242

TH 243 INTRODUCTION TO SET DESIGN3 Credits

Introduction to the processes used to create a set or lighting design for the stage and the process of synthesizing a design into a theatrical production. Emphasis will be on working from a production team's concept to create a design that will communicate the concept to an audience. Students will be required to purchase equipment.

Essential Studies Outcome: ES5

TH 300 INDEPENDENT STUDY OR RESEARCH1-3 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.

Add Consent: Department Consent

TH 327 FUNDAMENTALS OF VOICE & MOVEMENT3 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 in character development.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

TH 334 INTERMEDIATE ACTING3 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 Sophomore or above status

TH 336 THEATRE HISTORY I3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

TH 337 THEATRE HISTORY II3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

TH 339 CHILDREN'S THEATRE WORKSHOP4 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.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

TH 390 INTERNSHIP IN THEATRE1-12 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.

Add Consent: Department Consent

TH 400 INDEPENDENT STUDY OR RESEARCH1-3 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.

Add Consent: Instructor Consent

TH 412 SENIOR ASSESSMENT JURY1 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 the final authentic assessment for exiting seniors in Theatre. Prerequisites: 2.5 cumulative GPA.

Prerequisites: Junior or above status

Add Consent: Department Consent

TH 429 PLAYSRIPT ANALYSIS3 Credits

Studies in the structure of the playscript and script analysis. Students will do playscript analysis for performance, directing and design with its specific relationship to production concept and/or research.

Prerequisites: Junior or above status

TH 434 ADVANCED ACTING PERIODS AND STYLES3 Credits

Study of period styles of acting from Greek Classics and Elizabethan Tragedy to Restoration Comedy and Farce.

Prerequisites: TH 134 and TH 334

Add Consent: Instructor Consent

TH 435 TOPICS IN THEATRE3 Credits

Special topics in theatre. May be repeated with a change of emphasis. Permission of instructor and program required. Areas of emphasis may include stage combat, scene painting, and acting for the camera.

Essential Studies Outcome: ES5

Prerequisites: Junior or above status

Add Consent: Instructor Consent

TH 437 DIRECTING FOR THE STAGE3 Credits

Study of the theories and techniques of stage direction. Student will direct a one-act play.

Prerequisites: TH 237 and Junior or above status

Add Consent: Instructor Consent

TH 459A ADVANCED SET DESIGN3 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 and Junior or above status

TH 459B ADVANCED LIGHTING DESIGN3 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. Students can repeat course with a change of emphasis.

Prerequisites: TH 242 or TH 243 and Junior or above status

World Language (WLAN)

WLAN 100 CONVERSATIONAL FOREIGN LANGUAGE3 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 6 credit hours in a single foreign language. May be repeated for another six hours in a different foreign language.

Essential Studies Outcome: ES10

WLAN 238 STUDY ABROAD PROGRAM3 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.

Add Consent: Instructor Consent

WLAN 400 INDEPENDENT STUDY OR RESEARCH1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

WLAN 438 ADVANCED SUMMER PROGRAM ABROAD3 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 hours in a different language.

Prerequisites: Junior or above status

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Accounting (ACTG)

ACTG 531 FINANCIAL ACCOUNTING3 Credits

Conceptual and technical material designed to enable students to read, analyze and interpret financial information on financial statements.

ACTG 533 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING3 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.

Dual-listed: ACTG 433

ACTG 537 ADVANCED COST MANAGEMENT ACCOUNTING3 Credits

Advanced cost accounting and managerial accounting concepts and procedures are applied to the management decision making process. Topics include: capital investment decisions, budgeting, standard costing, and transfer pricing.

Dual-listed: ACTG 433

ACTG 543 ADVANCED FINANCIAL ACCOUNTING3 Credits

Accounting theory and problems dealing with corporate combinations and consolidations and other specialized financial accounting topics.

Dual-listed: ACTG 443

ACTG 560 TOPICS IN ACCOUNTING1-3 Credits

Topics or seminars will be selected as needed, to keep students abreast of contemporary issues in accounting.

ACTG 600 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

ACTG 632 MANAGERIAL ACCOUNTING3 Credits

An introduction to the fundamentals of management accounting with an emphasis on the use of accounting information in cost accumulation, decision making, and planning and control.

Agriculture (AGRI)

AGRI 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

For students seeking an individual problem in agriculture. The number of credit hours is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

AGRI 520 RANGE SHORT COURSE2 Credits

An intensive summer workshop covering all contemporary areas of range management. Requirements: Additional fees.

AGRI 526 WILDLIFE RESEARCH AND MANAGEMENT3 Credits

Field and laboratory techniques for studying, evaluating, and managing wildlife and their habitats are described and demonstrated.

Requirements: Field trips.

Prerequisites: AGRI 235

Dual-listed: AGRI 426

AGRI 527 ANIMAL ANATOMY AND PHYSIOLOGY3 Credits

Principles of physiology as related to gross anatomy, disease, and management practices of mammals. Note: Recommended for pre-veterinary students.

Prerequisites: AGRI 132 and BIOL 225

Co-requisites: AGRI 527L

AGRI 527L ANIMAL ANATOMY AND PHYSIOLOGY LABORATORY1 Credit

Lab experience. Note: Recommended for pre-veterinary students.

Co-requisites: AGRI 527

AGRI 528 HABITAT INVENTORY ANALYSIS1 Credit

Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use.

Prerequisites: AGRI 242 and AGRI 339

Co-requisites: AGRI 528L

Dual-listed: AGRI 428

AGRI 528L HABITAT INVENTORY ANALYSIS LABORATORY2 Credits

Field lab experience.

Co-requisites: AGRI 528

AGRI 535 WILDLIFE MANAGEMENT PRACTICUM3 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. Requirements: Field trips.

Cross-Listed: BIOL537/AGRI535

Dual-listed: AGRI 435

AGRI 536 RANGELAND AND FIRE ECOLOGY3 Credits

Principles of range 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 resources use. The role of fire in rangeland ecosystems, the characteristics of fire, and use of fire in maintaining native ecosystems will be explored. Requirements: Field trips may be required.

Prerequisites: AGRI 242

Dual-listed: AGRI 436

AGRI 538A LAND RESOURCE MANAGEMENT PLANNING I1 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.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, and AGRI 350

Co-requisites: 538B

AGRI 538B LAND RESOURCE MANAGEMENT PLANNING I12 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.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, and AGRI 350

Co-requisites: 538A

AGRI 538C LAND RESOURCE MANAGEMENT PLANNING III3 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. Students must achieve a total of 3 hours credit in the Land Resource Management Planning area.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, and AGRI 350

AGRI 544 GRASS SYSTEMATICS3 Credits

The main focus of the course is on identification of members of the Poaceae, or grass family. Construction and use of taxonomic keys will be central to the class. 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.

Dual-listed: AGRI 444

AGRI 545 MAMMALOLOGY2 Credits

Systematic, life history, physiology, and behavior of mammals. Field trips may be required.

Cross-Listed: AGRI545/BIOL535

Prerequisites: Lower level biology course

Dual-listed: AGRI 445

AGRI 545L MAMMALOLOGY LABORATORY1 Credit

Laboratory experience.

Cross-Listed: AGRI545L/BIOL535L

Co-requisites: AGRI 545

AGRI 547 ANIMAL BREEDING AND GENETICS3 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.

Prerequisites: AGRI 132 or consent from the instructor

AGRI 551 HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT3 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.

AGRI 560 TOPICS IN AGRICULTURE3 Credits

Meets the needs of changing conditions in agriculture. Topics may change from semester to semester. Note: This course may be repeated for up to six (6) credit hours.

AGRI 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Designed to permit individual students to participate in a progressively, more complex series of investigations and independent studies in agriculture, range management, natural resources, or wildlife management at the graduate level. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

AGRI 623 MANAGERIAL AGRICULTURAL POLICY3 Credits

An applicative and analytical examination of USDA agricultural, fiber, conservational, and rural economic policies. Analyses of applications of concepts to international trade, rural government and law, the structure of rural economic development, agribusiness financing, and tangential areas common of agribusiness in international and domestic markets.

Cross-Listed: AGRI623/BA623

AGRI 630 TOPICS IN AGRICULTURE/RANGE MANAGEMENT WILDLIFE1-3 Credits

Designed to meet special needs of individual students or groups, and is offered when demand can be demonstrated.

AGRI 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with student's graduate committee and includes an extensive paper summarizing the project. Requirements: Must complete three (3) credit hours.

AGRI 660 THESIS RESEARCH1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in science, leading to the master's thesis. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, proposal must be approved by the student's committee and Dean of Graduate Studies.

AGRI 690 INTERNSHIP IN AGRICULTURE/RANGE MANAGEMENT/WILDLIFE1-6 Credits

Provides practical work experience in an agency or organization related to agriculture, rangeland management, natural resources, or wildlife management. Interested students should contact the Internship and Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required. Requirements: Students must first complete a minimum of 18 credit hours in their degree program. Prerequisites: Application should be made prior to the semester in which the internship will be started.

Add Consent: Department Consent

Anthropology (ANTH)

ANTH 530 TOPICS IN ANTHROPOLOGY1-3 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. Note: Student may enroll in the course for a maximum of nine (9) credit hours. Requirements: Field research is possible.

ANTH 535 NORTHERN PLAINS INDIAN CULTURES3 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.

Dual-listed: ANTH 435

ANTH 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes a paper summarizing the project. Requirements: Must complete three (3) credit hours.

Art (ART)

ART 500 INDEPENDENT STUDY1-3 Credits

Open to students who wish to research some aspect of art or art education, through directed readings and independent investigation. Note: May be repeated with a different topic. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President. Prerequisite: Discussion with department and written evidence of the ability to do independent research.

Add Consent: Instructor Consent

ART 510 SEMINAR IN ART1-3 Credits

Designed to meet the special needs of a group of students, analogous to the way in which Independent Study or Research is designed. Note: May be repeated with a different topic. Prerequisite: Permission of Art faculty.

Add Consent: Instructor Consent

ART 530 GRADUATE ART STUDIO3 Credits

Open to graduate art students who have completed required courses and seek additional experience in a particular area or medium. Students must take the initiative of selecting an area, outlining a detailed plan of work and study, and submitting it in writing to the Art Department. Departmental approval must be received before registering. May be repeated with a different area/medium up to 3 times. Prerequisite: Permission of Art faculty.

Add Consent: Instructor Consent

ART 541 TOPICS IN ART HISTORY3 Credits

Graduate-level study of art history topics and problems. Note: May be repeated with a different topic.

ART 655 SCHOLARLY PROJECT3 Credits

For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes a paper summarizing the project. Requirements: Must complete three (3) course credits.

Biology (BIOL)

BIOL 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Designed to permit individual students to participate in a progressively more complex series of investigations and independent studies in biology at the graduate level. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

BIOL 501 ORNITHOLOGY2 Credits

Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology, and identification with emphasis on local species.

Co-requisites: BIOL 501L

Dual-listed: BIOL 401

BIOL 501L ORNITHOLOGY LABORATORY1 Credit

Laboratory and field experience in anatomy, behavior, and identification of birds.

Co-requisites: BIOL 501

BIOL 527 BIOLOGY OF POPULATIONS3 Credits

Population ecology and the genetic processes of adaptation and evolution. Lecture and class discussions of current and historical literature, plus application of concepts in a literature review paper.

Prerequisites: BIOL 332, BIOL 336, and BIOL 336L

Dual-listed: BIOL 427

BIOL 529 AQUATIC MICROBIOLOGY3 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.

Prerequisites: BIOL 241 and BIOL 241L

Dual-listed: BIOL 429

BIOL 531 ENTOMOLOGY2 Credits

Taxonomy, morphology, physiology, life history, behavior, ecology and economic importance of insects. Lecture, lab and field trips.

Prerequisites: BIOL 139, BIOL 139L, BIOL 239, and BIOL 239L

Co-requisites: BIOL 531L

Dual-listed: BIOL 431

BIOL 531L ENTOMOLOGY LABORATORY1 Credit

Laboratory and field experience in insect morphology and taxonomy.

Prerequisites: BIOL 139, BIOL 139L, BIOL 239, and BIOL 239L

Co-requisites: BIOL 531

Dual-listed: BIOL 431L

BIOL 532 DEVELOPMENTAL BIOLOGY2 Credits

Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis and organogenesis.

Prerequisites: BIOL 332

Co-requisites: BIOL 532L

Dual-listed: BIOL 532L

BIOL 532L DEVELOPMENTAL BIOL LABORATORY1 Credit

Laboratory experience in vertebrate embryology and morphological development.

Co-requisites: BIOL 532

BIOL 533 HUMAN BIOMECHANICS2 Credits

Utilization of anatomy, physiology and physics in the study of human movement. 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.

Prerequisites: BIOL 342, BIOL 342L, PHYS 241, and PHYS 241L

Co-requisites: BIOL 533L

Dual-listed: BIOL 433

BIOL 533L HUMAN BIOMECHANICS LABORATORY1 Credit

Laboratory experience in human movement. Technology and donor bodies will be used.

Co-requisites: BIOL 533

BIOL 535 MAMMALOLOGY2 Credits

The systematics, life history, physiology and behavior of mammals. Field trips may be required.

Cross-Listed: AGRI545/BIOL535

Co-requisites: BIOL 535L

Dual-listed: BIOL 435

BIOL 535L MAMMALOLOGY LABORATORY1 Credit

Laboratory experience in mammal structure and function.

Cross-Listed: AGRI545L/BIOL535L

Co-requisites: BIOL 535

BIOL 536A MICROSCOPY THEORY1 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.

Cross-Listed: BIOL536A/GEOS526A

Prerequisites: Twelve (12) hours of lower-level Biology or Geoscience courses

Dual-listed: BIOL 436A

BIOL 536B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers.

Cross-Listed: BIOL536B/GEOS526B

Prerequisites: Twelve (12) hours of lower-level Biology or Geoscience courses

Dual-listed: BIOL 436B

BIOL 538 TAXONOMY OF PLANTS2 Credits

The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants.

Prerequisites: BIOL 138 and BIOL 138L

Co-requisites: BIOL 538L

Dual-listed: BIOL 438

BIOL 538L TAXONOMY OF PLANTS LABORATORY1 Credit

Laboratory experience in plant phylogeny and identification.

Prerequisites: BIOL 138 and BIOL 138L

Co-requisites: BIOL 538

BIOL 539 PLANT PHYSIOLOGY2 Credits

Physiological and developmental processes occurring in cells, tissues and organs of plants. Emphasis on hormonal, environmental and other control mechanisms of plant behavior and development.

Prerequisites: BIOL 138 or AGRI 141 and CHEM 131 or CHEM 140

Co-requisites: BIOL 539L

Dual-listed: BIOL 436

BIOL 539L PLANT PHYSIOLOGY LABORATORY1 Credit

Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry.

Co-requisites: BIOL 539

BIOL 540 TOPICS IN BIOLOGY1-3 Credits

Designed to meet the needs of students desiring knowledge in an area of biology not covered in another biology course. Study topics and credit will be arranged to meet the needs of the students. Note: Can be repeated, with a change in emphasis, for a total of six (6) course credits.

BIOL 544 LIMNOLOGY2 Credits

Biological, chemical and physical studies of inland surface waters.

Cross-Listed: BIOL544/GEOS544

Prerequisites: BIOL 225, BIOL 336, and BIOL 336L

Dual-listed: BIOL 444

BIOL 544L LIMNOLOGY LABORATORY1 Credit

Laboratory and field experience in freshwater systems.

Cross-Listed: BIOL544L/GEOS544L

Co-requisites: BIOL 544

BIOL 546 REGIONAL FLORA3 Credits

The study of plants and plant communities of the region. Workshop format for majors and non-majors. Requirements: Field trips.

Dual-listed: BIOL 446

BIOL 547 PHYLOGENY OF PLANTS1 Credit

The phylogenetic treatment of land plants, living and extinct.

Prerequisites: BIOL 138 and BIOL 138L or AGRI 141 and BIOL 336

Co-requisites: BIOL 547L

Dual-listed: BIOL 447

BIOL 547L PHYLOGENY OF PLANTS LABORATORY2 Credits

Survey of land plant groups with emphasis on the taxonomy and ecology of bryophytes. Field trips required.

Typically Offered: ,

Prerequisites: BIOL 138 and BIOL 138L or AGRI 141 and BIOL 336

Co-requisites: BIOL 547

Dual-listed: BIOL 447L

BIOL 548 ETHNOBOTANY2 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. Field trips required.

Co-requisites: BIOL 548L

Dual-listed: BIOL 448

BIOL 548L ETHNOBOTANY LABORATORY1 Credit

Laboratory and field experience in plant-human interactions.

Co-requisites: BIOL548L

BIOL 549 MOLECULAR BIOLOGY OF THE CELL3 Credits

An 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 and BIOL 332L

Co-requisites: BIOL 549L

Dual-listed: BIOL 449

BIOL 550 FIELD LIMNOLOGY3 Credits

Lecture and field methods for studying the biological, chemical and physical processes in lakes and streams. Note: Includes an extended field trip to Yellowstone National Park or other areas. Requirements: Additional fees. Prerequisites: Early registration is required and one year of college-level science.

Dual-listed: BIOL 450

BIOL 556 PATHOGENIC MICROBIOLOGY2 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.

Prerequisites: BIOL 341 and BIOL 341L

Co-requisites: BIOL 556L

Dual-listed: BIOL 456

BIOL 556L PATHOGENIC MICROBIOLOGY LABORATORY1 Credit

Laboratory experience in isolation and clinical identification of pathogenic microbes.

Prerequisites: BIOL 341 and BIOL 341L

Co-requisites: BIOL 556

BIOL 560 FIELD EXPERIENCE IN BIOLOGY1-6 Credits

A one to five-week course, offered between fall and spring semesters, or during spring break. One (1) credit earned per 45 hours of full-time study. Itinerary for each class will be announced several weeks prior to registration. Requirements: Additional fees. Prerequisites: Early registration.

BIOL 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Designed to permit individual students to participate in a progressively more complex series of investigations and independent studies in biology at the graduate level. Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

BIOL 612 ADVANCED BIOTECHNOLOGY3 Credits

Independent research project, utilizing current biotechnology and molecular biology techniques. Project will be developed with assistance from the faculty member. Integration with undergraduate teaching will be a component of the research completed. Note: Learning communities will be established with the students in BIOL 314.

Cross-Listed: BIOL612/CHEM612

Prerequisites: BIOL 332

BIOL 620 ETHOLOGY3 Credits

A study of animal behavior, particularly under natural conditions. Consideration will be given to the three different experimental approaches to the study of animal behavior; comparative psychology, ethology, and sociobiology. Considerable time will be spent on making observations and analyzing the behaviors of selected invertebrate and vertebrate animals.

BIOL 630 TOPICS IN BIOLOGY1-3 Credits

Meets special needs of individual students or groups, and is offered when demand can be demonstrated.

BIOL 632 TOPICS IN ADVANCED HUMAN BIOLOGY1-3 Credits

Designed to meet the needs of different groups of people desiring advanced work in gross and living anatomy, physiology, embryology, histology, and neurobiology. Study topics and credit will be arranged to meet the needs of the students. Note: Can be repeated, with a change in emphasis, for a total of twelve (12) hours of credit.

BIOL 638 SYSTEMATICS OF PLANTS3 Credits

The principles of taxonomy and the identification and classification of plants. Considerable time will be spent on a survey on representative flowering plant families, hybridization and evolution of plant groups.

BIOL 639 PLANT ANATOMY AND MORPHOLOGY3 Credits

Origin and structure of plant cell types, tissues, and organs along with a survey of the plant world illustrated by specific examples from both living and fossil plants.

BIOL 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Requirements: Must complete three (3) course credits.

BIOL 658 EVOLUTION3 Credits

Study of the fundamental theory of evolution, including phylogeny and earth history, macroevolutionary patterns, microevolutionary processes, and synthesis. Student will conduct a literature research project and engage in teaching concepts. Note: Learning communities will be established with students in BIOL 458.

Prerequisites: BIOL 332 and BIOL 332L

Dual-listed: BIOL 458

BIOL 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in science leading to the master's thesis. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BIOL 690 INTERNSHIP IN BIOLOGY1-3 Credits

Provides practical experience as a biologist in government, business, or industry. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required. Note: Credits cannot be counted in the basic 36 course credits for a Master's degree. Requirements: Students must first complete a minimum of 18 course credits in their degree program. Prerequisites: Application should be made prior to the semester in which the internship will be started.

Add Consent: Department Consent

Business Administration (BA)

BA 560 TOPICS IN BUSINESS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

BA 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research in an area of special interest or need. The topic and the amount of work required are determined by the number of credit hours. Prerequisites: Prior to registration, obtain permission of the instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

BA 623 MANAGERIAL AGRICULTURAL POLICY3 Credits

An applicative and analytical examination of USDA agricultural, fiber, conservational, and rural economic policies. Analyses of applications of concepts to international trade, rural government and law, the structure of rural economic development, agribusiness financing, and tangential areas common of agribusiness in international and domestic markets.

Cross-Listed: AGRI623/BA623

BA 655 SCHOLARLY PROJECT1-6 Credits

Original research as prescribed under Plan II, as listed under Program Requirements. Project pertaining to a field of specialization and designed in consultation with student's graduate committee. Includes a paper summarizing the project. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BA 660 THESIS1-6 Credits

Original research as prescribed under Plan I, as listed under Program Requirements. Requirements: Must complete six (6) credit hours. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BA 690 INTERNSHIP IN BUSINESS1-6 Credits

Provides practical work experience in business. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required. Requirements: Students must first complete a minimum of 18 course credits in their degree program. Prerequisites: Application should be made prior to the semester the internship will be started.

Add Consent: Department Consent

Business Information Systems (BIS)

BIS 533 DYNAMIC WEB PAGE DEVELOPMENT3 Credits

Overview of the World Wide Web. Including advanced internet programming concepts and applications; design and publication of team oriented web projects.

Prerequisites: BIS 230

BIS 560 TOPICS IN BUSINESS INFORMATION SYSTEMS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

BIS 600 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

BIS 632 INFORMATION SYSTEMS FOR MANAGERS3 Credits

Overview of Information Systems. Stresses role of the manager and the strategic use of technology in business.

Career & Technical Education (CTE)

CTE 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

The number of credits is determined by the topic and the amount of work required. Note: May be repeated for up to six (6) course credits. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

CTE 531 INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CAREER AND TECHNICAL EDUCATION3 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.

Dual-listed: CTE 431

CTE 534 PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION3 Credits

The principles, philosophy, and history of career and technical education are presented in this course.

Dual-listed: CTE 434

CTE 535 ADULT EDUCATION3 Credits

Study of adult learner, adult learning theory and adult programming.

Dual-listed: CTE 435

CTE 538 COORDINATION TECHNIQUES: WORK-BASED LEARNING3 Credits

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.

Dual-listed: CTE 438

CTE 540 TOPICS IN CAREER AND TECHNICAL EDUCATION1-6 Credits

Contemporary topics within career and technical education.

CTE 552 PROGRAM DEVELOPMENTS, IMPLEMENTATION AND ASSESSMENT3 Credits

A course that studies the development, implementation and assessment of programs within an organization. This course examines the leadership necessary to accomplish the goals and mission of the organization programs.

Dual-listed: CTE 452

CTE 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research or study in the area of career and technical education will be conducted either on or off campus. Reading of literature in this area, or creative projects, culminating in the writing of special papers and reports. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

CTE 632 ORGANIZATIONAL LEADERSHIP3 Credits

A study of leadership theories, characteristics, styles, and effectiveness as related to growth of an organization and the development of the personnel within the organization.

CTE 633 LEGISLATION AND BUDGETING IN CAREER AND TECHNICAL EDUCATION3 Credits

An in-depth look at career and technical legislation, and its implications for financial support and budgeting for career and technical programs and schools.

CTE 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes paper summarizing the project. Must complete three (3) credit hours.

Add Consent: Instructor Consent

CTE 660 THESIS1-6 Credits

Original research as prescribed under Plan I of the General Requirements for the Master's Degree. Requirements: Must complete six (6) credit hours. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Add Consent: Instructor Consent

CTE 690 INTERNSHIP1-6 Credits

Provides practical work experience in an agency related to career and technology education. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required. Requirements: Students must first complete a minimum of 18 credit hours in their degree program. Prerequisites: Application should be made prior to the semester the internship will be started.

Add Consent: Instructor Consent

Chemistry (CHEM)

CHEM 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

For the graduate student participating in investigations and/or independent studies in chemistry. Note: May be repeated. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

CHEM 501 CHEMISTRY RESEARCH1-3 Credits

Laboratory research experience for chemistry students. Project responsibilities assigned and supervised by chemistry faculty.

Prerequisites: BIOL 332 and Junior or above status

CHEM 517 TOPICS IN CHEMISTRY1-3 Credits

Designed to meet the needs of students in a special area of interest.

Note: May be repeated for up to six (6) hours.

CHEM 519 SPECIAL TOPICS IN CHEMISTRY1-3 Credits

Designed to meet the needs of chemistry majors. Note: May be repeated.

CHEM 530 INORGANIC CHEMISTRY3 Credits

Advanced principles of inorganic chemistry.

Prerequisites: CHEM 132 and CHEM 132L

CHEM 533 ENVIRONMENTAL CHEMISTRY3 Credits

A detailed study of the 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.

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 533L

CHEM 533L ENVIRONMENTAL CHEMISTRY LABORATORY1 Credit

Laboratory experience.

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 533

CHEM 535 BIOCHEMISTRY3 Credits

Covers the components and reactions of living matter. Topics include metabolism of major macromolecules including carbohydrates, lipids, and nucleic acids. Enzyme function and regulation will be studied.

CHEM 535L BIOCHEMISTRY LABORATORY1 Credit

Laboratory experiments in purification, quantitation and characterization of biological molecules.

CHEM 544 PHYSICAL CHEMISTRY3 Credits

Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts.

Prerequisites: CHEM 132, CHEM 132L, and MATH 138 or MATH 151

Co-requisites: CHEM 544L

Dual-listed: CHEM 444

CHEM 544L PHYSICAL CHEMISTRY LABORATORY1 Credit

Laboratory experience.

Prerequisites: CHEM 132, CHEM 132L, and MATH 138 or MATH 151

Co-requisites: CHEM 544L

CHEM 564 PHYSICAL CHEMISTRY I13 Credits

Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts.

Prerequisites: CHEM 544, CHEM 544, and MATH 151

Dual-listed: CHEM 464

CHEM 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research investigations in chemistry. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

CHEM 612 ADVANCED BIOTECHNOLOGY3 Credits

Independent research project utilizing current biotechnology and molecular biology techniques. Project will be developed with assistance from the faculty member. Integration with undergraduate teaching will be a component of the research completed. Note: Learning communities will be established with students in CHEM 314.

Cross-Listed: BIOL612/CHEM612

Prerequisites: BIOL 332

CHEM 640 TOPICS IN CHEMISTRY1-3 Credits

Selected chemistry 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. Note: May be repeated with different topics for up to six (6) course credits.

CHEM 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Requirements: Must complete three (3) course credits.

CHEM 660 THESIS RESEARCH1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in chemistry leading to the master's thesis. Requirements: Must complete six (6) credit hours. Prerequisites: Proposal must be approved by the student's committee and Dean of Graduate Studies prior to registration.

Communication Arts (CA)

CA 500 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

CA 520 RELATIONAL AND FAMILY COMMUNICATION3 Credits

Advanced interpersonal course designed to give students the opportunity 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 both western and intercultural traditions.

Dual-listed: CA 420

CA 535 ADVANCED TOPICS IN COMMUNICATION1-3 Credits

Special topics in communications. Note: May be repeated with change of emphasis.

Dual-listed: CA 435

CA 536 SEMINAR IN COMMUNICATION3 Credits

Designed to meet the specific needs of a group of students. Note: May be repeated with a different topic. Requirements: Permission of Communication Arts faculty required.

Dual-listed: CA 436

Add Consent: Instructor Consent

CA 540 GENDERED COMMUNICATION3 Credits

Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication.

Dual-listed: CA 440

CA 560 HEALTH COMMUNICATION3 Credits

An examination of the role of communication in public health campaigns and in interpersonal interactions concerning health topics. Includes analysis of the design, implementation and evaluation of health campaigns.

CA 600 INDEPENDENT STUDY OR RESEARCH1-3 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.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

CA 610 THEORIES OF CONFLICT RESOLUTION AND MEDIATION3 Credits

Approaching conflict resolution and mediation from a skills perspective. Effective conflict mediation and resolution skills in both personal and professional settings will be discussed.

CA 615 RESEARCH PROCESS AND PRACTICE3 Credits

A review of research methods used in a variety of disciplines wherein students can gain an advanced conceptual, philosophical and practical understanding of research traditions and designs in quantitative and qualitative methodologies.

CA 620 MEDIA RELATIONS AND LEADERSHIP3 Credits

This course examines leadership and its relationship to the media. It uses a case-study approach for understanding the roles and responsibility that leadership plays in generating effective messages and communication through the media to inform its target audiences and influence public opinion. Using specific cases, students review how the print, broadcast and digital media function with organizations. Students analyze how to best develop and implement strategies in media relations for meeting the leadership needs of different types of organizations.

CA 630 ORGANIZATIONAL COMMUNICATION3 Credits

This course investigates the nature, content and effects of communication in organizations. The course takes a practical approach focusing on typical communication situations experience in many organizations. A variety of learning methods will be employed in the course to examine how communication theory can effectively be applied. Students will participate in presentations, group activities, and case studies. The material for looking at organizations will be from a variety of academic disciplines, and the focus will be on how "meaning" is created, transmitted and shared.

CA 635 CROSS CULTURAL COMMUNICATION3 Credits

A critical examination of theoretical and applied aspects of cross-cultural communication as applied to diversity issues in individual, work and other social settings inside and outside the United States.

CA 650 LEADERSHIP IN GROUPS AND TEAMS3 Credits

A study of communication in groups and teams with components of leadership, communication theory and decision-making processes in a variety of settings will be explored including; community, sports, online and workplace.

Counseling (COUN)

COUN 501 TOPICS IN COUNSELING1-3 Credits

To meet the individual needs of students, it may become necessary to offer seminars or special topics that are not within the range of counseling courses described in this publication.

COUN 520 PSYCHOPHARMACOLOGY, SOCIAL AND MEDICAL ISSUES IN ADDICTIONS3 Credits

This course will explore and review issues of medical and psychological aspects of alcohol/drug use, abuse and addiction. This course is designed to meet the requirements to apply for addictions counseling licensure. Special emphasis is placed on psychopharmacology within the context of addiction.

COUN 523 DIAGNOSES AND THE DSM3 Credits

Within the context of normal human growth and development, mental health and behavioral disorders are studied using the current Diagnostic and Statistical Manual of Mental Disorders.

COUN 531 COUNSELING AND COMMUNICATION SKILLS3 Credits

Introduction to counseling techniques and interviewing skills for the counseling profession.

COUN 532 TREATMENT ISSUES IN ADDICTIONS3 Credits

Substance abuse issues are explored in a variety of counseling settings.

COUN 533 COUNSELING ETHICS AND PROFESSIONAL IDENTITY3 Credits

Surveys the ethical, legal and professional issues facing the counseling professional. Topics on professional conduct, decision-making and the legal requirements for licensure will be studied.

COUN 534 FUNDAMENTALS OF ASSESSMENT3 Credits

Introduction to the uses of assessments in counseling and school counseling. Understanding the uses of validity and reliability in assessment instruments will be presented. Exploration offered in types of assessment and what is needed to construct assessments.

COUN 535 MULTICULTURAL COUNSELING3 Credits

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession.

COUN 536 FAMILY DEVELOPMENT3 Credits

This course will explore the different stages of family development. Also examined are the multicultural issues of family development and the different definitions and trends of family.

COUN 541 COUNSELING THEORIES3 Credits

Review of the major theoretical constructs in counseling and psychotherapy with incorporation of multicultural relevance in the treatment of each theory.

COUN 545 ESSENTIALS OF ADDICTION COUNSELING AND CASE MANAGEMENT3 Credits

This course is designed to review specific needs and approaches in alcohol/drug assessment, case planning and management.

COUN 600 INDEPENDENT RESEARCH OR STUDY1-3 Credits

Guided independent research or study in the area of counseling. The number of credit hours varies in accordance with the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

COUN 629 COUNSELING CHILDREN3 Credits

This course provides a theoretical overview of the growth and development of children. Emphasis is placed on translating theory into practice in school and community settings.

COUN 630 CRISIS COUNSELING3 Credits

This course provides an overview of crisis and disaster intervention strategies for the professional counselor. Issues addressed include, but are not limited to, crisis of suicide, homicide, domestic violence, school violence, post-traumatic stress disorder, and vicarious trauma. The counselor's role in natural and human disaster intervention is also addresses.

COUN 631 PRINCIPLES AND PRACTICES OF MENTAL HEALTH COUNSELING3 Credits

This course addresses professional principles and practices of mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings.

COUN 632 CAREER AND LIFESTYLE DEVELOPMENT3 Credits

Takes a developmental approach to career and lifestyle choices throughout the lifespan. Leading theories of occupational choices and the process of career decision making is discussed.

COUN 634 GROUP COUNSELING3 Credits

The theories, research and application of group counseling will be offered in this course. Applying techniques for group process will be done through an experiential group setting.

COUN 635 SCHOOL COUNSELING3 Credits

Introduces topics to prepare potential school counselors to function effectively at the elementary or secondary level. The American School Counseling National Comprehensive Model as applied to school counseling is addressed.

COUN 636 FAMILY COUNSELING3 Credits

Examines the dynamics of family counseling and family systems. Satisfactory completion of this course gives students a fundamental understanding of family systems theory and other leading theories of family counseling and their application in the counseling process.

COUN 637 ADVANCED HUMAN DEVELOPMENT3 Credits

Case studies interwoven with empirical findings, theory, research methodology, explanations of technical concepts and practical issues are presented to clarify biological, perceptual, cognitive, social and emotional development.

COUN 639A PRACTICUM IN COUNSELING3 Credits

Provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact.

Prerequisites: COUN 531, COUN 533, and COUN 541 (and COUN 635 if majoring in School Counseling)

Add Consent: Department Consent

COUN 639B PRACTICUM IN COUNSELING3 Credits

A continuation of Practicum which provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact.

Prerequisites: COUN 531, COUN 533, and COUN 541 (and COUN 635 if majoring in School Counseling)

Add Consent: Department Consent

COUN 640 INTERNSHIP IN COUNSELING1-6 Credits

Professional fieldwork experience in counseling to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. This will be done in accordance with the Nebraska state law requirements for licensure and/or certification of the student's specialization.

Prerequisites: COUN 639A for School Counseling majors and COUN 639A and COUN 639B for Clinical Mental Health Counseling majors

Add Consent: Department Consent

COUN 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. The student engages in a major project related to their area of specialization. The design of the paper and the project is in cooperation with the student's graduate committee. Requirements: Must complete three (3) credit hours.

Add Consent: Department Consent

COUN 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. The student designs and implements an extensive research project. The research and the paper are designed in cooperation with the student's graduate committee. Requirements: Permission of advisor and the Dean of Graduate Studies. Must complete six (6) credit hours. Prerequisites: Permission of the advisor.

Add Consent: Department Consent

Criminal Justice (CJ)

CJ 500 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President. Prerequisites: Fifteen (15) course credits of Criminal Justice.

Add Consent: Instructor Consent

CJ 536 SEMINAR: COMPARATIVE CRIMINAL JUSTICE3-6 Credits

A study and comparison of the world's major justice systems. This course compared 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.

Dual-listed: CJ 436

Add Consent: Instructor Consent

Drop Consent: Instructor Consent

CJ 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Faculty-guided research in an area of mutual interest to the student and instructor. Note: Students are responsible for selecting the area of inquiry prior to contacting the instructor. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: 15 course credits of Criminal Justice

Add Consent: Instructor Consent

CJ 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Designed in consultation with student's graduate committee. Includes paper summarizing the project. Requirements: Must complete three (3) course credits.

Economics (ECON)

ECON 560 TOPICS IN ECONOMICS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

ECON 600 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Prior to registration, permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

ECON 637 MANAGERIAL ECONOMICS3 Credits

Analysis of the economic decisions made by firm managers, estimation of demand, government agencies and other organizations. The course focuses on the practical application of economic principles to economic problems of managers.

Education (EDUC)

EDUC 500 INDEPENDENT STUDY OR RESEARCH1-3 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. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

EDUC 531 COMPUTER BASICS AND ISSUES OF TECHNOLOGY IN SCHOOLS3 Credits

Explores computer technology: learning some basic technological language, concepts, and ways to communicate about, prevent, and solve technical problems. Emphasis on functioning effectively in educational settings with computers and other forms of digital technology. The course focuses on change in educational institutions, effectiveness of educational technology, and related current social and political issues.

EDUC 532 COMPUTER-MANAGED INSTRUCTION3 Credits

Explores instructor use of hardware/software systems for producing word processing, data management, authoring systems for web pages, presentation software, teacher utilities, digital cameras, digital scanners, and other tools that are valuable in the production of instructional materials.

EDUC 533 THE MIDDLE SCHOOL3 Credits

Philosophy, implementation and improvement of the middle school from a theoretical and practical basis. Emphasis is placed on the development, behavior and special problems of middle school students; overall school program; methods of instruction and the evaluation process.

Dual-listed: EDUC 433

EDUC 534 TECHNOLOGY IN INSTRUCTIONAL STRATEGIES3 Credits

Focuses on concepts and tools for applying systems theory to K-12 instructional design. Concepts include needs, instructional, learner, and context analysis; objective, assessment, strategy, development, and evaluation. Course also applicable to business, industry, government, health care, and not-for-profit organizations.

Dual-listed: EDUC 434

EDUC 535 BLENDED TEACHING AND LEARNING3 Credits

Focuses on the integration of a variety of online tools to develop a dynamic blended teaching and learning environment. Teachers at all levels of the education system are under pressure to meet the dual demands of integrating new technologies and 21st Century skills into teaching, while helping their students achieve high standards. This course helps one design an online teaching and learning space that is available to the teacher and their students anytime and anyplace.

EDUC 536 MULTIMEDIA IN THE CLASSROOM3 Credits

Focuses on the integration of multimedia technologies into the academic curriculum. Stresses video, hypermedia, digital imagery, the Internet and other technologies as learning tools. Utilizes several specific media tools for problem solving, engaging students in personally and socially-constructed meaning, community building and developing interactive information literacy. Exercises in development of multimedia activities will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum.

EDUC 538 CONTEMPORARY TEACHING PRACTICES3 Credits

Examines contemporary teaching practices, including but not limited to: constructivist methods, information processing methods, looping, multi-age teaching, and matching instruction to performance standards. Teaching with technology will be a strong emphasis. Instruction suited to the Internet and distance learning systems will be practiced.

EDUC 540 TOPICS IN EDUCATIONAL TECHNOLOGY1-3 Credits

Designed to allow students to study some aspect of educational technology not offered as a regular class. Note: May be repeated, with a change of emphasis, for a maximum of six (6) course credits. Prerequisites: Students must confirm with their advisor that the course is acceptable for their Plan of Study.

Add Consent: Instructor Consent

EDUC 580 FIELD EXPERIENCE1-8 Credits

Assists the non-certified teacher and the teacher seeking an additional endorsement or renewal of an expired certificate through a planned and supervised field experience. The total number of field experience hours will be determined by a transcript review. Requirements: Affirmation, under oath, that the student has no felony convictions or misdemeanor convictions involving abuse, neglect or sexual misconduct. Prerequisites: Successful completion of Teacher Education requirements as outlined in the General Catalog.

EDUC 639 ADVANCED METHODS OF PERFORMANCE ASSESSMENT3 Credits

Builds on fundamental assessment knowledge and skills with emphasis on developing advanced competencies, particularly in the areas of performance-based assessment, assessment in standards-based environments, and applying current philosophies and practices to classroom teaching. This course was offered as EDUC 539 prior to Fall 2013.

Educational Administration (EDAD)

EDAD 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

EDAD 629 FUNDAMENTALS OF SCHOOL ADMINISTRATION3 Credits

A study concerning the organization and control of American schools. Discussion will include federal and court mandates; state and local control; teacher, parent, and special interest groups; and college and/or university influences.

EDAD 631 PUBLIC RELATIONS3 Credits

An overview of current theory and practice in public relations, indicating principles and models to help understand how to sell an idea, build a coalition and manage crises. Working with various sources to develop a public relations plan will be addressed.

EDAD 632 SUPERVISION OF INSTRUCTION3 Credits

Reviews current philosophy and practices in supervision, at both the elementary and secondary school levels. Emphasis will be placed upon a developmental model of improvement of instruction and the domains of the principalship. A course designed for prospective mentors, principals, supervisors, and school superintendents.

EDAD 633 SCHOOL ADMINISTRATION AND LEADERSHIP3 Credits

Examines the role of the school principal as building manager, instructional leader, creator for a learning environment and decision maker. Focus on scheduling, co-curriculum activities, cultivating and maintaining collegial relationships, developing a school district vision, public and human relations, supervision of instruction, auxiliary services, working with community, and the school improvement process.

Prerequisites: EDAD 629

EDAD 634 SCHOOL BUSINESS MANAGEMENT AND FINANCE3 Credits

Study the functions of business management for schools including, budgetary considerations, auditing and reporting, management of funds, purchasing procedures and inventory, insurance, auxiliary services, a background of school finance, various levels of governmental financing of public schools, judicial decisions and their effects, bond issues, school finance forms, and finance of schools in the future.

EDAD 637 SCHOOL PLANT PLANNING AND MAINTENANCE3 Credits

Principles and processes of developing functional educational facilities. Procedures and techniques for each phase of facility planning are included. Topics include: survey of needs, the Master Plan, site selection, the Educational and equipment selection along with a proactive maintenance plan and operations.

EDAD 638 PERSONNEL ADMINISTRATION3 Credits

Theories, principles, and practices of school personnel administration with the focus including that of various personnel administration tasks including selection, in-service, performance evaluation, and professional negotiations.

EDAD 639 PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION3 Credits

Provides practical learning experiences inherent to the elementary/middle/secondary school principal-ship and special education curriculum supervisor. Seminar sessions will include discussion of current research and practices based on building principals' needs and concerns. Separate and appropriate experiences will be designed wherever possible for students preparing in each of the areas-elementary, middle, secondary administration and special education curriculum supervisor. Note: Should be taken as close to the end of the program as possible. Requirements: At least 200 hours in a practicum setting at two school sites.

Prerequisites: EDAD 629, EDAD 632, EDAD 633, EDAD 638, and EDCI 638

EDAD 639B ADVANCED PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION3-6 Credits

Provides additional hours of experience under the direction of a practicing principal, at either or both, the secondary or elementary level. The experience is guided by the student's chairperson and an administrator in the field. Note: Additional hours may be necessary for certification in other states.

Prerequisites: EDAD 629, EDAD 632, EDAD 633, EDAD 638, and EDCI 638

EDAD 640 SPECIAL TOPICS1-3 Credits

Designed to allow students to study some aspect of educational administration not offered in the regular class. Note: May be repeated, with a change in emphasis, for a maximum of six (6) credit hours.

EDAD 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. This project will utilize research skills. Requirements: Must complete three (3) course credits.

EDAD 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. An extensive research study conducted under the guidance of the student's advisor. Note: Recommended for all who plan to do further advanced work in education. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

EDAD 730 SEMINAR:EDUCATIONAL LEADERSHIP1-3 Credits

Provides learning experiences inherent to leadership and management roles in education. Responsibilities, problems, challenges and trends which face administrators will be covered in a seminar approach. Individual and appropriate experiences will be designed whenever possible for students preparing for different roles in educational leadership.

Prerequisites: EDAD 631, EDAD 634, and EDAD 637

Co-requisites: EDAD 763

EDAD 731 SCHOOL ADMINISTRATOR AND THE LAW3 Credits

Designed to provide the educational administrator with a view of the law governing the operation of schools in Nebraska, Wyoming, and South Dakota. An emphasis will be placed on preventative law through building an understanding of legal issues facing the school administration and avoiding possible litigation. Issues will include school district organization, meeting of the board of education, personnel administration, conducting hearings, developing board of education policies, students' rights, discrimination, religious issues and other current legal issues.

EDAD 732 FIELD STUDY1-3 Credits

Conducted in an area of specialization in which a student has had course work and, when possible, experience. The topic selected should be one of highly practical value to the student and should relate to specific professional objective. Prerequisites: The Field Study topic must be approved by the committee before the study is undertaken.

EDAD 734 PUBLIC AND HUMAN RELATIONS3 Credits

Designed to provide the educational administrator effective skills focused on meeting the Nebraska state legislation on required human relations course for certification along with a focus on public relations. The course includes an analysis of principles, practices, and materials that facilitate the adjustment and interpretation of schools to their internal and external publics, process to organize, administer, and evaluate the public and human relations program along with a school district's development of a public relations plan.

EDAD 762 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Conveys conclusions on some subject directly related to the candidate's area of specialization. It should attempt to establish a point previously unsupported or verify existing knowledge, employing one or more of the commonly-accepted tools of educational research. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the thesis topic must be approved by the student's committee and Dean of Graduate Studies.

EDAD 763 INTERNSHIP/FIELD EXPERIENCE3-6 Credits

Prospective educational administrators will gain an understanding of school management through an internship in the field. Consideration will be given to antecedents of change, change models, the roles of different levels of government, forces that restrict or stimulate management, tools to implement instructional programs, and evaluation. The experience will be guided by the student's chairperson and an administrator in the field. Prerequisites: Application should be made prior to the semester in which the internship will be started.

Educational Curriculum & Instr (EDCI)

EDCI 536 SEMINAR/TOPICS IN EDUCATION1-3 Credits

Investigation of special topics in education. Attempts will be made to meet individual needs.

EDCI 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS3 Credits

Develop competencies in producing and utilizing research to improve professional practice. Quantitative and qualitative methods will be presented. Quantitative methods will be the primary emphasis including basic statistical methods. Students will produce a research plan and literature review.

EDCI 632 IMPROVEMENT OF INSTRUCTION IN HEALTH AND SCIENCE IN ELEMENTARY/MIDDLE SCHOOLS3 Credits

Emphasis on curriculum and methodology in effective science and health education classes. Investigations of the aims of the science programs, acquaintance with the materials, techniques of instruction, and experiences that may help children gain the skills, understanding, and attitudes desirable in this subject area. Prerequisites: Student-teaching or other teaching experience.

EDCI 633 EDUCATIONAL PHILOSOPHY3 Credits

Philosophical beliefs underlying the democratic school system, its objectives, and the means of obtaining them is reviewed. It provides a basis for a philosophy of life and education in a democratic society.

EDCI 634 IMPROVEMENT OF INSTRUCTION IN MATHEMATICS IN ELEMENTARY/MIDDLE SCHOOLS3 Credits

Study methods and the value of teaching mathematics in the elementary school curriculum. Improved instructional materials are considered. Special consideration is given to exceptional children. Trends as noted in the professional literature are reviewed. Prerequisites: Student-teaching or other teaching experience.

EDCI 635 CURRICULUM DEVELOPMENT3 Credits

K-12 school curriculum, including pupil needs in everyday life situations. Curriculum writing process, including standards based on research, objectives/skills, assessments, and evaluation along with an appraisal of new curriculum practices. Emphasis placed on the process of staff-developed curriculum.

EDCI 636 IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES IN ELEMENTARY/MIDDLE SCHOOLS3 Credits

The objectives of social education, organization or content, the unit activity approach, and a critical analysis of ways of improving instruction in the classroom are explored. Various types of teaching aids will be considered. Prerequisites: Student-teaching or other teaching experience.

EDCI 637 IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS IN ELEMENTARY/MIDDLE SCHOOLS3 Credits

Principles and techniques of effective instruction in the areas of handwriting, spelling, reading, oral and written language. Prerequisites: Student-teaching or other teaching experience.

EDCI 638 SCHOOL LAW3 Credits

Evaluation and current status of the law pertaining to the teacher in the classroom. Specific school situations will be analyzed as to applicable Nebraska, Wyoming, and South Dakota statutory and constitutional provisions and the rationale for the judicial interpretations of legal mandates.

EDCI 639 SYSTEMIC CHANGE: PROCESS FOR SCHOOL IMPROVEMENT3 Credits

Seminar designed to follow and apply research focusing on systemic change. Student concerns and interests are part of this class.

EDCI 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing and related to the project. Requirements: Must complete three (3) credit hours.

EDCI 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. The completion of a research project of considerable scope. The report of a study conducted under the guidance of the student's advisor. Note: Recommended for anyone planning to do further advanced work in education. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

English (ENG)

ENG 531 TOPICS IN ENGLISH3 Credits

Special topics in English. Note: May be repeated with a change of emphasis.

Dual-listed: ENG 431

ENG 532 SHAKESPEARE3 Credits

A study of Shakespeare's works (both plays and sonnets), with consideration given to the history of performance.

Dual-listed: ENG 432

ENG 535 NATIVE AMERICAN LITERATURE3 Credits

A study of the history, themes, and/or genres of literature produced by and about Native Americans.

Dual-listed: ENG 435

ENG 536 WORLD LITERATURE3 Credits

A study of representative poetry, drama, fiction, and non-fiction prose selected from global literature. Texts not originally published in the English language will be read in English translation.

Dual-listed: ENG 436

ENG 538 ADOLESCENT LITERATURE3 Credits

A study of literature written and published for adolescents, with opportunities for critical conversations about the teaching of such literature.

Dual-listed: ENG 438

ENG 540 THEORY AND PRACTICE OF LITERARY CRITICISM3 Credits

A study of selected theories that provide the foundations for literary criticism and the application of those theories to specific texts.

Dual-listed: ENG 440

ENG 541 NOVELS3 Credits

A study of the novel as a genre and literary criticism focused on reading it as such.

Dual-listed: ENG 441

ENG 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies and Academic Vice President.

Add Consent: Instructor Consent

ENG 631 SEMINAR IN ENGLISH3 Credits

Study in any of the disciplines included under the language arts and designed to meet the specific needs of a group of students.

Add Consent: Instructor Consent

Family and Consumer Sciences (FCS)

FCS 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Selected problems of interest to advanced students. Requirements: Permission of the instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

FCS 517 LIFESPAN WELLNESS3 Credits

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, culture, ages, lifestyles, predisposed health conditions, injury/physical challenges, and the individual's goals/objectives. Students will use both wellness 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.

Dual-listed: FCS 417

FCS 520 LOSS ACROSS THE LIFESPAN3 Credits

A study of the "losses" experienced by individuals and families. This includes the loss of things, relationships, and function, as well as intrapsychic 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.

Dual-listed: FCS 420

FCS 527 WORKSITE WELLNESS3 Credits

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 program. 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.

Dual-listed: FCS 427

FCS 532 PLAY BASED LEARNING IN EARLY CHILDHOOD3 Credits

Play is an integral part of a child's life. This course will focus on the importance, value and benefits of Play-Based learning in the overall scheme of child development. Students will gain knowledge and skill in the pedagogy of play as a foundation for curriculum development.

FCS 534 ISSUES IN HEALTH AND HUMAN SERVICES3 Credits

Provides an opportunity to concentrate on current issues in the 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.

Dual-listed: FCS 434

FCS 537 FAMILY STRENGTHS3 Credits

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.

Dual-listed: FCS 437

FCS 540 SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES1-6 Credits

Contemporary concepts and issues in Family and Consumer Sciences as well as attendance and participation in conferences and leadership development opportunities. May be repeated with different emphases for up to six credits.

FCS 541 EARLY CHILDHOOD: METHODS AND MATERIALS1-6 Credits

Methods and materials for teaching and learning will be the focus of the course. The course is designed to provide students the opportunity to explore and examine developmentally appropriate practices, theory, procedures, strategies, techniques, and general principles associated with current methods used in the early childhood learning environments. A second major emphasis of the course allows students the opportunity to discover models for best practices as they are integrated into the natural, inclusive early learning experience. Skills for applying best practices will be developed through field experiences.

FCS 547 NUTRITION FOR SPORTS AND WELLNESS3 Credits

A study of the nutrients and their relationship to sport and wellness. Will address the special nutritional and training needs of athletes and all physically active individuals. 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.

Dual-listed: FCS 447

FCS 557 NUTRITION FOR COMMUNITY WELLNESS3 Credits

An evidence-based study of the science of nutrition and its relationship to improving public health. Emphasis on the campus-community approach to improving health. Special emphasis on the relationship between nutritional epidemiology and the research, policies and programs in regards to prevention/treatment and lifestyle/hereditary diseases.

Dual-listed: FCS 457

FCS 567 EPIDEMIOLOGY AND GLOBAL HEALTH3 Credits

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. This course will provide a purposeful and applicable sense of citizenship and civic mindedness by developing a comprehensive understanding of one's personal and social responsibility in the ethical application and advocacy of public health; locally, nationally, and globally. Critical evaluation of medical and public health literature is included.

Dual-listed: FCS 467

FCS 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Selected problems of interest to advanced students. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

FCS 690 INTERNSHIP1-6 Credits

Provides practical experience in an agency related to Family and Consumer Sciences. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the required work hours. Requirements: Students must first complete a minimum of 18 credits in their degree program. Prerequisites: Application should be made prior to the semester in which the internship will be started.

Add Consent: Department Consent

Finance (FIN)

FIN 560 TOPICS IN FINANCE1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

FIN 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Selected problems of interest to advanced students. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

FIN 631 CORPORATE FINANCE3 Credits

Covers advanced financial principles, focusing on the application and case studies of financial theory to business and corporate problems and solving problems. Uses a case method approach of financial theory to business and corporate problems to study advanced financial principles starting with the financial statement analysis, financial planning and forecasting, working capital management, capital budgeting, long-term financing and dividend policy, and comprehensive financial policy analysis.

FIN 632 FINANCE FOR MANAGERS3 Credits

This course provides a perspective on the core aspects of financial management for businesses, including how to read financial statements, forecast revenue and plan for growth, evaluate the financial viability of projects, employ cash flow to analyze business status, calculate the cost of business activities, and control business operations through effective budget management.

Geography (GEOG)

GEOG 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

GEOG 530 TOPICS IN GEOGRAPHY1-3 Credits

Special topics in geography. May be repeated with a change of emphasis.

GEOG 538 SEMINAR IN CULTURAL GEOGRAPHY1-3 Credits

Examines various aspects of human cultural behavior and environmental space and helps students develop their awareness of the extent to which their feelings, behavior, and thoughts are influenced by their physical surroundings. Topics include environmental attitudes, environmental cognition, mental maps, personal space, territoriality, crowding and psychological landscapes. Note: Field research will be an important part of this course. Requirements: Field Research.

Prerequisites: GEOG 232

GEOG 566 FIELD EXPERIENCE IN GEOGRAPHY1-3 Credits

Field observations concerning the cultural landscape. Noted especially are the spatial phenomena of landforms, soils, natural vegetation, and how different cultures change and adapt to these various natural environments. Study the cultural landscapes involving the synthesis of cultural activity including: land use, urban and rural settlements, and economic, political and social activities. Requirements: May require a tour.

GEOG 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Must complete three (3) course credits.

Geoscience (GEOS)

GEOG 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Designed for the graduate student seeking an individual problem in Geoscience. The number of course credits is determined by the topic and the amount of work required. Note: May be repeated. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

GEOG 526A MICROSCOPY THEORY1 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

Cross-Listed: BIOL536A/GEOS526A

Prerequisites: 12 hours of Biology or Geoscience courses

Dual-listed: GEOS 426A

GEOS 526B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing and writing research papers.

Cross-Listed: BIOL536B/GEOS526B

Prerequisites: 12 hours of Biology or Geoscience courses

Dual-listed: GEOS 426B

GEOS 530 SPECIAL TOPICS IN GEOSCIENCE1-3 Credits

To meet special needs of Geoscience students. Note: May be repeated.

GEOS 531 GEOLOGY OF WATER RESOURCES3 Credits

An introduction to the origin and nature of groundwater, its interaction with surface water, geological methods of groundwater exploration, and factors affecting water supply and quality. Requirements: Field trips.

Dual-listed: GEOS 431

GEOS 534 INTRODUCTION TO OCEANOGRAPHY3 Credits

An earth-system approach to the 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. Requirements: Field trips may be required.

Dual-listed: GEOS 434

GEOS 535 FIELD EXPERIENCE IN GEOSCIENCE1-3 Credits

Typically a one to three (1-3) week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere.

Dual-listed: GEOS 435

Add Consent: Instructor Consent

GEOS 536 FIELD EXCAVATION AND PROCEDURES1-3 Credits

A summer workshop designed to give the student field experience in the development of paleontological sites.

Dual-listed: GEOS 436

Add Consent: Instructor Consent

GEOS 538 PETROLEUM GEOLOGY3 Credits

The origin, characteristics, occurrence, exploration and development of/ for petroleum. Requirements: Field trips.

Prerequisites: GEOS 231 and GEOS 231L

Dual-listed: GEOS 438

GEOS 539 SEDIMENTOLOGY AND STRATIGRAPHY3 Credits

The origin and characteristics of sedimentary rocks.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, and GEOS 234L

Co-requisites: GEOS 539L

Dual-listed: GEOS 439

GEOS 539L SEDIMENTOLOGY AND STRATIGRAPHY LABORATORY1 Credit

Laboratory and field studies of sediments and sedimentary rocks.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, and GEOS 234L

Co-requisites: GEOS 539

GEOS 544 LACUSTRINE SEDIMENTS AND BIOTA2 Credits

Study of physical and biotic processes in lakes, with an emphasis on earth system interactions.

Cross-Listed: BIOL544/GEOS544

Prerequisites: BIOL 225, BIOL 336, and BIOL 336L

Co-requisites: GEOS 544L

GEOS 544L LACUSTRINE SEDIMENT AND BIOTA LABORATORY1 Credit

Laboratory and field experience in freshwater systems.

Cross-Listed: BIOL544L/GEOS544L

Prerequisites: BIOL 225, BIOL 336, and BIOL 336L

Co-requisites: GEOS 544

GEOS 546 FIELD CAMP3-6 Credits

Intensive experience in field data collection leading to the solution of geologic problems; construction of geologic maps, stratigraphic columns, cross-sections and preparation of reports. Note: Course conducted off-campus. Requirements: Instructional fee.

Prerequisites: GEOS 338, GEOS 431, GEOS 432, and GEOS 439

Dual-listed: GEOS 446

GEOS 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research investigations in Geoscience. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

GEOS 622 RESEARCH APPLICATIONS WITH GIS3 Credits

Research and applications of geographic information systems in geological mapping. Problem description and analysis methods will be integrated with teaching of basic GIS skills. Note: Learning communities will be established with students in GEOS 322. Requirements: Field trips may be required.

GEOS 628 RESEARCH PETROGRAPHY3 Credits

Research and application of petrographic methods to geological problems and integration with undergraduate teaching of rocks and minerals. Note: Learning communities will be established with students in GEOS 338. Requirements: Field trips may be required.

GEOS 630 TOPICS IN GEOSCIENCE3 Credits

Selected Geoscience 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. Note: May be repeated with different topics for up to six (6) course credits. Requirements: Field trips may be required.

GEOS 632 ADVANCED STRUCTURE AND TECTONICS3 Credits

Advanced methods and practice of mapping and interpretation of structures in the field. Note: Learning communities will be established with students in GEOS 432. Requirements: Field trips may be required.

GEOS 635 FIELD PROBLEMS1-3 Credits

Field excursions to study geologic features and their interpretation. Note: Learning communities will be established with students in GEOS 435. Requirements: Field trips.

GEOS 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Requirements: Must complete three (3) course credits.

GEOS 660 THESIS RESEARCH1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in Geoscience leading to the master's thesis. Requirements: Must complete 3-6 course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and the Dean of Graduate Studies.

Health, PE, and Recreation (HPER)

HPER 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Supervised solutions to selected problems to meet the special needs of the graduate student. The student's efforts will culminate in a scholarly report on the solution of the problems. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

HPER 522 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION3 Credits

An overview of adapted physical education. Introduces 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.

Dual-listed: HPER 422

HPER 528 ADVANCED COACHING PHILOSOPHY3 Credits

Course is designed to allow practicing coaches the opportunity to explore advanced coaching principles and philosophies. Special emphasis is placed on application of knowledge into current profession.

HPER 530 SEMINAR IN HPER3 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. Note: The seminar may be repeated.

Dual-listed: HPER 430

HPER 531 ORGANIZATION AND DEVELOPMENT OF COMPREHENSIVE SCHOOL HEALTH PROGRAMS3 Credits

A course for teachers and school administrators who desire an understanding of the development and methods of a comprehensive school health education program.

Dual-listed: HPER 431

HPER 532 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION3 Credits

The history of measurements in physical education, the selection and administration of appropriate test, and the integration of their results by statistical procedures.

Dual-listed: HPER 432

HPER 533 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS3 Credits

An investigation of research and current practices in Elementary Physical Education.

HPER 535 CURRICULUM PLANNING IN PHYSICAL EDUCATION3 Credits

History and trends in physical education. Principles and procedures for curriculum construction and criteria for selection of activities and judging outcomes. Students will develop a K-12 physical education curriculum.

Dual-listed: HPER 435

HPER 536 NCAA RULES3 Credits

A study of the National Collegiate Athletic Association (NCAA). Research and investigation into the inception, growth, and conduct of the NCAA in both a historic and current context.

HPER 537 SPORT LAW3 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 539 BIOMECHANICS OF SPORTS2 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.

Prerequisites: HPER 122, HPER 124, HPER 124L, HPER 232, and HPER 232L

Co-requisites: HPER 539L

Dual-listed: HPER 439

HPER 539L BIOMECHANICS OF SPORTS LAB1 Credit

Lab experience in Biomechanics of Sports.

Prerequisites: HPER 122, HPER 124, HPER 124L, HPER 232, and HPER 232L

Co-requisites: HPER 539

Dual-listed: HPER 439L

HPER 590 INTERNSHIP IN HEALTH, PHYSICAL EDUCATION AND RECREATION1-12 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: Recreation: HPER 226, 234 and 333; Coaching: HPER 220, 335 and appropriate techniques courses; Athletic Training: HPER 226.

Add Consent: Department Consent

HPER 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research or study in the area of health, physical education, and recreation will be conducted either on or off campus. The reading of literature in this area or carrying projects culminating in the writing of special papers and reports. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

HPER 626 ADVANCED MOTOR SKILL LEARNING3 Credits

An advanced course designed for the exploration of materials, methods and mechanisms that underlie the learning and performance of motor skills.

HPER 632 CURRENT STUDIES IN ADMINISTRATION OF PHYSICAL EDUCATION3 Credits

Research and research techniques in the field of administration of physical education.

HPER 634 MEASUREMENT OF HUMAN PERFORMANCE3 Credits

A review of various instruments used to measure human performance. The study related to these instruments includes but is not limited to the use, construction, presentation and statistical analysis required for interpretation.

HPER 637 SPORTS MANAGEMENT3 Credits

Provides students the opportunity to explore the dynamic world of sports from a management perspective. Offers a comprehensive coverage of business trends, career options, and leadership training in the world of sports.

HPER 638 PROBLEMS IN INTERSCHOOL ATHLETICS3 Credits

Examination and discussion of problems which are encountered and related to the administration of an interscholastic athletic program. Current problems concerning athletics on national, state and local levels will be addressed.

HPER 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee, includes an extensive paper summarizing the project. Requirements: Must complete three (3) course credits.

Add Consent: Instructor Consent

HPER 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. The completion of a research project of considerable scope. The report of a study conducted under the guidance of the student's advisor. Note: Recommended for those who plan to do further advanced work in education. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Add Consent: Instructor Consent

HPER 690 INTERNSHIP1-6 Credits

Provides practical experience in physical education, recreation, coaching or athletic training. Interested students should contact the Career and Academic Planning Services Office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required. Requirements: Students must first complete a minimum of 18 credit hours in their degree program. Prerequisites: Application should be made prior to the semester the internship will be started.

Add Consent: Instructor Consent

History (HIST)

HIST 500 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

HIST 529 CIVIL RIGHTS AND THE VIETNAM WAR3 Credits

A study of the origins, rationales and results of the civil rights movement, and the background, strategies, reasons for failure and long-term effects of the Vietnam conflict.

HIST 530 HIST OF THE AMERICAN INDIAN3 Credits

A survey of Indian-white relations from American pre-history to the present. The course will emphasize the contributions made by American Indians to the general historical development of the United States.

HIST 531 EUROPE:WATERLOO TO WORLD WAR I3 Credits

European history in the 19th century, emphasizing the rise of nationalism and industrialism and the resultant changes in European society.

HIST 532 EUROPE SINCE 19143 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 535 HISTORY OF HISTORICAL WRITING3 Credits

Methods of historical research, writing and criticism, with emphasis on bibliography and historical interpretation.

HIST 536 AMERICA IN THE TWENTIETH CENTURY3 Credits

A study of the growth of the United States during the last 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 537 ISSUES IN EUROPEAN HISTORY3 Credits

Selected topics of investigation in European history. May be repeated with different emphasis.

HIST 541 ISSUES, TOPICS AND WORKSHOPS IN HISTORY1-3 Credits

Selected topics or issues appropriate for study in a traditional classroom setting, seminar or workshop format. Current topics include, but are not limited to: Women's History, Mari Sandoz Workshop, History of Sports in the United States, and Topics in United States Military History. May be taken more than once with different content, with the permission of the instructor and academic dean.

HIST 542 EUROPE IN THE MIDDLE AGES3 Credits

The history and culture of Western Europe from the late Roman Era to the crises of the late Middle Ages including the transition from ancient to medieval civilization, Latin Christianity, the Carolingian Era, the papacy, feudal and manorial society, and the early emergence of the nation-state.

HIST 543 THE ERA OF WORLD WAR II3 Credits

Studies the era of World War II as the pivotal and defining era of United States history in the Twentieth Century.

HIST 544 HISTORY OF THE AMERICAN COLONIES AND THE AMERICAN REVOLUTION3 Credits

Studies 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 period of the American West of Independence.

HIST 545 THE UNITED STATES: THE EARLY REPUBLIC3 Credits

Studies the issues and themes in the history of the United States, from the nation's founding to the era of sectionalism, which led to the Civil War.

HIST 546 THE AMERICAN WEST, 1500-18903 Credits

Studies 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 547 THE AMERICAN WEST, 1890 TO PRESENT3 Credits

Studies the American West from 1890 to the present, emphasizing the contributions of Native Americans, Anglos, Hispanics, African Americans and Asian Americans, to the region's rich history. Prominent themes, including aridity, "the mythic West" and conflict with the federal government, will be investigated.

HIST 548 SECTIONALISM, CIVIL WAR AND RECONSTRUCTION3 Credits

Traces the history of sectionalism in the United States from the Missouri Compromise through the Civil War, closing with the end of military reconstruction in 1877.

HIST 549 TURN OF THE CENTURY AMERICAN3 Credits

Studies the years 1865 to 1915. Including the reconstruction of the post-war South, immigration, urbanization, the labor movement, American settlement of the West, populism and progressivism, the Spanish-American/ Theodore Roosevelt era growth in American international power, and the drift towards world war.

HIST 550 WORLD WAR I3 Credits

Study of the First World War from the perspective of Europe and the United States.

HIST 551 HISTORY OF CANADA TO 18673 Credits

Examines the fascinating history of Canada from its beginnings to 1867. Investigates the political, social and economic development of Canada from the formation of First Nations societies to Confederation. Some of the topics will include: early European explorations, the rise and fall of New France, the fur trade, the expansion of British North America, the rebellions of Upper and Lower Canada and Confederation.

HIST 552 HISTORY OF CANADA SINCE 19673 Credits

Examines the history of Canada from 1867 to the present. Investigates the political, social and economic development of Canada since Confederation. Some of the course themes will underscore Canada's participation in global events and trends, such as industrialization, World Wars I and II, the Great Depression, the Cold War, and globalization. Other issues, more specific to Canada, will also be covered: the evolution of Canadian identity, relations with First Nations' peoples, Canada's relationship to the United States, and lingering tensions between English-speaking and French-speaking Canadians.

HIST 553 AMERICAN ENVIRONMENTAL HISTORY: PROBLEMS, ADVANCES, AND CONTRADICTIONS3 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.

HIST 559 DIRECTED STUDY: US/EUROPE3 Credits

A review of research methods used in a variety of disciplines wherein students can gain an advanced conceptual, philosophical and practical understanding of research traditions and designs in quantitative and qualitative methodologies.

HIST 572 MODERN EAST ASIA3 Credits

This course focuses on the dynamic intellectual, political, economic, and social changes that transformed China, Japan, Vietnam, and Korea from Confucian states to modern nation states. It then traces their development into the twenty-first century.

HIST 573 THE WORLD SINCE 19453 Credits

This course analyzes the post-World War II international arena, the bipolarity of the Cold War and the push for modernization. The course will also study the decolonization movement, the changes taking place in international relations and the expansion of capitalism in the latter half of the twentieth century.

HIST 579 DIRECTED STUDY: WORLD3 Credits

A directed study of a specific aspect of world historiography, with topic selected by faculty and student.

HIST 600 INDEPENDENT STUDY OR RESEARCH3 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 and academic dean required.

HIST 610 SEMINAR IN POWER AND INSTITUTIONS3 Credits

This course applies the theme of Power and Institutions to major areas in US, European, and World history, with the particular focus at the discretion of the instructor in conjunction with accepted common core standards. Students will analyze and engage with the subject through a minimum of three cognate social science areas, the reading of secondary literature, and an analysis of primary documents.

HIST 620 SEMINAR IN THE GLOBAL AND IDENTITY3 Credits

This course applies the theme of the Global and Identity to major areas in US, European, and World history, with the particular focus at the discretion of the instructor in conjunction with accepted common core standards. Student will analyze and engage with the subject through a minimum of three cognate social science fields, the reading of secondary literature, and an analysis of primary documents.

HIST 630 SEMINAR IN EXCHANGE AND ENVIRONMENT3 Credits

This course applies the theme of Environment and Exchange to major areas in US, European, and World history, with the particular focus chosen by the instructor based on common core standards. Students will analyze and engage with the subject through a minimum of three cognate school science areas, the reading of secondary literature, and an analysis of primary documents.

HIST 635 RESEARCH SEMINAR IN HISTORY3 Credits

Research and writing on a major topic required.

HIST 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Must complete three (3) credit hours.

Add Consent: Instructor Consent

HIST 660 THESIS1-6 Credits

For students selecting Plan I, as listed under Program Requirements. An extensive research and writing experience which serves as the capstone course for the Master of Education degree with emphasis in History. Must complete six (6) credit hours. Prerequisites: Prior to registration, proposal must be approved by the student's committee and Dean of Graduate Studies.

Add Consent: Instructor Consent

Humanities (HUM)

HUM 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Add Consent: Instructor Consent

HUM 532 WORLD MYTHOLOGY3 Credits

A survey of world myth and folklore as major sources of inspiration, allusion and imagery in the expressive arts.

Dual-listed: HUM 432

HUM 534 EXPLORATION IN THE HUMANITIES3 Credits

Exploration of visual, performing, or language arts. Previous experience and background are desirable but not necessary. Requirements: Field trips may be required.

In-Service (INS)

INS 501 TOPICS:1-3 Credits

Management (MGMT)

MGMT 560 TOPICS IN MANAGEMENT3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

MGMT 600 INDEPENDENT STUDY OR RESEARCH1-3 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, department chair and academic dean required.

Add Consent: Instructor Consent

MGMT 610 HUMAN CAPITAL MANAGEMENT3 Credits

Human Capital Management (HCM) will cover the principles and techniques of human capital management from both micro and macro perspectives, including, legislation affecting employers today, and practical applications of various people related functions. State-of-the-art insight will be offered into the human resource functions of recruiting, development, compensation, integration, and separation. Emphasis will be given to the transfer of theory to support the application of HCM techniques that may be used by business/organizational leadership to strategically develop and tactically deploy human capital to produce results in the real-world enterprise.

MGMT 620 HIGH PERFORMANCE LEADERSHIP3 Credits

Review current theory and practice of leadership with emphasis on developing skills relevant to prospective and practicing mid-level managers. Topical subjects may include participative leadership, delegation, empowerment; current leadership theories and practice; change leadership; leadership for group decision-making; team building leadership; leadership for quality performance; developing leadership skills; and building effective relationships. Leadership experiential exercise and/or experience will be integrated with contextual material as relevant and practical.

MGMT 630 ORGANIZATIONAL BEHAVIOR3 Credits

The determinants and organizational consequences of both individual and group behavior within formal organizations, with emphasis on theories, concepts and empirical findings from the behavioral sciences that will help managers to understand, predict and influence the behavior of members of an organization.

MGMT 634 BUSINESS STRATEGY3 Credits

A variety of decision methods or techniques applicable to corporate level strategic decisions are developed. In depth case analysis for a wide variety of businesses and industries. Readings in business strategy. Requirements: Must complete a minimum of 12 credits of required courses prior to enrollment in the capstone-type course.

MGMT 639 LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS3 Credits

Examines the legal and social environments as they developed, up to present situations, emphasizing current trends.

Marketing/Entrepreneurship (MKTG)

MKTG 560 TOPICS IN MARKETING/ENTREPRENEURSHIP1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.

MKTG 600 INDEPENDENT STUDY OR RESEARCH1-3 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, department chair and academic dean required.

Add Consent: Instructor Consent

MKTG 630 MARKETING MANAGEMENT3 Credits

Management of the marketing process to include planning, pricing, promotion, and distribution of ideas, products, and services to give the organization a competitive edge.

MKTG 635 ENTREPRENEURSHIP-NEW VENTURE CREATIONS3 Credits

This course will focus on the process of starting a business venture. We will consider the business start-up process from concept to roll and continue through managing a business.

Mathematics (MATH)

MATH 500 INDEPENDENT STUDY OR RESEARCH1-3 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, department chair and academic dean required.

Add Consent: Instructor Consent

MATH 530 TOPICS IN MATHEMATICS1-3 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 six (6) credit hours.

Add Consent: Instructor Consent

MATH 533 STATISTICAL METHODS AND DATA ANALYSIS3 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.

Prerequisites: MATH 232

Dual-listed: MATH 433

MATH 534 INTRODUCTORY ANALYSIS3 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: MATH 237

Dual-listed: MATH 434

MATH 535 SAMPLING TECHNIQUES3 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.

Prerequisites: MATH 232

Dual-listed: MATH 435

MATH 537 MODERN ALGEBRA3 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.

Prerequisites: MATH 42

Dual-listed: MATH 437

MATH 538 NUMERICAL ANALYSIS3 Credits

Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration, and numerical solutions of differential equations.

Prerequisites: MATH 252

Dual-listed: MATH 438

MATH 539 THEORY OF STATISTICS3 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.

Prerequisites: MATH 151 and MATH 331

Dual-listed: MATH 439

MATH 540 MATHEMATICS EDUCATION STANDARDS3 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.

Dual-listed: MATH 440

MATH 600 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

MATH 630 MATHEMATICS TOPICS FOR TEACHERS1-3 Credits

Mathematics topics of interest to classroom teachers at all grade levels. Credit variable with topic. Can be repeated with different emphasis for a maximum of six (6) credit hours.

MATH 631 MATHEMATICS FOR MANAGEMENT3 Credits

Quantitative methods for managerial, educational administration and public policy applications. Topics from discrete math, data analysis and operations research areas.

MATH 634 MATHEMATICS CURRICULUM3 Credits

Mathematics curriculum in elementary and secondary schools, with emphasis on current trends and issues in mathematics education.

Add Consent: Instructor Consent

MATH 655 SCHOLARLY PROJECT3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Must complete three (3) credit hours.

Add Consent: Instructor Consent

MATH 660 THESIS RESEARCH1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in mathematics leading to the master's thesis. Must complete six (6) credit hours. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Add Consent: Instructor Consent

Music (MUS)

MUS 513 PERFORMANCE ENSEMBLE1 Credit

Offers graduate credit to participation in music ensembles.

MUS 515 PRIVATE GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515E PRIVATE CLARINET1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515J PRIVATE PERCUSSION1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515K PRIVATE KEYBOARD1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515P PRIVATE TUBA1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515S PRIVATE VOICE1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515U PRIVATE KEYBOARD1 Credit

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515V PRIVATE BRASS1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515W PRIVATE WOODWIND1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 515X PRIVATE GUITAR1-2 Credits

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

MUS 530 AFRICAN-AMERICAN POPULAR MUSIC3 Credits

Studies the music of African-Americans, from the arrival of the first African in 1619 to the 1980's. Details eight (8) Pan-African musical characteristics and traces the effects on European music. Views the progression of these characteristics through the development of blues, popular music, jazz, country music and rock. Students will develop a curriculum project for implementing course material into a class within a K-12 music program. Note: Learning communities will be established with students in MUS 330.

Prerequisites: EDCI 635

MUS 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Individual study in a selected area of music. The number of credit hours is determined by the topic and the amount of work required. Six (6) credit hours of graduate study in music required. Prerequisites: Approval of the student's written proposal (including a bibliography) for study.

Add Consent: Instructor Consent

MUS 615 PRIVATE GUITAR1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615J PRIVATE PERCUSSION1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615K PRIVATE KEYBOARD1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615P PRIVATE TUBA1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615S PRIVATE VOICE1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615U PRIVATE KEYBOARD1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615V PRIVATE BRASS1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

MUS 615W PRIVATE WOODWIND1-3 Credits

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Prerequisites: 2 hours of MUS 515

Physics (PHYS)

PHYS 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Designed for the graduate student seeking an individual problem in science. May be repeated. Permission of instructor and academic dean required.

Add Consent: Instructor Consent

PHYS 530 TOPICS IN PHYSICS1-3 Credits

A course on selected science topics. Course content will vary to meet the special needs of students. The course may involve classroom/field-oriented activity. Credit is dependent upon length of course and depth of study. May be repeated with different topics. Field trips may be required.

PHYS 534 MECHANICS3 Credits

Principles of Newtonian mechanics including Lagrangian and Hamiltonian formalism.

Dual-listed: PHYS 434

PHYS 536 SCIENCE EDUCATION1-6 Credits

Designed to meet the needs of teachers desiring science content and skills not covered in another course. Topics and credit will be arranged to meet the needs of participants. Can be repeated with a change of emphasis.

PHYS 544 THERMODYNAMICS3 Credits

Principles of statistical physics and applications to the laws of thermodynamics.

Dual-listed: PHYS 444

PHYS 554 ELECTRICITY AND MAGNETISM I3 Credits

Special methods in electromagnetic theory, static fields, introduction to Maxwell's equations, and electric fields in the presence of matter.

Dual-listed: PHYS 454

PHYS 564 QUANTUM MECHANICS I3 Credits

Current methods in quantum mechanics, wave nature of matter, symmetry laws, and development of state function.

Dual-listed: PHYS 464

PHYS 571D ELECTRICITY AND MAGNETISM II3 Credits

Dynamic fields, magnetic fields in the presence of matter, propagation of electromagnetic radiation and advanced use of Maxwell's equations.

Prerequisites: PHYS 554

Dual-listed: PHYS 471D

PHYS 571E OPTICS1 Credit

A study of optical phenomena including ray optics and wave optics.

Dual-listed: PHYS 471E

PHYS 571G QUANTUM MECHANICS II3 Credits

Time development of wave functions, perturbation theory, spin functions, the hydrogen atom and the WKB approximation.

Dual-listed: PHYS 471G

PHYS 571H ADVANCED ASTRONOMY1-3 Credits

A quantitative study of topics introduced in PHYS 333. Includes astrophotography, deep sky viewing, planetarium.

Dual-listed: PHYS 471H

PHYS 571J INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

PHYS 571K ADVANCED PHYSICS LABORATORY1-2 Credits

Experiments in optics, electronics, mechanics and modern physics. Credit hours of one (1) or two (2) each semester, with maximum of four (4) credit hours total.

Dual-listed: PHYS 471K

PHYS 571M TOPICS IN PHYSICS1-3 Credits

Designed to meet the needs of students in a special area of interest. May be repeated for up to six (6) credit hours.

PHYS 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research investigations in physics. Permission of instructor and academic dean required.

Add Consent: Instructor Consent

PHYS 630 TOPICS IN PHYSICS1-3 Credits

Selected physics topics. Content varies to meet the special needs of students. May involve classroom/field-oriented activity. Credit is dependent upon length of course and depth of study. May be repeated with different topics for up to six (6) credit hours. Field trips may be required.

PHYS 655 SCHOLARLY PROJECT3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Add Consent: Instructor Consent

PHYS 660 THESIS RESEARCH1-6 Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in physics leading to the master's thesis. Must complete six (6) credit hours. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Add Consent: Instructor Consent

Political Science (PS)

PS 520 AMERICAN POLITICAL THOUGHT3 Credits

The 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.

Dual-listed: PS 420

PS 521 CONTEMPORARY POLITICAL IDEOLOGIES3 Credits

The most important contemporary political ideologies will be examined, with an emphasis upon those most prevalent in the United States. Some of the central ideologies discussed will include social conservatism, libertarianism, and populism.

PS 524 GLOBAL POLITICS AND RELIGION3 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.

PS 525 POWER, PROSPERITY, AND POVERTY3 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 530 TOPICS IN POLITICAL SCIENCE1-3 Credits

Special topics in Political Science. May be repeated with a change of emphasis.

PS 531 HISTORY OF POLITICAL THOUGHT3 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.

Dual-listed: PS 431

PS 532 THE LEGISLATIVE PROCESS3 Credits

The analysis of the legislative process in Congress and American state legislatures. Emphasis on statute-law making, oversight of the executive and representative function of the legislature, concurrent with an examination of decision-making and legislative norms and roles.

PS 534 CONGRESS AND THE PRESIDENCY3 Credits

Examines 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.

Dual-listed: PS 434

PS 535 THE PRESIDENCY3 Credits

Examines the institutional development of the presidency. Emphasis is placed on presidential decision making, presidential leadership and the growth of executive power.

PS 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with the student's graduate committee. Includes paper summarizing the project. Must complete three (3) credit hours.

Psychological Sciences (PSYC)

PSYC 538 BEHAVIORAL STATISTICS3 Credits

Computational and graphical techniques in descriptive and inferential data analysis. Primary topics include the scales of measurement, shapes and types of distributions, measures of central tendency and variability, correlation, regression, hypothesis testing; analysis of variance, interval estimation, sampling, and probability theory. Also includes an introduction to statistical software and multivariate methods.

PSYC 541 ADVANCED ORGANIZATIONAL PSYCHOLOGY3 Credits

Provides a detailed look at psychological research and theories as applied to human performance in organizational settings, with special emphasis on issues surrounding diversity and organizational training.

Reading (READ)

READ 500 SPECIAL TOPICS IN READING1-3 Credits

Recent trends and issues in the field of reading.

READ 530 READING AND WRITING IN THE MIDDLE/SECONDARY SCHOOLS3 Credits

The nature of reading and writing, the pertinent research in the field, reading as applicable to the middle and secondary reading curriculum, management of the middle and secondary reading programs, application of reading 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

Dual-listed: READ 430

READ 531 IMPROVEMENT OF INSTRUCTION IN READING3 Credits

The nature of reading, pertinent research in the field, curriculum in reading from the preparatory period through the intermediate grades and the management of the reading program. Emphasis on specific reading skills taught in the elementary grades, selecting effective materials, teaching methods and techniques, and the use of various types of tests.

Dual-listed: READ 431

READ 532 READING IN THE CONTENT FIELDS3 Credits

Assists teachers in the content areas to teach subject matter in such a way as to utilize and further develop fundamental reading. Special consideration will be given to effective reading skills, vocabulary development in specific subject areas, and study skills.

READ 533 PHILOSOPHIES, APPROACHES, AND TECHNIQUES FOR TEACHING READING3 Credits

Philosophical beliefs underlying the democratic school system, objectives, and the means of obtaining them are reviewed as they relate to schools and reading. The history of education programs that have impacted the development, delivery, and evaluation of reading programs is examined and applied to determine program effectiveness and suitability for meeting the needs of those requiring instruction in reading.

READ 535 READING AND THE AT-RISK STUDENT3 Credits

Effective models of reading programs serving at-risk students, explores innovative and imaginative approaches for teaching reading to at-risk students and builds teachers' confidence in their ability to provide appropriate programs for at-risk students.

READ 600 INDEPENDENT STUDY1-3 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 and academic dean required.

Add Consent: Instructor Consent

READ 634 LINGUISTIC FOUNDATIONS OF READING INSTRUCTION3 Credits

History of language, phonetic structure of the English language, vocabulary development, syntax, basic speech production, and intonation patterns. Emphasis is placed on developing teacher competence in understanding linguistic foundations of reading instruction.

READ 635 DIAGNOSIS AND CORRECTION3 Credits

Causes of reading disabilities, and the use of interview procedures and methods, diagnostic instruments and materials of remediation.

READ 636 PRACTICUM IN READING3 Credits

Supervised practicum with children and youth in developmental and remedial reading instruction. Includes the diagnosing and treatment of reading disabilities under supervision.

Prerequisites: READ 635

READ 638 SEMINAR IN READING: ISSUES, TRENDS AND PROGRAMS3 Credits

Trends, issues and programs are analyzed through historical and current research in reading. Topics will vary according to the interests and needs of the students.

Social Science (SS)

SS 500 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

SS 530 TOPICS IN SOCIAL SCIENCES1-3 Credits

Special topics in Social Science. May be repeated with a change in emphasis.

Dual-listed: SS 430

SS 536 SEMINAR IN SOCIAL SCIENCES1-6 Credits

Offered in any of the Social Sciences disciplines. 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.

Add Consent: Instructor Consent

SS 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Advanced directed readings in selected problems to meet the special needs of the graduate student.

SS 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Must complete three (3) credit hours.

Social Work (SW)

SW 530 TOPICS IN SOCIAL WORK1-3 Credits

Examines advanced topics (knowledge and skills) in professional social work practice. May be repeated with a change in emphasis.

Dual-listed: SW 430

Add Consent: Instructor Consent

Sociology (SOC)

SOC 500 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

SOC 530 TOPICS IN SOCIOLOGY3 Credits

Special topics in Sociology. May be repeated with a change of emphasis.

SOC 535 ADVANCED SOCIAL PSYCHOLOGY3 Credits

A study of four perspectives in Social Psychology. Two primarily psychological; Gestalt and Freudian. Two primarily sociological; Exchange and Symbolic Interaction. Includes student reading and interpretation of primary and secondary sources in these four areas.

SOC 655 SCHOLARLY PROJECT1-3 Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project. Must complete three (3) credit hours.

Special Education (SPED)

SPED 500 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

SPED 516 CLINICAL EXPERIENCE IN APPRAISAL OF EXCEPTIONAL CHILDREN3 Credits

Class and field experiences to observe clinicians using assessment instruments and equipment with students in screening and assessment of academic achievement, development, assistive technology, and rehabilitation.

SPED 531 PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT3 Credits

Development, implementation, and management of special education programs, which include individual education plans (IEP), individual family service (IFSP), and transition plans. This course will include (a) a background of laws leading up to IDEA, (b) 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.

Dual-listed: SPED 433

SPED 532 SURVEY OF SPECIAL EDUCATION3 Credits

Overview of special education, laws and services related to general education. Characteristics of students with disabilities, gifted, and talented students at risk, and students who are culturally- and linguistically-different. Current, future and critical issues in the field of special education.

Dual-listed: SPED 230

SPED 535 ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES3 Credits

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 objectives 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 objectives, develop curriculum, and select appropriate teaching strategies.

Dual-listed: SPED 435

SPED 536 ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES3 Credits

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 are reviewed. Based on learning theories, 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.

Dual-listed: SPED 432

SPED 537 SPECIAL TOPICS IN SPECIAL EDUCATION1-3 Credits

Development, implementation and management of Inclusive Classrooms in the K-12 school environment. Will include discussion and reflection on the following topics pertaining to Special Education: response to intervention (RTI), inclusive classrooms, federal laws including Individuals with Disabilities Education Act (IDEA), classroom management and inclusive classroom behavior interventions, curriculum adaptation, and providing support services for all children including those at-risk.

Dual-listed: SPED 437

SPED 538 CONSULTATION/COLLABORATION3 Credits

Consulting and collaborating skills for special educators working with parents and other professionals involved with children with disabilities. Emphasis is given to formal and informal meetings and conferences in planning, developing and implementing special education programs, along with adaptations, special equipment, accommodations, or collaborative teaching with other professional and para-educators.

Dual-listed: SPED 438

SPED 539 LANGUAGE AND LEARNING DISORDERS3 Credits

Introductory course for graduate students on the subject of language and associated learning disorders. Provides students with an opportunity for integrating information from several content areas (e.g. language development, learning disorders, and anatomy) and applying that knowledge to a child presenting a language-based learning disorder.

Dual-listed: SPED 439

SPED 555 CHARACTERISTICS OF LEARNING DISABILITIES3 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.

SPED 600 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

SPED 630 CHARACTERISTICS OF BEHAVIORAL AND EMOTIONAL DISABILITIES3 Credits

Social, behavioral, and emotional disabilities of learners. Identification of characteristics will be examined as well as all aspects of the total environment of these learners This course was offered as SPED 530 prior to Fall 2012.

SPED 640 ASSESSMENT AND DIAGNOSIS OF YOUNG CHILDREN3

Credits

A clinical experience of 50 clock hours where the candidate analyzes assessment procedures and diagnostic practices used to obtain information about the learning, and development of children, birth through kindergarten, with developmental and/or learning needs. Includes administering, interpreting and reporting test results, and formulating instructional objectives and subsequent learning programs. Develops an understanding of how information is obtained from quantitative/qualitative measures, and how teachers' experiences influence their abilities to interpret strengths and needs, derive instructional objectives, develop curriculum, and select appropriate teaching strategies.

Requirements: Fifty (50) clock hours of clinical experience.

Theatre (TH)

TH 500 INDEPENDENT STUDY OR RESEARCH1-3 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 and academic dean required.

Add Consent: Instructor Consent

UNDERGRADUATE CATALOG

2017-2019

Undergraduate Catalog

CHADRON STATE COLLEGE
Chadron, Nebraska

A Member of the Nebraska State College System

Welcome to the Chadron State College Undergraduate Catalog. Students are encouraged to use this catalog as a resource and guide to the policies, degree programs and services available at Chadron State College.

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.

General Information

Directory

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

Student Academic 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/>.

Institutional and Program Accreditation

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

As an institution 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 Administration degree, and
- the Master of Science in Organizational Management degree.

CSC is has attained the following specialized accreditation: National Council for the Accreditation of Teacher Education through CAEP, Council on Social Work Education, Accreditation Council for Business Schools and Programs, and National Association for Schools of Music

Education Accreditation

The National Council for Accreditation of Teacher Education (NCATE) through CAEP 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.

Music

The National Association of Schools of Music (NASM) establishes national standards for undergraduate and graduate music degrees and other credentials. Institutional Membership is gained only through a peer review process of accreditation. NASM 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 (<http://www.csc.edu/css>)
- English and Humanities (<http://www.csc.edu/english>)
- Justice Studies (<http://www.csc.edu/justicestudies>)
- Music (<http://www.csc.edu/music>)
- Visual and Performing Arts. (<http://www.csc.edu/vpa>)

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 (<http://www.csc.edu/appliedsciences>)
- Business (<http://www.csc.edu/business>)
- Mathematical Sciences (<http://www.csc.edu/math>)
- Physical and Life Sciences (<http://www.csc.edu/sci>).

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 (<http://www.csc.edu/cpsw>)
- Education (<http://www.csc.edu/education>)
- Health, Physical Education, and Recreation. (<http://www.csc.edu/hper>)

History

History of Chadron State College

Located in Northwest Nebraska, Chadron State College has been helping students build their futures for more than a century.

Chadron State College, founded in 1911, began as a school that primarily prepared teachers, but now the institution emphasizes a strong undergraduate baccalaureate general education and offers pre-professional programs in a variety of disciplines while being the only four-year college serving the western half of Nebraska. CSC, which is fully accredited by the Higher Learning Commission and program-oriented specialized accrediting agencies, also offers a limited number of master's programs in education (1956), business (1984), and organizational management (2006). In 2016, the Carnegie Foundation for the Advancement of Teaching reclassified Chadron State College under the category of Master's Colleges and Universities: Medium Programs.

CSC has witnessed growth in student programs and enrollment through the years, but the College came from humble beginnings. The State Board of Education selected Chadron as the site of its fourth normal school in 1910 and acquired 80 acres of land south of Chadron, including the grounds of the recently closed Congregational Academy. On that plot of land, the Nebraska State Normal School was founded in 1911.

In 1921, the Nebraska State Legislature changed the institution's name to Chadron State Teacher's College. As the name suggested, the focus 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.

In 1964, the State Legislature changed the name of the institution to Chadron State College. Since that time, CSC has grown into a comprehensive institution with a wide range of programs.

Presently, Chadron State College is a public, open-admissions, teaching and learning institution with an established edict to provide affordable, quality education to Nebraska students, out-of-state students, and to promote the cultural and economic growth of the region. CSC is the only four-year institution in Nebraska that serves Frontier and Remote (FAR) communities, remote and geographically isolated areas in the United States. According to the 2010 census, Chadron and other towns in the College's service area are classified as FAR level three communities because they are remote from an area of more than 10,000 people. Since only about 1.4% of the U.S. population lives in FAR level three communities and as one of the few four-year colleges located in a frontier area, CSC has a special component to its regional role. The college does encourage research related to its mission; however, student-centered learning and best instructional practices have always been the primary focus.

Vision and Mission

Vision Statement

Chadron State College aspires to be a premier 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.

Equal Opportunity Policies

Please refer to NSCS Board Policy 2700 (https://www.nscs.edu/downloads/file/14/2700_equal_educational_opportunity) (Equal Educational Opportunity Policy) and Chadron State College Employment and Education Opportunity Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details and information on how to file a report regarding discrimination or harassment.

Please refer to NSCS Board Policy 3700 (https://www.nscs.edu/downloads/file/37/3700_accommodations_for_students_with_disabilities) (Accommodations for Students with Disabilities) for further details on the College's written policy regarding the Americans with Disabilities Act (ADA).

Use of Humans and Animal Participants in Research

Please refer to Chadron State College Use of Humans and Animal Participants in Research Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3498?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

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:

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

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/nso>.

Technology Requirements

MyCSC Student Access

CSC students are required to use the electronic resource MyCSC to access information.

From MyCSC, students will be able to:

- Check their “to do” list
- View and pay their bill
- Add and drop courses
- View, accept and decline financial aid
- Change contact information
- View their advisors
- Check their academic requirements (degree audit)

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. A student's 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.

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

CSC Online

If students are required to complete coursework online, then access to CSC Online will be provided. 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

Costs

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges (NSCS Board Policy 6021 (https://www.nscs.edu/downloads/file/120/6021_income_tuition_online_rate_and_dual_enrollment_rate)). 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

Federal financial aid is available to those who qualify. To apply for financial aid, go to www.fafsa.ed.gov (<https://www.fafsa.ed.gov>) and complete the application (FAFSA). Please visit www.csc.edu/start/ (<https://www.csc.edu/start/>) for more information on the application process, available funds, and qualifications. In addition, financial aid recipients are required to meet minimum academic performance standards as described in the Satisfactory Academic Progress Policy (Undergraduate (<https://app.policyiq.com/ChadronStateCollege/Content/View/3511?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)).

Registration

The *Undergraduate Catalog* is the authoritative source for information about program and graduation requirements and regulations.

Students are encouraged to meet with an advisor prior to registering for classes and to register during early enrollment periods to ensure course availability. The College reserves the right to cancel courses with low enrollments. Furthermore, the College reserves the right to modify the published schedule without prior notice.

Ultimately, students are responsible for their own academic planning; they are responsible for fulfilling degree requirements and for abiding with all regulations.

- Academic Requirements - <http://www.csc.edu/start/enrollment/requirements/index.csc>
- Advising - <http://www.csc.edu/start/index.csc>
- Catalog Assignment - http://csc.edu/registrar/general.csc#Catalog_Assign
- Changes to Class Schedules - Changes of Registration and Withdrawal Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3431?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Course Numbers - http://csc.edu/registrar/general.csc#Course_Numbers
- Course Sections - http://csc.edu/registrar/general.csc#Course_Sections
- Grade Level/Classification - http://csc.edu/registrar/general.csc#Grade_Level
- Schedule of Classes - <http://www.csc.edu/start/enrollment/index.csc>

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 Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3450?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Audited Course Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3428?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Academic Honors - http://csc.edu/registrar/general.csc#Academic_Honors
- Graduation Honors - <http://www.csc.edu/registrar/graduation.csc>
- Academic Good Standing, Probation & Suspension Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3420?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Academic Amnesty Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/4006?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Academic Honesty Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

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. Please refer to NSCS Board Policy 3100 (https://www.nscs.edu/downloads/file/23/3100_conduct_and_discipline_students) (Conduct and Discipline; Students) for further information.

Class Attendance and/or Participation

Please refer to the Chadron State College Class Attendance and/or Participation policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

Academic Policies

- Academic Good Standing, Probation & Suspension Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3420?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Family Educational Rights & Privacy Act (FERPA) (https://www.nscs.edu/downloads/file/36/3650_student_records)
- Financial Aid Return Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3496?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Graduation Requirements - <http://www.csc.edu/registrar/graduation.csc>
- Satisfactory Academic Progress Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3511?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Student Right to Know - <http://csc.edu/ir/righttoknow.csc>

Student Services

- Campus Activities - <http://www.csc.edu/modules/clubs/information/campus-activities-board>
- Career Services - <http://www.csc.edu/careerservices/>
- Financial Aid - <http://www.csc.edu/start/finaid/available/index.csc>
- Health Services - <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>
- International Education - <http://www.csc.edu/international/office/index.csc>
- Library Learning Commons - <https://www.csc.edu/library>
- Project Strive/TRiO - <http://www.csc.edu/projectstrive/>
- Scholarships - <http://www.csc.edu/start/finaid/scholarships/index.csc>
- Student Transition and Registration Team (START) - <http://www.csc.edu/start/index.csc>
- Transitional Studies - <http://www.csc.edu/transitionalstudies>
- Tutoring/Learning Center – <http://www.csc.edu/learningcenter/peertutoring.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.
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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

Course Credit Alternatives

Please consult the **Chadron State College Transfer Articulation Guide** ([https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D\).html](https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D).html)) (TES) to see how alternative credits typically transfer. The information provided is a guide and should be considered unofficial. Final determination of transfer credit acceptance is ultimately made by an academic advisor and Dean in your area of study.

Advanced Placement-AP

- 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
- For more information, please consult the Chadron State College Transfer Articulation Guide ([https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D\).html](https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D).html)) (TES) for **The College Board AP/CLEP**

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 credits may be applied to a degree. CLEP credits may contribute to a maximum of 42 credits of experiential learning credit
- Please refer to the Chadron State College College Level Examination Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3434?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- For more information, please consult the Chadron State College Transfer Articulation Guide ([https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D\).html](https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D).html)) (TES) for **The College Board AP/CLEP**

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
- Request(s) to challenge must be made prior to attending the course
- 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/forms.csc>
- 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
- For more information, please consult the Chadron State College Transfer Articulation Guide (https://tes.collegesource.com/view/tes_view01.asp?rid=%7B4788AE1B%2D9752%2D48B8%2D85BB%2DE9DBFA609669%7D&aid=%7B892E15C0%2D8C28%2D4F60%2DA482%2D46780DBF01AC%7D).html) (TES) for **International Baccalaureate (IB)**

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 instructor, dean, and Academic Vice President approval.
- Can provide undergraduate students with no more than nine course credits; 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, please visit the CSC Study Abroad website at <https://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 (<http://www.csc.edu/extended/bas>).

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 middle school education must also complete one Core Academic Area 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 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

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 six-credit course or two three-credit courses. Students will attempt to complete the six-credit FYI requirement within the first thirty (30) credits taken at CSC. Students who fail to meet this requirement may have a hold placed on their registrations each semester until they complete the six-credit FYI requirement. While this hold is in place, whenever students register they must enroll in at least one FYI course.
2. Students are required to complete three (3) course credits 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-credit interdisciplinary courses that have been approved to address two Essential Studies Outcomes (Outcomes 2-12).
4. A single three-credit Essential Studies course may be approved to address a maximum of one Essential Studies Outcome.
5. Up to nine (9) Essential Studies Program credits can apply toward any comprehensive major, while up to six (6) credits can apply toward a subject major. Those same credits can apply to up to 9 hours of a minor.
6. Some degree programs have accrediting or licensing standards that specify Essential Studies Program courses; check the program requirements for the major you are seeking and contact an academic advisor for suggested courses.
7. Students who have completed an Associate Degree from a regionally accredited institution, which includes all Nebraska community colleges, will have met all Essential Studies requirements, if their earlier coursework includes 30 or more credit hours of general studies courses. Completion of specific lower division courses may also be required in individual degree programs. Students with an Associate of Applied Science, or an Associate of Occupational Studies degree should check with the CSC Records Office for specific details regarding additional Essential Studies credits that may be required for graduation.
8. Students who have completed previous course work from another accredited institution that may not have a direct equivalent at CSC for a substitution request may petition for credit for that outcome. Forms and procedures are outlined on the Essential Studies Web Site (www.csc.edu/esp)
9. Essential Studies requirements may vary based on program. Refer to your program within this catalog.

Additional background information on the framework of the twelve Essential Studies Student Learning Outcomes is located on the Essential Studies Program website. (www.csc.edu/esp (<https://www.csc.edu/esp>))

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

ACT1 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 between 19-25	Enroll in First Year Inquiry (Outcome #1) and any SLO #2 course (ENG 135 is encouraged).
If either score is 26 or above	Enroll in First Year Inquiry (Outcome #1) and any SLO #2 course (ENG 136 or ENG 137 is encouraged).

¹ Or equivalent SAT score or other qualifying assessment approved by the Director of Transitional Studies.

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.

Select 6 credits from the following: 6

FYI 169A	HEALTH CARE I: A CHOICE OR A RIGHT
FYI 169B	ENEMY MINE: THE EXTREME OTHER
FYI 169C	THE NATION AND THE GLOBE
FYI 169D	MONSTERS AND MAGIC
FYI 169E	ENVIRONMENTAL POLICY: BEYOND THE SOUND BITES
FYI 169F	A POX ON YOU: THE BIOLOGICAL, LEGAL AND SOCIAL CONSEQUENCES OF INFECTIOUS DISEASES
FYI 169G	DO YOU SEE WHAT I SEE: THE SCIENCE OF ART AND THE ART OF SCIENCE
FYI 169H	MATHLETICS: NOT FOR SPECTATORS
FYI 169I	WE ARE WHAT WE EAT
FYI 169J	THE HIDDEN LIFE OF EVERYDAY THINGS
FYI 169K	A BETTER YOU-THROUGH FINANCIAL AND PHYSICAL HEALTH
FYI 169M	IMPROVING YOUR INFLUENCE: THROUGH THE POWER OF INFORMATION AND KNOWLEDGE
FYI 169N	VIRTUE AND THE WARRIOR SPIRIT
FYI 169O	10,000 B.C., GREAT PLAINS, NORTH AMERICA: HUMAN SURVIVAL AND THE ENVIRONMENT

FYI 169P	MAKING CENTS OF PETROLEUM
FYI 169Q	PRIVATE PARTS: THE PSYCHOSOCIAL AND BIOLOGICAL ASPECTS OF SEXUALITY
FYI 169R	HEALTH CARE II: A CHOICE OR A RIGHT
FYI 169S	WITHOUT THE ARTS, YOU'RE ONLY HALF A BRAIN
FYI 169U	STUDY OF NATURAL DISASTERS
FYI 169V	NUTRITION, WEIGHT LOSS & WELLNESS
FYI 169W	LITERATURE AND PRACTICE OF WORLD RELIGIONS
FYI 169X	SURVIVAL SKILLS 101
FYI 169Y	PLANTS, BEVERAGES-HUMAN HISTORY
FYI 169Z	FORGIVENESS
FYI 169AA	HOME ON THE RANGE
FYI 169AB	LEARNING TO SERVE
FYI 169AC	THE 20TH CENTURY AMERICAN ROAD
FYI 169AD	FOOTBALL, AMERICAN STYLE
FYI 169AE	HAPPINESS
FYI 169AF	STUDY THE WORLD
FYI 169AG	ANALYZING ADOLESCENCE
FYI 169AH	FASHIONOMICS
FYI 169AI	RELATIONSHIPS 2.0
FYI 169AJ	INTO THE MARTIAL ARTS
FYI 169AK	TOPICS IN FIRST YEAR INQUIRY ²
FYI 169AL	MATTERS OF OPINION
FYI 169AM	ZOMBIEPOCALYPSE; ZOMBIES IN POPULAR CULTURE
FYI 169AN	GAZE ANATOMY: GENDER, RACE, SEXUALITY AND CLASS IN MEDIA
FYI 169AO	MUSIC AND THE MIND
FYI 169MU	OPENING PANDORA'S MUSIC BOX

Total Credits 6

² see www.csc.edu/esp (<http://www.csc.edu/esp/requirements>) for current list of options

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.

Select one of the following: 3

ENG 135	RHETORIC AND WRITING
ENG 136	TOPICS IN WRITING
ENG 137	TECHNICAL WRITING

Total Credits 3

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:

1. by making oral presentations with supporting materials,
2. by leading and participating in problem-solving teams,
3. by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or
4. by employing listening skills.

Select one of the following: 3

BA 331	BUSINESS COMMUNICATIONS
CA 125	FUNDAMENTALS OF ORAL COMMUNICATION
CA 130	INTERPERSONAL COMMUNICATION
CA 225	COMMUNICATING IN GROUPS AND TEAMS
CA 233	PRESENTATIONAL SPEAKING
CA 330	CONFLICT RESOLUTION AND MEDIATION

Total Credits 3

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 ACT³ Math Score is 1-18, the student should meet with the Director of Transitional Studies to discuss additional requirements for successful enrollment in SLO #4.

ACT Math Score	Recommended Math Course
Below 16	MATH 101 Pre-Algebra ⁴
16-18	MATH 102 Pre-College Algebra ⁴

³ Or equivalent SAT score or other qualifying assessment approved by the Director of Transitional Studies.

⁴ NOTE: MATH 101 PRE-ALGEBRA and MATH 102 PRE-COLLEGE ALGEBRA are prerequisite courses; they do not fulfill SLO 4.

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

High School Background	Placement for Mathematis 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.

Select three credits from the following: 3

ART 200	CERAMICS FOR THE NON ART MAJOR
ART 201	SCULPTURE FOR THE NON ART MAJOR
ART 223	BLACK AND WHITE PHOTOGRAPHY
ART 229	INTRO TO GRAPHIC DESIGN
ART 237	CREATIVE CRAFTS I
ART 321A	GLASS I: GLASS BLOWING
ART 321B	GLASS I: STAINED GLASS
ART 322	GRAPHIC DESIGN I
ART 343	DIGITAL PHOTOGRAPHY
CA 144	ORAL INTERPRETATION & PERFORMANCE STUDIES
ENG 299	INTRO TO CREATIVE WRITING
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION
ENG 399B	ADVANCED CREATIVE WRITING:FICTION
ENG 399C	ADVANCED CREATIVE WRITING:POETRY
MS 331	EXHIBIT DESIGN
MUS 102	WIND SYMPHONY (repeatable)
MUS 103	CONCERT CHOIR (repeatable)
MUS 111	GUITAR ENSEMBLE (repeatable)
MUS 121	CHADRON STATE COMMUNITY SYMPHONIC BAND
MUS 216	GUITAR CLASS
MUS 230	VOICE CLASS FOR NON-MAJORS
MUS 269	DRUMMING
MUS 302	WIND SYMPHONY (repeatable)
MUS 303	CONCERT CHOIR (repeatable)
MUS 311	GUITAR ENSEMBLE (repeatable)
TH 134	PRINCIPLES OF ACTING
TH 234	AUDITION TECHNIQUES AND PRACTICES
TH 237	BEGINNING DIRECTING
TH 242 & 242L	INTRODUCTION TO LIGHTING DESIGN and INTRODUCTION TO LIGHTING DESIGN LABORATORY
TH 243	INTRODUCTION TO SET DESIGN
TH 327	FUNDAMENTALS OF VOICE & MOVEMENT

TH 435	TOPICS IN THEATRE (repeatable with change in emphasis)	
Total Credits		3

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.

Select one of the following: 3

AGRI 348	RANGELAND HYDROLOGY
BIOL 121 & 121L	HUMAN BIOLOGY and HUMAN BIOLOGY LABORATORY
BIOL 136 & 136L	BIOLOGICAL SCIENCE and BIOLOGICAL SCIENCE LAB
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY
BIOL 237	ENVIRONMENTAL SCIENCE
FCS 136 & 136L	FOOD SCIENCE and FOOD SCIENCE LAB
GEOS 129	PHYSICAL SCIENCE FOR THE ELEMENTARY AND MIDDLE GRADES TEACHER
GEOS 130	EARTH SCIENCE
GEOS 135	PHYSICAL SCIENCE
GEOS 137	ENVIRONMENTAL GEOLOGY
GEOS 230	NATURAL HAZARDS AND DISASTERS
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB
GEOS 233 & 233L	ASTRONOMY and ASTRONOMY LABORATORY
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB
GEOS 270	TOPICS IN GEOSCIENCE

Total Credits 3

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
- religion

Select one of the following: 3

ART 239	ELEMENTS OF ART
BA 431	PROFESSIONAL ETHICS
ENG 233	ELEMENTS OF LITERATURE
ENG 340	CONTEMPORARY LITERATURE
ENG 341	LITERATURE OF THE AMERICAN WEST

ENG 343	LITERATURE & PHILOSOPHY
ENG 344	LITERATURE OF THE ENVIRONMENT
ENG 345	GENDER, SEXUALITY, AND LITERATURE
ENG 435	NATIVE AMERICAN LITERATURE
ENG 441	NOVELS
HIST 171	WORLD HISTORY TO 1500
HIST 351	ANCIENT WEST
HIST 371	ANCIENT EAST ASIA
HUM 231	HUMANISTIC PERSPECTIVES
HUM 232	HUMANISTIC TRADITION I:CLASSICAL WORLD
HUM 233	HUMANISTIC TRADITION II: THE MEDIEVAL WORLD AND RENAISSANCE
HUM 234	HUMANISTIC TRADITION III:THE AGE OF ENLIGHTENMENT AND ROMANTICISM
HUM 235	THE HUMANISTIC TRADITION IV:MODERNISM AND POST-MODERNISM
HUM 301	BEAT CULTURE: FILM, PHILOSOPHY, LITERATURE
HUM 302	FILM AND PHILOSOPHY
HUM 303	MODERNISM AND MANIFESTOS
HUM 401	CUBA LIBRE'
MS 340	MUSEUM EDUCATION
MUS 235	MUSIC APPRECIATION
MUS 435	HISTORY OF JAZZ
PHIL 231	INTRODUCTION TO PHILOSOPHY
PHIL 432	ETHICS
PHIL 433	BIOMEDICAL ETHICS
PHIL 435	ENVIRONMENTAL ETHICS
PS 431	HISTORY OF POLITICAL THOUGHT
TH 235	ELEMENTS OF THEATRE
TH 336	THEATRE HISTORY I

Total Credits 3

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.

Select one of the following: 3

CAP 469C2	GREAT PLAINS ⁵
HIST 151	US HISTORY TO 1877
HIST 152	US HISTORY SINCE 1877
HIST 172	WORLD HISTORY SINCE 1500
HIST 352	EUROPE: RENAISSANCE TO WORLD WAR
HIST 353	EUROPE SINCE 1914
HIST 354	US COLONIAL AND EARLY REPUBLIC
HIST 355	US IN THE NINETEENTH CENTURY
HIST 356	US IN THE 20TH CENTURY
HIST 361	NORTH AMERICAN WEST
HIST 362	NEBRASKA HISTORY
HIST 363	AMERICAN INDIAN HISTORY
HIST 364	AMERICAN ENVIRONMENTAL HISTORY
HIST 365	HISTORY OF CANADA
HIST 366	HISTORY OF MEXICO
HIST 372	MODERN EAST ASIA

HIST 373	HISTORY OF THE PACIFIC RIM
HIST 374	HISTORY OF THE MIDDLE EAST
HIST 375	HISTORY OF AFRICA
HIST 376	LATIN AMERICAN HISTORY
HIST 401	CUBA LIBRE'
MATH 236	HISTORY OF MATHEMATICS
PS 101	INTRODUCTION TO POLITICAL SCIENCE
PS 321	U.S. POLITICS AND GOVERNMENT
PS 341	COMPARATIVE POLITICS
TH 337	THEATRE HISTORY II
Total Credits 3	

⁵ Must be taken concurrently with CAP 469C1 GREAT PLAINS in 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.

Select one of the following: 3

ACTG 430	PERSONAL INCOME TAX
AGRI 244	TALK DIRTY TO ME
CA 239	EVENT PLANNING AND LEADERSHIP
CA 336	CONSTRUCTING DIGITAL CITIZENS
CAP 469G1	SOCIAL MEDIA AND DEMOCRATIZATION ⁶
ENG 321	RHETORIC AND THE ART OF WRITING
FCS 427	WORKSITE WELLNESS
FCS 467	EPIDEMIOLOGY AND GLOBAL HEALTH
GEOS 437	WORLD ENVIRONMENTAL ISSUES
HIST 369	SUBJECT AND CITIZEN
HUM 369	PHILOSOPHY AND DOCUMENTARY FILM
MSL 101 & 101L	LEADERSHIP AND PERSONAL DEVELOPMENT and LEADERSHIP AND PERSONAL DEVELOPMENT LAB
MUS 369	MUSIC AND CIVIC ENGAGEMENT
PHIL 369	SOCIAL AND PERSONAL ETHICS
PHIL 370	CIVIL DISCOURSE AND CIVIC VIRTUE
PS 369	CIVIC ENGAGEMENT: THEORY AND PRACTICE
SOC 369	CIVIC ENGAGEMENT: THEORY AND PRACTICE
Total Credits 3	

⁶ Must be taken concurrently with CAP 469G2 SOCIAL MEDIA AND DEMOCRATIZATION in 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.

Select one of the following: 3

AGRI 423	AGRICULTURAL POLICY
ANTH 231	INTRO TO CULTURAL ANTHROPOLOGY
BIOL 448 & 448L	ETHNOBOTANY and ETHNOBOTANY LABORATORY
CA 346	INTERCULTURAL COMMUNICATION
CA 442	GLOBALIZATION, CULTURE & MEDIA
CAP 469A1	HOW TO SAVE THE RAINFOREST ⁷
CJ 446	CROSS CULTURAL STUDIES/JUSTICE STUDIES
ECON 130	SURVEY OF ECONOMICS
EDUC 460	COMPARATIVE EDUCATION
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH
ENG 346	LITERATURE OF THE BIBLE
ENG 436	WORLD LITERATURE
FCS 233	FAMILIES IN SOCIETY
FCS 320	AGING AND DEATH
FCS 436	GLOBAL FOOD SYSTEMS
FIN 239	PERSONAL FINANCE
FIN 333	INTERNATIONAL FINANCE & ECONOMICS
HIST 370	THE POST-COLONIAL CONDITION
HIST 402	CUBA LIBRE'
HUM 335	COMPARATIVE RELIGIONS
HUM 432	WORLD MYTHOLOGY
LS 323	LAW AND THE AMERICAN SOCIETY
MUS 328	WORLD MUSIC AND GLOBALIZATION
MUS 330	AFRICAN-AMERICAN POPULAR MUSIC 1619-1980
PS 332	INTERNATIONAL POLITICS
PS 401	STUDY ABROAD IN POLITICS
PS 424	GLOBAL POLITICS AND RELIGION
PS 425	POWER, PROSPERITY, AND POVERTY
PHIL 235	CLASSICAL CHINESE PHILOSOPHY
PSYC 421	CULTURE AND PSYCHOLOGY
SOC 230	SOCIETY: GLOBAL COMPARISONS
SW 371	INTERNATIONAL SOCIAL WELFARE
WLAN 100	CONVERSATIONAL FOREIGN LANGUAGE
Total Credits 3	

⁷ Must be taken concurrently with CAP 469A2 HOW TO SAVE THE RAINFOREST in 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.

Select one of the following: 3

FCS 247	NUTRITION
FCS 417	LIFESPAN WELLNESS
HPER 107	INDIVIDUAL SPORT ACTIVITIES
HPER 108	FITNESS ACTIVITIES
HPER 111	SOCIAL DANCE ACTIVITIES
HPER 120	OUTDOOR ACTIVITIES
HPER 207	TEAM SPORTS ACTIVITIES

HPER 233	PERSONAL HEALTH/WELLNESS	
MSL 109	MILITARY FITNESS	
Total Credits		3

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 culminating 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:

Select one of the following:⁸ 3

CAP 469A	HOW TO SAVE THE RAIN FOREST
CAP 469A2	HOW TO SAVE THE RAINFOREST ⁹
CAP 469B	CUBA LIBRE'
CAP 469C	GREAT PLAINS
CAP 469C1	GREAT PLAINS ¹⁰
CAP 469D	WEIGHT OF THE NATION
CAP 469E	OUTSIDE:YOUR SELF IN THE WORLD
CAP 469F	TALKING HEADS
CAP 469G	SOCIAL MEDIA AND DEMOCRATIZATION
CAP 469G2	SOCIAL MEDIA AND DEMOCRATIZATION ¹¹
CAP 469H	POETICS AND PHILOSOPHY OF WALKING
CAP 469I	COMPOSING A PUBLIC LIFE
CAP 469J	TOPICS IN CAPSTONE INTEGRATION ¹²
CAP 469K	THE CREATIVE MIND

Total Credits 3

⁸ Some CAP courses may be offered for more than three credits to satisfy previous catalog requirements or to facilitate team-teaching. See your advisor to determine how the additional credits will be applied.

⁹ Must be taken concurrently with CAP 469A1 HOW TO SAVE THE RAINFOREST in SLO #10.

¹⁰ Must be taken concurrently with CAP 469C2 GREAT PLAINS in SLO #8.

¹¹ Must be taken concurrently with CAP 469G1 SOCIAL MEDIA AND DEMOCRATIZATION in SLO #9.

¹² see www.csc.edu/esp (<http://www.csc.edu/esp/> requirements) for current list of options

- 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.

Select one of the following: 3

BIOL 499	BIOLOGY CAPSTONE
EDUC 495	EDUCATION CAPSTONE ¹³
FCS 422	PROFESSIONAL CAREER DEVELOPMENT
MGMT 434	STRATEGIC MANAGEMENT

Total Credits 3

¹³ Must be taken concurrently with EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING.

Programs of Study

Program Name	Program Type	Department
Agricultural Education (p. 122)	B.S.	Agriculture (p. 118)
Agricultural Plant Science (p. 122)	Minor	Agriculture (p. 118)
Animal Science (p. 122)	Minor	Agriculture (p. 118)
Equine Management (p. 125)	Minor	Agriculture (p. 118)
Grassland Ecology and Management (p. 122)	B.S.	Agriculture (p. 118)
Rangeland Management (p. 122)	B.S.	Agriculture (p. 118)
Rangeland Management (p. 125)	Minor	Agriculture (p. 118)
Veterinary Science (p. 125)	Minor	Agriculture (p. 118)
Wildlife Management (p. 125)	Minor	Agriculture (p. 118)
American Indian Studies (p. 126)	Minor	American Indian Studies (p. 126)
Art (p. 129)	B.A.	Art (p. 126)
Art (p. 129)	Minor	Art (p. 126)
Art (Grades PK-12) (p. 130)	B.S.Ed.	Art (p. 126)
Biology (p. 138)	B.S.	Biology (p. 131)
Biology (p. 137)	Minor	Biology (p. 131)
Biology, (Grades 7-12) (p. 137)	B.S.Ed.	Biology (p. 131)
Health Sciences (p. 140)	B.S.	Biology (p. 131)
Human Biology (p. 137)	Minor	Biology (p. 131)
Organismal Biology (p. 137)	Minor	Biology (p. 131)
Plant Sciences (p. 137)	Minor	Biology (p. 131)
Agribusiness (p. 148)	Minor	Business (p. 144)
Business (p. 148)	Minor	Business (p. 144)
Business Administration (p. 149)	B.A.	Business (p. 144)

Basic Business Education (Grades 6-12) (p. 151)	B.S.Ed.	Business (p. 144)	English (p. 170)	Minor	English (p. 166)
Business Information Systems (p. 148)	Minor	Business (p. 144)	Interdisciplinary Humanities (p. 170)	Minor	English (p. 166)
Business, Marketing, and Information Technology Education (Grades 6-12) (p. 151)	B.S.Ed.	Business (p. 144)	Early Childhood Inclusive Field Endorsement (Birth through Grade 3) (p. 178)	B.S.Ed.	Family and Consumer Sciences (p. 171)
Business, Marketing & Information Technology Education - Middle Level (Grades 5-9) (p. 150)	B.S.Ed.	Business (p. 144)	Family and Consumer Sciences (p. 175)	B.A.	Family and Consumer Sciences (p. 171)
Finance (p. 148)	Minor	Business (p. 144)	Family and Consumer Sciences (Grades 5-9) (p. 177)	B.S.Ed.	Family and Consumer Sciences (p. 171)
General Business (p. 150)	B.A.	Business (p. 144)	Family and Consumer Sciences (Grades 6-12) (p. 177)	B.S.Ed.	Family and Consumer Sciences (p. 171)
Marketing/ Entrepreneurship (p. 148)	Minor	Business (p. 144)	Health Sciences Supplement Endorsement (Grade 6-12) (p. 178)	B.S.Ed Endorsment	Family and Consumer Sciences (p. 171)
Work-Based Learning (Grades 9-12) Supplemental Endorsement (p. 148)	B.S. Ed Endorsement	Businesss (p. 144)	Child and Family (p. 178)	Minor	Family and Consumer Sciences (p. 171)
Communication Arts (p. 155)	B.A	Communication (p. 152)	Gerontology (p. 178)	Minor	Family and Consumer Sciences (p. 171)
Interpersonal Communication (p. 154)	Minor	Communication (p. 152)	Hospitality (p. 178)	Minor	Family and Consumer Sciences (p. 171)
Journalism (p. 155)	Minor	Communication (p. 152)	Nutrition and Wellness (p. 178)	Minor	Family and Consumer Sciences (p. 171)
Public Relations (p. 155)	Minor	Communication (p. 152)	Public Health Promotion and Education (p. 178)	Minor	Family and Consumer Sciences (p. 171)
Education - Elementary (Grades K-8) (p. 162)	B.S.Ed.	Education (p. 155)	Textiles and Design (p. 179)	Minor	Family and Consumer Sciences (p. 171)
Early Childhood Education (Age 3 through Grade 3) Supplemental Endorsement (p. 163)	B.S.Ed Endorsement	Education (p. 155)	Sports and Recreation Management (p. 183)	B.A.	Health, Physical Education, and Recreation (p. 179)
Education - Secondary (Grades PK-12/6-12/7-12) (p. 163)	B.S.Ed.	Education (p. 155)	Health and Physical Education (Grades PK-12) (p. 184)	B.S.Ed.	Health, Physical Education, and Recreation (p. 179)
Education - Middle Level (Grades 5-9) (p. 165)	B.S.Ed.	Education (p. 155)	Health and Physical Education (Grades 5-9) (p. 185)	B.S.Ed.	Health, Physical Education, and Recreation (p. 179)
English Language Arts for Middle Level Education (Grades 5-9) (p. 169)	B.S.Ed.	English (p. 166)	Health Education (Grades 7-12) (p. 185)	B.S.Ed.	Health, Physical Education, and Recreation (p. 179)
English Language Arts (Grades 7-12) (p. 169)	B.S.Ed.	English (p. 166)	Physical Education (Grades 7-12) (p. 184)	B.S.Ed.	Health, Physical Education, and Recreation (p. 179)
Literature (p. 168)	B.A.	English (p. 166)	Physical Education (Grades PK-6) (p. 185)	B.S.Ed.	Health, Physical Education, and Recreation (p. 179)
Comparative Philosophy (p. 170)	Minor	English (p. 166)	Coaching Supplement Endorsement (Grades 7-12) (p. 186)	B.S.Ed Endorsment	Health, Physical Education, and Recreation (p. 179)
Creative Writing (p. 170)	Minor	English (p. 166)	Community and Adventure Recreation (p. 185)	Minor	Health, Physical Education, and Recreation (p. 179)

Exercise Science (p. 186)	Minor	Health, Physical Education, and Recreation (p. 179)	Physics (p. 228)	Minor	Physical Sciences (p. 221)
Sports Leadership (p. 186)	Minor	Health, Physical Education, and Recreation (p. 179)	Water Resources Management (p. 229)	Minor	Physical Sciences (p. 221)
History (p. 189)	B.A.	History (p. 186)	Psychological Sciences (p. 231)	B.A.	Psychological Sciences (p. 229)
History (p. 190)	Minor	History (p. 186)	Psychology (p. 231)	Minor	Psychological Sciences (p. 229)
History (Grades 7-12) (p. 190)	B.S.Ed.	History (p. 186)	Social Psychology and Personality Systems (p. 231)	Minor	Psychological Sciences (p. 229)
Interdisciplinary Studies (p. 191)	B.A.	Interdisciplinary Studies (p. 190)	Social Sciences (Grades 5-9) (p. 233)	B.S.Ed.	Social Science (p. 231)
Criminal Justice (p. 196)	B.A.	Justice Studies (p. 191)	Social Science (Grades 7-12) (p. 232)	B.S.Ed.	Social Science (p. 231)
Criminal Justice (p. 197)	Minor	Justice Studies (p. 191)	Social Work (p. 237)	B.A.	Social Work (p. 233)
Legal Studies (p. 197)	B.A.	Justice Studies (p. 191)	Early Childhood Inclusive (Birth through Grade 3) (p. 241)	B.S.Ed.	Special Education (p. 238)
Legal Studies (p. 198)	Minor	Justice Studies (p. 116)	Special Education (Grades K-12) (p. 242)	B.S.Ed.	Special Education (p. 238)
Applied Statistics (p. 200)	Minor	Mathematics (p. 198)	Technical Occupations (p. 243)	B.A.S.	Applied Science (p. 243)
Mathematics (Grades 6-12) (p. 200)	B.S.Ed.	Mathematics (p. 198)	Theatre (p. 245)	B.A.	Theatre (p. 244)
Mathematics (Grades 5-9) (p. 200)	B.S.Ed.	Mathematics (p. 198)	Theatre (p. 246)	Minor	Theatre (p. 244)
Mathematics (p. 201)	B.S.	Mathematics (p. 198)	Theatre Supplemental Endorsement (Grades 7-12) (p. 246)	B.S.Ed.	Theatre (p. 244)
Mathematics (p. 201)	Minor	Mathematics (p. 198)			
Military Science (p. 202)	Minor	Military Science Leadership (p. 201)			
Museum Studies (p. 205)	Minor	Museum Studies (p. 204)			
Music (p. 217)	B.A.	Music (p. 205)			
Music (p. 220)	Minor	Music (p. 205)			
Music Studies (p. 218)	B.A.	Music (p. 205)			
Music (Grades PK-12) (p. 219)	B.S.Ed.	Music (p. 205)			
Vocal Music (Grades PK-12) (p. 220)	B.S.Ed.	Music (p. 205)			
Physical Sciences (p. 226)	B.S.	Physical Sciences (p. 221)			
Sciences (Grades 5-9) (p. 228)	B.S.Ed.	Physical Sciences (p. 221)			
Science (Grades 7-12) (p. 227)	B.S.Ed.	Physical Sciences (p. 221)			
Chemistry (Grades 7-12) (p. 225)	B.S.Ed.	Physical Sciences (p. 221)			
Earth and Space Science (Grades 7-12) (p. 226)	B.S.Ed.	Physical Sciences (p. 221)			
Chemistry (p. 228)	Minor	Physical Sciences (p. 221)			
Geoscience (p. 228)	Minor	Physical Sciences (p. 221)			

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 (p. 122)
 - Rangeland Fire Management Option
 - Rangeland Livestock Management Option
 - Rangeland Wildlife Management Option
 - Rangeland Equine Management Option

- Bachelor of Science in Natural Resources with a major in Grassland Ecology and Management (p. 122)
- Bachelor of Science in Agriculture Sciences with a major in Agricultural Education (p. 122)
- Bachelor of Arts with a Comprehensive Major in Business Administration with Agribusiness Option (p. 149)
- Agricultural Plant Science (p. 122)
- Animal Science (p. 122)
- Equine Management (p. 125)
- Rangeland Management (p. 125)
- Veterinary Science (p. 125)
- Wildlife Management (p. 125)

AGRI 110 AGRICULTURE SEMINAR I1 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 SCIENCE3 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 INTRO TO PLANT SCIENCE3 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: AGRICULTURE1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

AGRI 221 FARM AND RANCH MANAGEMENT3 Credits

The skills, techniques, innovations, and current procedures for management of farms and ranches.

AGRI 234 PRINCIPLES OF ANIMAL NUTRITION3 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.

Prerequisites: AGRI 132

AGRI 235 INTRODUCTION TO WILDLIFE MANAGEMENT3 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 MANAGEMENT3 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 244 TALK DIRTY TO ME3 Credits

Without soil: ecosystems fail to function, food supplies are stressed, production of clean air and water slow. Yet soil is often misunderstood and abused by the people who depend on it. Students will learn about the importance of soil to society as a whole and what they can do to preserve and improve soil resources. Students will develop, plan, and implement a final project in which they apply their newly acquired knowledge about soils to a local or regional scale civic engagement project.

Essential Studies Outcome: ES9

AGRI 245 PRINCIPLES OF SOIL SCI3 Credits

Origin, development, classification and management of soils that affect plant growth.

Co-requisites: AGRI 245L

AGRI 245L PRIN OF SOIL SCI LAB1 Credit

Lab experience.

Co-requisites: AGRI 245

AGRI 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

AGRI 324 WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT3 Credits

Outlines parasitic, infectious, and environmental diseases influencing wild and domestic animal populations. Identifies the cause of disease, routes of transmission, and affects on the individual and population. Explores management alternatives to control disease and reduce impacts on wildlife populations.

Prerequisites: AGRI 132 or AGRI 235 and Sophomore or above status

AGRI 325 RANGELAND WILDLIFE MANAGEMENT3 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.

Prerequisites: Sophomore or above status

AGRI 329 AGRICULTURAL MARKETING3 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: ECON 231, ECON 232, MATH 138 or MATH 142 and Sophomore or above status

AGRI 330 AGRICULTURAL ECONOMICS AND AGRIBUSINESS3 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.

Cross-Listed: AGRI330/ECON334

AGRI 333 RUMINANT PRODUCTION3 Credits

Principles and practices of commercial and purebred domestic and wildlife production including breeds, breeding, reproduction, diseases, marketing, management and general husbandry.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 333L

AGRI 333L RUMINANT PRODUCTION LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 333

AGRI 334 VEGETATION MANIPULATION PRACTICES3 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.

Prerequisites: AGRI 242 and Sophomore or above status

AGRI 335 HORSE PRODUCTION3 Credits

Principles and practices related to modern horse industry including conformation, performance, horse handling, diseases, housing, foot and leg care, equipment, and history.

Prerequisites: Sophomore or above status

AGRI 336 NON-RUMINANT PRODUCTION3 Credits

Principles and practices of non-ruminant production including breeds, breeding and reproduction, diseases, marketing, management and general husbandry.

Prerequisites: Sophomore or above status

AGRI 337 APPLIED ANIMAL NUTRITION3 Credits

Characteristics of basic feedstuffs and recommended feeding practices utilizing ration development, feeding trials and feed analysis.

Prerequisites: Sophomore or above status

AGRI 338 LIVESTOCK EVALUATION3 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.

Prerequisites: AGRI 132 and Junior or above status

AGRI 339 RANGE PLANT IDENTIFICATION1 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 the species is also presented.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 339L

AGRI 339L RANGE PLANT IDENTIFICATION LAB2 Credits

Lab experience.

Prerequisites: Sophomore or above or status

Co-requisites: AGRI 339

AGRI 346 EQUINE COMMUNICATIONS I2 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.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 346L

AGRI 346L EQUINE COMMUNICATIONS I LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 346

AGRI 347 EQUINE COMMUNICATIONS II2 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.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 347L

AGRI 347L EQUINE COMMUNICATIONS II LAB1 Credit

Lab experience.

Prerequisites: Sophomore or above status

Co-requisites: AGRI 347

AGRI 348 RANGELAND HYDROLOGY3 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.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

AGRI 350 RANGELAND UNGULATE PRODUCTION3 Credits

Production of ungulate on rangelands. Includes plant and animal responses to grazing, grazing animal behavior, grazing management, supplementing rangeland forage, and economic considerations.

Prerequisites: AGRI 242 and Sophomore or above status

AGRI 390 INTERNSHIP IN AGRICULTURE/RANGE MANAGEMENT1-12 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 hours.

Add Consent: Department Consent

AGRI 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

For students seeking an individual problem in agriculture. Approval of a supervising faculty member, academic Dean, and Academic Vice President is required before registering.

Prerequisites: Junior or above status

Add Consent: Department Consent

AGRI 410 AGRICULTURE SEMINAR III1 Credit

Designed to enhance oral and written communication skills as encountered in agriculture.

Prerequisites: AGRI 110 and Junior or above status

AGRI 420 RANGELAND SHORT COURSE2 Credits

Intensive summer workshop covering all contemporary areas of rangeland management. Additional fees will be assessed.

Prerequisites: Junior or above status

AGRI 423 AGRICULTURAL POLICY3 Credits

An examination of USDA agricultural, fiber, conservational, and rural economic policies studies from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance of U.S. and international food and agriculture. Farm, international trade, rural economic development, resource/environmental, technology, food marketing and consumer policies are analyzed. No prerequisites although major economics courses will be beneficial.

Cross-Listed: AGRI423/ECON423

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

AGRI 426 WILDLIFE RESEARCH AND MANAGEMENT TECHNIQUES3 Credits

Field and laboratory techniques for studying, evaluating, and managing wildlife and their habitats are described and demonstrated. Field trips required.

Prerequisites: AGRI 235 and Junior or above status

AGRI 427 ANIMAL ANATOMY & PHYSIOLOGY3 Credits

Principles of physiology as related to gross anatomy, disease, and management practices of mammals. Recommended for pre-veterinary students.

Prerequisites: AGRI 132, BIOL 131 or BIOL 225, and Junior or above status

Co-requisites: AGRI 427L

AGRI 427L ANIMAL ANATOMY & PHYSIOLOGY LAB1 Credit

Lab experience.

Prerequisites: Junior or above status

Co-requisites: AGRI 427L

AGRI 428 HABITAT INVENTORY & ANALYSIS1 Credit

Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use.

Prerequisites: AGRI 242, AGRI 339, and Junior or above status

Co-requisites: AGRI 428L

AGRI 428L HABITAT INVENTORY AND ANALYSIS LAB2 Credits

Field lab experience.

Prerequisites: Junior or above status

Co-requisites: AGRI 428

AGRI 429 EQUINE INDUSTRY APPLIED FIELD STUDIES3 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.

Prerequisites: Junior or above status

AGRI 435 WILDLIFE MANAGEMENT PRACTICUM3 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, and Junior or above status

AGRI 436 RANGELAND & FIRE ECOLOGY3 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.

Prerequisites: AGRI 242 and Junior or above status

AGRI 438A LAND RESOURCE MANAGEMENT PLANNING I1 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. Students taking this course must also enroll in AGRI 438B Land Resource Management Planning II for 2 credit hours to achieve a total of 3 hours credit in the Land Resource Management Planning area.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 438B LAND RESOURCE MANAGEMENT PLANNING I12 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. 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, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 438C LAND RESOURCE MANAGEMENT PLANNING I13 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. Students must achieve a total of 3 hours credit in the Land Resource Management Planning area.

Prerequisites: AGRI 141, AGRI 242, AGRI 245, AGRI 334, AGRI 339, AGRI 350 and Junior or above status

AGRI 440 RANGE LIVESTOCK REPRODUCTION3 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.

Prerequisites: AGRI 132 and Junior or above status

AGRI 444 GRASS SYSTEMATICS3 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.

Prerequisites: Junior or above status

AGRI 445 MAMMALOGY2 Credits

Systematic, life history, physiology, and behavior of mammals. Field trips may be required.

Cross-Listed: AGRI445/BIOL435

Prerequisites: Junior or above status

Co-requisites: AGRI 445L

AGRI 445L MAMMALOGY LAB1 Credit

Laboratory experience.

Cross-Listed: AGRI445L/BIOL435L**Prerequisites:** Junior or above status**Co-requisites:** AGRI 445**AGRI 447 ANIMAL BREEDING AND GENETICS3 Credits**

Reproduction processes of domestic animals, including anatomy, physiology and endocrinology of reproduction, breeding systems, and artificial insemination principles.

Prerequisites: AGRI 132 and Junior or above status**AGRI 451 HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT3 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.

Cross-Listed: AGRI451/BIOL451**Prerequisites:** AGRI 235 and Junior or above status**AGRI 460 TOPICS IN AGRICULTURE1-3 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 hours of credit.

Prerequisites: Junior or above status**AGRI 461 SPECIAL PROBLEMS1-4 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 hours of credit.

Prerequisites: Junior or above status

Agricultural Plant Science Minor

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

AGRI 141	INTRO TO PLANT SCIENCE	3
AGRI 245 & 245L	PRINCIPLES OF SOIL SCI and PRIN OF SOIL SCI LAB	4
AGRI 339 & 339L	RANGE PLANT IDENTIFICATION and RANGE PLANT IDENTIFICATION LAB	3
AGRI 428 & 428L	HABITAT INVENTORY & ANALYSIS and HABITAT INVENTORY AND ANALYSIS LAB	3
Select one of the following:		3
BIOL 347 & 347L	CRYPTOGAMIC BOTANY and CRYPTOGRAMIC BOTANY LABORATORY	
BIOL 439 & 439L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	
BIOL 447 & 447L	PLANT PHYLOGENY and PLANT PHYLOGENY LABORATORY	
Select one of the following:		3
BIOL 438 & 438L	TAXONOMY OF PLANTS and TAXONOMY OF PLANTS LAB	
AGRI 444	GRASS SYSTEMATICS	
GEOS 321	INTRODUCTION TO GPS	1
Total Credits		20

Animal Science Minor

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

AGRI 132	INTRODUCTION TO ANIMAL SCIENCE	3
AGRI 242	PRINCIPLES OF RANGELAND AND FORAGE MANAGEMENT	3
AGRI 337	APPLIED ANIMAL NUTRITION	3
Animal Production Electives		
Select at least six credits from the following:		6
AGRI 324	WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT	
AGRI 333 & 333L	RUMINANT PRODUCTION and RUMINANT PRODUCTION LAB	
AGRI 336	NON-RUMINANT PRODUCTION	
AGRI 350	RANGELAND UNGULATE PRODUCTION	
Animal Anatomy/Physiology Electives		
Select one of the following:		3-4
AGRI 427 & 427L	ANIMAL ANATOMY & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	
AGRI 440	RANGE LIVESTOCK REPRODUCTION	
AGRI 447	ANIMAL BREEDING AND GENETICS	
Total Credits		18-19

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 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 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 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.)

Select one of the following:		3-4
BIOL 136 & 136L	BIOLOGICAL SCIENCE and BIOLOGICAL SCIENCE LAB	
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	

Core Requirements

Essential Studies (p. 111)

Core Requirements		
AGRI 110	AGRICULTURE SEMINAR I	1
AGRI 132	INTRODUCTION TO ANIMAL SCIENCE	3
AGRI 141	INTRO 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 SCI and PRIN OF SOIL SCI LAB	4
AGRI 334	VEGETATION MANIPULATION PRACTICES	3
AGRI 348	RANGELAND HYDROLOGY	3
AGRI 339 & 339L	RANGE PLANT IDENTIFICATION and RANGE PLANT IDENTIFICATION LAB	3
AGRI 350	RANGELAND UNGULATE PRODUCTION	3
AGRI 410	AGRICULTURE SEMINAR II	1
AGRI 428 & 428L	HABITAT INVENTORY & ANALYSIS and HABITAT INVENTORY AND ANALYSIS LAB	3
AGRI 438A & AGRI 438B	LAND RESOURCE MANAGEMENT PLANNING I and LAND RESOURCE MANAGEMENT PLANNING II	3
or AGRI 438C	LAND RESOURCE MANAGEMENT PLANNING III	

Select one of the following options:		18-22
Rangeland Ecology (p. 123)		
Rangeland Fire Management (p. 123)		
Rangeland Livestock Management (p. 124)		
Rangeland Wildlife Management (p. 124)		
Rangeland Equine Management (p. 124)		

Total Credits 54-58

Rangeland Ecology Option

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

Core Requirements		36
AGRI 235	INTRODUCTION TO WILDLIFE MANAGEMENT	3
AGRI 330	AGRICULTURAL ECONOMICS AND AGRIBUSINESS	3
AGRI 436	RANGELAND & FIRE ECOLOGY	3
AGRI 444	GRASS SYSTEMATICS	3

or BIOL 438 TAXONOMY OF PLANTS		
Select one of the following:		3-4
AGRI 477	GREAT PLAINS PEDOLOGY ¹	
GEOS 322	INTRODUCTION TO GIS	
Select one of the following:		3
BIOL 347 & 347L	CRYPTOGAMIC BOTANY and CRYPTOGRAMIC BOTANY LABORATORY	
BIOL 439 & 439L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	
BIOL 447 & 447L	PLANT PHYLOGENY and PLANT PHYLOGENY LABORATORY	
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3

Total Credits 57-58

¹ 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 221	FARM AND RANCH MANAGEMENT	3
AGRI 333 & 333L	RUMINANT PRODUCTION and RUMINANT PRODUCTION LAB	4
AGRI 420	RANGELAND SHORT COURSE	2
AGRI 451	HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT	3
BIOL 337	ENVIRONMENTAL MANAGEMENT	3
GEOS 321	INTRODUCTION TO GPS	1
GEOS 322	INTRODUCTION TO GIS	3

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.

Core Requirements		36
FIRE 1810	INTRODUCTION TO WILDLAND FIRE FIGHTING ¹	3
FIRE 1818	WILDLAND LEADERSHIP ¹	3
FIRE 1830	INTERMEDIATE WILDLAND FIRE BEHAVIOR ¹	3
AGRI 436	RANGELAND & FIRE ECOLOGY	3

Upper Division Electives		
Select six credits from the following:		6
AGRI 325	RANGELAND WILDLIFE MANAGEMENT	
AGRI 420	RANGELAND SHORT COURSE	
AGRI 444	GRASS SYSTEMATICS	
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	
BIOL 337	ENVIRONMENTAL MANAGEMENT	

GEOS 321	INTRODUCTION TO GPS	
GEOS 322	INTRODUCTION TO GIS	
Total Credits		54

¹ 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.

Core Requirements		36
AGRI 333 & 333L	RUMINANT PRODUCTION and RUMINANT PRODUCTION LAB	4
AGRI 337	APPLIED ANIMAL NUTRITION	3
AGRI 440	RANGE LIVESTOCK REPRODUCTION	3
AGRI 447	ANIMAL BREEDING AND GENETICS	3
Animal Science Elective		
Select one of the following:		3-4
AGRI 324	WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT	
AGRI 221	FARM AND RANCH MANAGEMENT	
AGRI 336	NON-RUMINANT PRODUCTION	
AGRI 338	LIVESTOCK EVALUATION	
AGRI 427 & 427L	ANIMAL ANATOMY & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	
Business Elective		
Select one of the following:		3
ACTG 241	ACCOUNTING PRINCIPLES I	
ECON 231	MACROECONOMICS	
ECON 232	MICROECONOMICS	
AGRI 330/ ECON 334	AGRICULTURAL ECONOMICS AND AGRIBUSINESS	
AGRI/ECON 423	AGRICULTURAL POLICY	
FIN 330	PRINCIPLES OF FINANCE	
Total Credits		55-56

Recommended Electives

In order to enhance employment opportunities, the following elective courses are recommended:

AGRI 335	HORSE PRODUCTION	3
AGRI 420	RANGELAND SHORT COURSE	2
AGRI 436	RANGELAND & FIRE ECOLOGY	3
AGRI 451	HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT	3
GEOS 321	INTRODUCTION TO GPS	1

GEOS 322	INTRODUCTION TO GIS	3
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Rangeland Wildlife Management Option

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

Core Requirements		36
AGRI 235	INTRODUCTION TO WILDLIFE MANAGEMENT	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 and MAMMALOGY LAB	3
AGRI 451	HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT	3
BIOL 401 & 401L	ORNITHOLOGY and ORNITHOLOGY LAB	3
Total Credits		57

Recommended Electives

To enhance employment potential, students are recommended to take courses from the following:

AGRI 324	WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT	3
AGRI 427 & 427L	ANIMAL ANATOMY & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	4
AGRI 436	RANGELAND & FIRE ECOLOGY	3
GEOS 321	INTRODUCTION TO GPS	1
GEOS 322	INTRODUCTION TO GIS	3
MATH 138	APPLIED CALCULUS	3
MATH 232	APPLIED STATISTICS	3
Recommended Biology Electives		
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 239 & 239L	ANIMAL CLASSIFICATION and ANIMAL CLASSIFICATION LAB	4
BIOL 337	ENVIRONMENTAL MANAGEMENT	3
BIOL 343 & 343L	PARASITOLOGY and PARASITOLOGY LAB	3
BIOL 427	BIOLOGY OF POPULATIONS	3
BIOL 431 & 431L	ENTOMOLOGY and ENTOMOLOGY LAB	3
BIOL 444 & 444L	LIMNOLOGY and LIMNOLOGY LAB	3

Rangeland Equine Management Option

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

Core Requirements		36
AGRI 329	AGRICULTURAL MARKETING	3
AGRI 221	FARM AND RANCH MANAGEMENT	3
AGRI 335	HORSE PRODUCTION	3
AGRI 346 & 346L	EQUINE COMMUNICATIONS I and EQUINE COMMUNICATIONS I LAB	3

AGRI 347 & 347L	EQUINE COMMUNICATIONS II and EQUINE COMMUNICATIONS II LAB	3
AGRI 429	EQUINE INDUSTRY APPLIED FIELD STUDIES	3
Animal Science Elective		
Select one of the following:		
AGRI 324	WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT	3
AGRI 336	NON-RUMINANT PRODUCTION	
AGRI 337	APPLIED ANIMAL NUTRITION	
AGRI 390	INTERNSHIP IN AGRICULTURE/RANGE MANAGEMENT	
AGRI 447	ANIMAL BREEDING AND GENETICS	
Total Credits		57

Equine Management Minor

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

AGRI 132	INTRODUCTION TO ANIMAL SCIENCE	3
AGRI 242	PRINCIPLES OF RANGELAND AND FORAGE MANAGEMENT	3
AGRI 221	FARM AND RANCH MANAGEMENT	3
AGRI 335	HORSE PRODUCTION	3
AGRI 346 & 346L	EQUINE COMMUNICATIONS I and EQUINE COMMUNICATIONS I LAB	3
AGRI 347 & 347L	EQUINE COMMUNICATIONS II and EQUINE COMMUNICATIONS II LAB	3
AGRI 429	EQUINE INDUSTRY APPLIED FIELD STUDIES	3
Total Credits		21

Rangeland Management Minor

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

AGRI 141	INTRO TO PLANT SCIENCE	3
AGRI 242	PRINCIPLES OF RANGELAND AND FORAGE MANAGEMENT	3
AGRI 339 & 339L	RANGE PLANT IDENTIFICATION and RANGE PLANT IDENTIFICATION LAB	3
AGRI 428 & 428L	HABITAT INVENTORY & ANALYSIS and HABITAT INVENTORY AND ANALYSIS LAB	3
Electives		
Select at least nine credits from the following:		
AGRI 132	INTRODUCTION TO ANIMAL SCIENCE	
AGRI 235	INTRODUCTION TO WILDLIFE MANAGEMENT	
AGRI 333 & 333L	RUMINANT PRODUCTION and RUMINANT PRODUCTION LAB	
AGRI 334	VEGETATION MANIPULATION PRACTICES	
AGRI 337	APPLIED ANIMAL NUTRITION	
AGRI 348	RANGELAND HYDROLOGY	
AGRI 350	RANGELAND UNGULATE PRODUCTION	
AGRI 436	RANGELAND & FIRE ECOLOGY	

GEOS 321	INTRODUCTION TO GPS	
GEOS 322	INTRODUCTION TO GIS	
Total Credits		21

Veterinary Science Minor

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

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 & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	4
AGRI 445 & 445L	MAMMALOGY and MAMMALOGY LAB	3
AGRI 447	ANIMAL BREEDING AND GENETICS	3
Total Credits		19

Wildlife Management Minor

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

AGRI 235	INTRODUCTION TO WILDLIFE MANAGEMENT	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 and MAMMALOGY LAB	3
BIOL 401 & 401L	ORNITHOLOGY and ORNITHOLOGY LAB	3
Electives		3
Total Credits		21

Recommended Electives

To satisfy wildlife electives and to enhance employment potential, students are recommended to take courses from the following:

AGRI 245 & 245L	PRINCIPLES OF SOIL SCI and PRIN OF SOIL SCI LAB	4
AGRI 324	WILDLIFE AND LIVESTOCK DISEASE MANAGEMENT	3
AGRI 339 & 339L	RANGE PLANT IDENTIFICATION and RANGE PLANT IDENTIFICATION LAB	3
AGRI 428 & 428L	HABITAT INVENTORY & ANALYSIS and HABITAT INVENTORY AND ANALYSIS LAB	3
AGRI 436	RANGELAND & FIRE ECOLOGY	3
AGRI 451	HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT	3
BIOL 343 & 343L	PARASITOLOGY and PARASITOLOGY LAB	3
BIOL 427	BIOLOGY OF POPULATIONS	3
BIOL 431 & 431L	ENTOMOLOGY and ENTOMOLOGY LAB	3

BIOL 444 & 444L	LIMNOLOGY and LIMNOLOGY LAB	3
GEOS 321	INTRODUCTION TO GPS	1
GEOS 322	INTRODUCTION TO GIS	3
MATH 232	APPLIED STATISTICS	3

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.
- American Indian Studies (p. 126)

AIS 131 LAKOTA LANGUAGE I 3 Credits

Introduction to the Lakota language, with focus on preserving the ancient language of the Lakota, both written and spoken.

AIS 132 LAKOTA LANGUAGE II 3 Credits

Continuation of Lakota language study with emphasis on speaking and reading skills.

Prerequisites: AIS 131

AIS 334 LAKOTA SOCIETY & CULTURE 3 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.

Prerequisites: Sophomore or above status

AIS 430 TOPICS:AMERICAN INDIAN STUDIES 3 Credits

Special topics in American Indian studies.

Prerequisites: Junior or above status

AIS 436 SEM: AMERICAN INDIAN STUDIES 3 Credits

Designed to meet the specific needs of a group of students. Permission of the Instructor is required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

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:

ANTH 337	PEOPLE & CULTURES OF N AMERICA	3
ENG 435	NATIVE AMERICAN LITERATURE	3
HIST 363	AMERICAN INDIAN HISTORY	3
Electives:		
Select twelve credits from the following:		12
AIS 131	LAKOTA LANGUAGE I	
AIS 132	LAKOTA LANGUAGE II	

AIS 334	LAKOTA SOCIETY & CULTURE
AIS 430	TOPICS:AMERICAN INDIAN STUDIES
AIS 436	SEM: AMERICAN INDIAN STUDIES
ANTH 430	TOPICS IN ANTHROPOLOGY
ANTH 435	N PLAINS INDIAN CULTURES
BIOL 448 & 448L	ETHNOBOTANY and ETHNOBOTANY LABORATORY
HIST 361	NORTH AMERICAN WEST

Total Credits

21

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. 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 obtain permission prior to enrolling in ART 412 SENIOR THESIS.
2. B.S.E. candidates must enroll in Senior Thesis the semester prior to enrolling in student teaching. (Note: The Secondary Methods course in art, EDUC 431A SPECIAL METHODS/ART, is offered only during the fall semester.)
3. Work exhibited in ART 412 SENIOR THESIS must reflect the student's ability to create art in at least two media, including works in their option area. All works must have been completed on the college level and within the past two years. ART 412 SENIOR THESIS consists of the preparation of the student's senior art exhibit and portfolio. Students are evaluated on the collaborative design of poster design, publicity, pictorial display, gallery arrangement, and on individual creativity and craftsmanship.

4. 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.
5. A materials fee will be assessed for most Art courses.
6. 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 (p. 129)
 - Art Studio Option
 - Gallery/Museum Option
 - Graphic Design Option
- The Degree of Bachelor of Science in Education with a Field Endorsement in Art (Grades PK-12) (p. 130)
- Art (p. 129)

ART 120 DRAWING FOR THE NON-MAJOR3 Credits

This course is designed to introduce the non-art major to 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.

Essential Studies Outcome: ES5

ART 131 DRAWING I3 Credits

Basic drawing techniques using a variety of media and emphasizing the development of perceptual skills and communication through the language of art. May include field trips.

ART 133 DESIGN FUNDAMENTALS I3 Credits

Study of the basic elements and principles of two dimensional design and their application in the visual language of creative art.

ART 136 DRAWING II3 Credits

Continuation of drawing skills introduced in Drawing I. Students will work from both still life and live models.

Prerequisites: ART 131 and ART 133

ART 200 CERAMICS FOR THE NON ART MAJOR3 Credits

Introduces non-art majors to basic techniques of pinch, coil, slab and wheel thrown ceramics including clay mixing, glazing and kiln loading and the opportunity to explore the concepts of art-making.

Essential Studies Outcome: ES5

ART 201 SCULPTURE FOR THE NON ART MAJOR3 Credits

An opportunity for the non-art major to explore concepts of three-dimensional art-making.

Essential Studies Outcome: ES5

ART 223 BLACK AND WHITE PHOTOGRAPHY3 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.

Essential Studies Outcome: ES5

ART 225 PRINTMAKING I3 Credits

Introduction to fundamental processes and creative potential of printmaking, including block printing, intaglio, and serigraphic techniques.

Prerequisites: ART 131 and ART 133

ART 227 SCULPTURE I3 Credits

Experimentation with various materials in the creation of three-dimensional forms. Various media and processes will be explored.

Essential Studies Outcome: ES5

Prerequisites: ART 131 and ART 230

ART 228 CERAMICS I3 Credits

Basic techniques of pinch, coil, slab and wheel thrown ceramics, including clay mixing, glazing and kiln loading.

Essential Studies Outcome: ES5

Prerequisites: ART 131 and ART 230

ART 229 INTRO TO GRAPHIC DESIGN3 Credits

Introduction to the fundamentals of design, typography, layout, exploration of design history, the profession of graphic design and commercial art.

Essential Studies Outcome: ES5

ART 230 DESIGN FUNDAMENTALS II2 Credits

Fundamentals of three-dimensional design are covered through the elements and principles of form.

Prerequisites: ART 131 and ART 133

ART 232 PAINTING I3 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.

Prerequisites: ART 131 and ART 133

ART 237 CREATIVE CRAFTS I3 Credits

Introduction to the fundamental and creative potential of craft processes; may include fabric design, glass lampworking, papermaking, jewelry and weaving.

Essential Studies Outcome: ES5

ART 239 ELEMENTS OF ART3 Credits

Introduction to art history, artists, techniques and materials employed in the production of art. Illustrated lectures and demonstrations.

Essential Studies Outcome: ES7

ART 250 ART FOR THE ELEMENTARY/MIDDLE SCHOOL TEACHER3 Credits

Study of Discipline Based Art Education in the elementary/middle school classroom. Includes basic design, media experience, reference materials, art criticism, aesthetics, and history.

ART 310 ART SEMINAR0-3 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 9 credit hours.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 320 DRAWING III3 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.

Prerequisites: ART 131, ART 136 and Sophomore or above status

ART 321A GLASS I: GLASS BLOWING3 Credits

Study of the history of and the techniques used in forming hot glass. Student will gather, blow, shape and finish molten glass.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 321B GLASS I: STAINED GLASS3 Credits

Designed to introduce the student to various cold working processes in glass. Course will cover stained glass, etched, lampworked and fused processes.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 322 GRAPHIC DESIGN I3 Credits

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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 323 CREATIVE PHOTOGRAPHY3 Credits

Introduction to the procedures and creative potential of the photographic process. Topics will include alternative, traditional, and digital photographic techniques.

Prerequisites: Sophomore status or above and camera required

ART 325 PRINTMAKING I13 Credits

Advanced exploration of processes and creative potential of printmaking, including block printing, intaglio and serigraphic techniques.

Prerequisites: ART 225 and Sophomore or above status

ART 329 GRAPHIC DESIGN I13 Credits

Intermediate-level graphic design work focusing on web design utilizing concept, information organization, and design principles with an introduction to Dreamweaver and Flash software.

Prerequisites: Sophomore or above status

ART 330 TOPICS IN ART1-3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 331 MIXED MEDIA3 Credits

Introduction to the process of combining two-dimensional materials including watercolor, gouache, pastels, pencils, and acrylic mediums. The use of color, development of perceptual skills and communication through the language of art will be emphasized.

ART 332 PAINTING I13 Credits

Advanced oil or acrylic painting techniques emphasizing the development of a personal direction and portfolio.

Prerequisites: ART 232 and Sophomore or above status

ART 337 SCULPTURE I13 Credits

Advanced construction of three-dimensional forms through the use of clay, wood, wire and various other materials.

Prerequisites: ART 227 and Sophomore or above status

ART 338 ART HISTORY I3 Credits

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.

ART 339 ART HISTORY I13 Credits

Historical survey of Western Art from Renaissance through Impressionism with emphasis on the social and political influences of the visual arts. Field trips may be required.

ART 340 TWENTIETH CENTURY ART3 Credits

An examination of the important movements and individual artists that have shaped art history from Impressionism through the Postmodern 90's. Field trips may be required.

ART 343 DIGITAL PHOTOGRAPHY3 Credits

Course is designed to explore digital photography and digital image manipulation using Adobe Photoshop and related software. Manually adjustable digital camera required.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

ART 390 INTERNSHIP IN ART1-12 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.

Add Consent: Department Consent

ART 400 INDEPENDENT STUDY OR RESEARCH3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

ART 411 GRAPHIC DESIGN I113 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).

Prerequisites: ART 322 and Junior or above status. ART 322 and Junior or above status

ART 412 SENIOR THESIS1 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. Prerequisite: permission of instructor.

Prerequisites: Senior status

Add Consent: Department Consent

ART 421A GLASS II: GLASS BLOWING3 Credits

Exploration in the use of molten glass as an art medium, with attention to techniques, construction and maintenance of studio equipment.

Prerequisites: ART 321A and Junior or above status

ART 421B GLASS II: STAINED GLASS3 Credits

Exploration into the advanced construction of stained glass panels. Course will cover both lead and copper foil processes. Lampworking with beads and marbles will be introduced.

Prerequisites: ART 321B and Junior or above status

ART 422 GRAPHIC DESIGN PRACTICUM3 Credits

Advanced level work in graphic design. Emphasis on multi-piece design, concept development, professional presentation and portfolio preparation.

Prerequisites: ART 322, ART 329, and Junior or above status

ART 428 CERAMICS I13 Credits

Concentration on the wheel thrown form, both functional and non-functional, with continued research into glaze formulation and firing of kilns.

Prerequisites: ART 228 and Junior or above status

ART 430 ADVANCED ART STUDIO3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

ART 437 CREATIVE CRAFTS II3 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.

Prerequisites: ART 237 and Junior or or above status

ART 441 TOPICS IN ART HISTORY3 Credits

The study and discussion of art history topics and problems of special interest not offered within the regular survey courses. Topics will be chosen by the instructor. May be repeated with a different topic.

Minor in Art

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

ART 131	DRAWING I	3
ART 133	DESIGN FUNDAMENTALS I	3
Select one of the following:		3
ART 223	BLACK AND WHITE PHOTOGRAPHY	
ART 225	PRINTMAKING I	
ART 227	SCULPTURE I	
ART 228	CERAMICS I	
ART 229	INTRO TO GRAPHIC DESIGN	
ART 232	PAINTING I	
ART 338	ART HISTORY I	3
or ART 339	ART HISTORY II	
Electives:		
Select three of the following:		9
ART 320	DRAWING III	
ART 321A	GLASS I: GLASS BLOWING	
ART 321B	GLASS I: STAINED GLASS	
ART 322	GRAPHIC DESIGN I	
ART 323	CREATIVE PHOTOGRAPHY	
ART 325	PRINTMAKING II	
ART 329	GRAPHIC DESIGN II	
ART 331	MIXED MEDIA	
ART 332	PAINTING II	
ART 337	SCULPTURE II	
ART 343	DIGITAL PHOTOGRAPHY	
ART 421A	GLASS II: GLASS BLOWING	
ART 421B	GLASS II: STAINED GLASS	
ART 428	CERAMICS II	
ART 430	ADVANCED ART STUDIO	
ART 437	CREATIVE CRAFTS II	
Total Credits		21

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 the following courses prior to or by permission of instructor before enrolling in any other studio courses:

ART 131	DRAWING I	3
ART 133	DESIGN FUNDAMENTALS I	3
ART 136	DRAWING II	3
ART 230	DESIGN FUNDAMENTALS II	2

Core Requirements

Essential Studies (p. 111)

Core Requirements		
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	INTRO TO GRAPHIC DESIGN	3
ART 230	DESIGN FUNDAMENTALS II	2
ART 232	PAINTING I	3
ART 223	BLACK AND WHITE PHOTOGRAPHY	3
or ART 323	CREATIVE PHOTOGRAPHY	
ART 239	ELEMENTS OF ART	3
ART 338	ART HISTORY I	3
ART 339	ART HISTORY II	3
ART 412	SENIOR THESIS	1
Select one of the following options:		18
Art Studio (p. 129)		
Gallery/Museum (p. 130)		
Graphic Design (p. 130)		
Total Credits		57

Art Studio Option

Core Requirements		
ART 320	DRAWING III	3
ART 340	TWENTIETH CENTURY ART	3
Electives		
Select four of the following:		12
ART 325	PRINTMAKING II	
ART 331	MIXED MEDIA	
ART 332	PAINTING II	
ART 337	SCULPTURE II	
ART 343	DIGITAL PHOTOGRAPHY	
ART 428	CERAMICS II	
ART 437	CREATIVE CRAFTS II	
Total Credits		57

The following courses are suggested to enhance employment opportunities:

BA 331	BUSINESS COMMUNICATIONS	3
MKTG 231	PRINCIPLES OF MARKETING	3
MKTG 334	ENTRE-IMAGINATION & OPPORTUNIT	3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
MKTG 336	ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	3
MKTG 338	BUYER BEHAVIOR	3
MKTG 435	BUSINESS AND MARKETING STRATEGY	3
MKTG 439	BUSINESS AND MARKETING RESEARCH	3

The following minors are suggested to enhance employment opportunities:

- Business (p. 148)
- Marketing/Entrepreneurship (p. 148)
- Museum Studies (p. 205)

Gallery/Museum Option

Core Requirements		39
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
Total Credits		57

The following courses are suggested to enhance employment opportunities:

ART 322	GRAPHIC DESIGN I	3
ART 329	GRAPHIC DESIGN II	3
ART 340	TWENTIETH CENTURY ART	3
BA 331	BUSINESS COMMUNICATIONS	3
BIS 230	WEB PAGE DEVELOPMENT	3
CA 233	PRESENTATIONAL SPEAKING	3
CA 250	INTRODUCTION TO PUBLIC RELATIONS:PRINCIPLES, PROCESSES & PRACTICES	3
CA 335	MEDIA ADVERTISING	3
CA 350	APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES-INTERMEDIATE STUDIES IN PR	3
CA 443	MEDIA LAW	3
FCS 341	TEXTILES	3
MKTG 231	PRINCIPLES OF MARKETING	3
MKTG 334	ENTRE-IMAGINATION & OPPORTUNIT	3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
MS 235	INTRODUCTION TO ARCHIVAL COLLECTIONS	3

The following minors are suggested to enhance employment opportunities:

- Business (p. 148)
- Marketing/Entrepreneurship (p. 148)

- Communication Arts (p. 153)

Graphic Design Option

Core Requirements		39
ART 322	GRAPHIC DESIGN I	3
ART 329	GRAPHIC DESIGN II	3
ART 340	TWENTIETH CENTURY ART	3
ART 343	DIGITAL PHOTOGRAPHY	3
ART 411	GRAPHIC DESIGN III	3
ART 422	GRAPHIC DESIGN PRACTICUM	3
Total Credits		57

The following courses are suggested to enhance employment opportunities:

CA 225	COMMUNICATING IN GROUPS AND TEAMS	3
CA 233	PRESENTATIONAL SPEAKING	3
CA 250	INTRODUCTION TO PUBLIC RELATIONS:PRINCIPLES, PROCESSES & PRACTICES	3
CA 335	MEDIA ADVERTISING	3
CA 346	INTERCULTURAL COMMUNICATION	3
CA 350	APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES-INTERMEDIATE STUDIES IN PR	3
CA 431A	MEDIA PROJECTS	3
CA 434	EDITING & DESIGN	3
CA 442	GLOBALIZATION, CULTURE & MEDIA	3
CA 443	MEDIA LAW	3
BA 331	BUSINESS COMMUNICATIONS	3
MKTG 231	PRINCIPLES OF MARKETING	3
MKTG 334	ENTRE-IMAGINATION & OPPORTUNIT	3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
MKTG 336	ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	3
MKTG 338	BUYER BEHAVIOR	3
MKTG 435	BUSINESS AND MARKETING STRATEGY	3
MKTG 439	BUSINESS AND MARKETING RESEARCH	3
MS 319	HISTORY AND THEORY OF MUSEUMS	3
MS 331	EXHIBIT DESIGN	3
MS 390	INTERNSHIP IN MUSEUM STUDIES	1-12

The following minors are suggested to enhance employment opportunities:

- Communication Arts (p. 153)
- Business (p. 148)
- Marketing/Entrepreneurship (p. 148)
- Museum Studies (p. 205)

The Degree of Bachelor of Science in Education with a Field Endorsement in Art (Grades PK-12)

All art majors are required to complete the following courses prior to enrolling in any other studio courses:

ART 131	DRAWING I	3
ART 133	DESIGN FUNDAMENTALS I	3
ART 136	DRAWING II	3
ART 230	DESIGN FUNDAMENTALS II	2

A student must complete the following requirements, the Essential Studies requirements, and Professional Education requirements.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

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	INTRO TO GRAPHIC DESIGN	3
ART 230	DESIGN FUNDAMENTALS II	2
ART 232	PAINTING I	3
ART 239	ELEMENTS OF ART	3
ART 223	BLACK AND WHITE PHOTOGRAPHY	3
or ART 323	CREATIVE PHOTOGRAPHY	
ART 250	ART FOR THE ELEMENTARY/MIDDLE SCHOOL TEACHER	3
ART 338	ART HISTORY I	3
ART 339	ART HISTORY II	3
ART 340	TWENTIETH CENTURY ART	3
ART 412	SENIOR THESIS	1

Electives

Select three of the following: 9

ART 322	GRAPHIC DESIGN I	
ART 325	PRINTMAKING II	
ART 331	MIXED MEDIA	
ART 332	PAINTING II	
ART 337	SCULPTURE II	
ART 343	DIGITAL PHOTOGRAPHY	
ART 428	CERAMICS II	
ART 437	CREATIVE CRAFTS II	

Total Credits 54

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 (p. 138)

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

- The Degree of Bachelor of Science with a Comprehensive Major in Health Sciences (p. 140)

- General Health Care Option
- Pre-Chiropractic Medicine Option
- Pre-Optometry Option
- Pre-Pharmacy Option
- Pre-Veterinary Medicine Option
- Radiologic Technology Option

- The Degree of Bachelor of Science in Education with a Subject Endorsement in Biology (Grades 7-12) (p. 137)

- Minor in Biology (p. 137)
- Minor in Human Biology (p. 137)
- Minor in Plant Sciences (p. 137)
- Minor in Organismal Biology (p. 137)

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,

- medical 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

- Medical 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 Medical 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 98 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.
- Radiography participants in “good standing” will be automatically admitted to UNMC’s School of Allied Health Professions when they complete the required two year program at CSC. The student will receive a Bachelor of Science degree in Radiation Science

Technology from UNMC upon successful completion of the four year 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 who will have completed approximately 60 credit hours, but no more than 80 credit hours toward their undergraduate program of study at the time of entry into the PHEAST program
- Students must complete and submit a projected plan of study along with their application documents
- If the 3 campus slots are not filled, students who have completed more than 80 credit hours at time of entry into PHEAST may be considered on a case-by-case basis for admission into the program
- Students are required to be in good academic standing and have a cumulative 3.2 grade point average

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.
- Complete his/her chosen course of study at his/her respective undergraduate institution.
- Successfully complete an undergraduate college level statistics course with a grade of B or higher. High school dual credit courses cannot be considered.
- Complete courses in a timely manner and must be prepared to enter the UNMC College of Public Health Master of Public Health (MPH) Program following successful completion of course of study at his/her respective undergraduate institution.
- Successfully complete the UNMC, online *CPH 500 Foundations of Public Health* course during the spring semester of student’s junior year. Special permission for taking the course following the student’s junior year requires written approval from respective PHEAST Advisor and the UNMC MPH Program Director.
- Earn a “C” or better in each course.
- Obtain a recommended score at or above the 40th percentile on the GRE.
- Complete a Bachelor’s degree from CSC.

BIOL 110 INTRO TO LABORATORY MEDICINE1 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.

BIOL 121 HUMAN BIOLOGY2 Credits

An introductory study of the structure and function of the human body. Not for Biology or Health Science majors and minors.

Essential Studies Outcome: ES6

Co-requisites: BIOL 121L

BIOL 121L HUMAN BIOLOGY LABORATORY1 Credit

Laboratory experience in the structure and function of the human body.

Essential Studies Outcome: ES6

Co-requisites: BIOL 121

BIOL 132 MEDICAL TERMINOLOGY2 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 SCIENCE2 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.

Essential Studies Outcome: ES6

Co-requisites: BIOL 136L

BIOL 136L BIOLOGICAL SCIENCE LAB1 Credit

Laboratory experience in biological study, including technology to explore and to gather scientific data.

Essential Studies Outcome: ES6

Co-requisites: BIOL 136

BIOL 138 GENERAL BIOLOGY: BOTANY3 Credits

A survey of flowering plants, focusing on anatomy, foundational cellular and organismal physiology, and classification. Plant importance to humans and role in climate moderation and responses to climate change will be introduced.

Essential Studies Outcome: ES6

Co-requisites: BIOL 138L

BIOL 138L GENERAL BIOLOGY: BOTANY LABORATORY1 Credit

Laboratory experience in flowering plants.

Essential Studies Outcome: ES6

Co-requisites: BIOL 138

BIOL 139 GENERAL BIOLOGY: ZOOLOGY3 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.

Essential Studies Outcome: ES6

Co-requisites: BIOL 139L

BIOL 139L GENERAL BIOLOGY: ZOOLOGY LABORATORY1 Credit

Laboratory experience in major animal group anatomy and phylogeny.

Essential Studies Outcome: ES6

Co-requisites: BIOL 139

BIOL 220 COMPARATIVE ANATOMY AND PHYSIOLOGY3 Credits

A systemic approach to vertebrate anatomy and physiology 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.

Prerequisites: 6 hours from AGRI, BIOL, CHEM, GEOS and/or PHYS

Co-requisites: BIOL 220L

BIOL 220L COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY1 Credit

Investigation of vertebrate anatomy and physiology through dissection of a variety of vertebrates and microscopic examination of selected histological preparations of tissues.

Co-requisites: BIOL 220

BIOL 225 CELLULAR BIOLOGY3 Credits

The form, functions, and physiology of eukaryotic cells, prokaryotic cells, viruses, and prions. This course assumes proficiency in freshman chemistry.

Cross-Listed: BIOL131/BIOL225

Essential Studies Outcome: ES6

BIOL 237 ENVIRONMENTAL SCIENCE3 Credits

Human interactions and impacts on the physical, chemical and biological components of the global ecosystem.

Essential Studies Outcome: ES6

BIOL 239 ANIMAL CLASSIFICATION3 Credits

The phylogenetic treatment of vertebrate and invertebrate animals, living and extinct.

Prerequisites: BIOL 138, 138L and 139, 139L

Co-requisites: BIOL 239L

BIOL 239L ANIMAL CLASSIFICATION LAB1 Credit

Laboratory experience in the phylogenetic relationships of animals.

Co-requisites: BIOL 239

BIOL 240 ANATOMY AND PHYSIOLOGY I3 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 body and the integument, skeletal, muscular, nervous systems. 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 health professional schools.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL139L and CHEM 131 and CHEM 131L or CHEM 140 and CHEM 140L

Co-requisites: BIOL 240L

BIOL 240L GROSS HUMAN ANATOMY LABORATORY1 Credit

Gross human anatomy laboratory uses donor bodies.

Co-requisites: BIOL 240

BIOL 241 MICROBIOLOGY3 Credits

Study of bacteria, molds, yeasts, algae, protozoa, viruses, and rickettsias.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, and BIOL 139L

Co-requisites: BIOL 241L

BIOL 241L MICROBIOLOGY LABORATORY1 Credit

Laboratory experience in techniques for microbe identification.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, and BIOL 139L

Co-requisites: BIOL 241

BIOL 242 ANATOMY AND PHYSIOLOGY II3 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 the 2 year health professional schools.

Prerequisites: BIOL 240 and BIOL 240L

Co-requisites: BIOL 242L

BIOL 242L HUMAN PHYSIOLOGY LABORATORY1 Credit

Laboratory experience in physiology of human systems, using technology and donor bodies.

Co-requisites: BIOL 242

BIOL 270 TOPICS IN BIOLOGY1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphasis for up to six hours credit.

BIOL 314 BIOTECHNOLOGY3 Credits

Hands-on procedures with lectures and readings to provide theoretical understanding and historical background of biotechnology work.

Cross-Listed: BIOL314/CHEM314

Prerequisites: BIOL 332 (can also be taken as Co-Requisite) and Sophomore or above status

BIOL 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

BIOL 323 BASIC HEMATOLOGY1 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.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, BIOL 240, BIOL 240L, BIOL 242, BIOL 242L, CHEM 231, CHEM 231L and Sophomore or above status

Co-requisites: BIOL 323L

BIOL 323L BASIC HEMATOLOGY LAB1 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.

Co-requisites: BIOL 323

BIOL 332 GENETICS3 Credits

Transmission of traits from generation to generation, including Mendelian, molecular, and population genetics.

Prerequisites: BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, and CHEM 132 and CHEM 132L or CHEM 140 and CHEM140L, and Sophomore or above status

BIOL 332L GENETICS LABORATORY1 Credit

Laboratory experience in inheritance, molecular genetic analysis, and genomic studies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 332

BIOL 336 GENERAL ECOLOGY2 Credits

The structure and function of nature with emphasis on biomes, ecosystems, communities, and populations.

Prerequisites: 6 hours from BIOL 138, BIOL 138L, BIOL 139, BIOL 139L, AGRI 141, AGRI 242 or AGRI 242L and Sophomore or above status

Co-requisites: BIOL 336L

BIOL 336L GENERAL ECOLOGY LAB1 Credit

Laboratory experience in describing and quantifying organismal populations.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 336

BIOL 337 ENVIRONMENTAL MANAGEMENT3 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.

Essential Studies Outcome: ES6

Prerequisites: 9 hours from AGRI, BIOL, CHEM and/or GEOS; sophomore or junior status

BIOL 340 HUMAN ANATOMY3 Credits

An advanced study of the microscopic and gross structure of the human body. This course will prepare the student for entry into BIOL 342. Donor bodies are used.

Prerequisites: BIOL 138, BIOL138L, BIOL 139, BIOL 139L, CHEM 132, CHEM 132L, and Sophomore or above status

Co-requisites: BIOL 340L

BIOL 340L GROSS HUMAN ANATOMY LABORATORY1 Credit

Gross human anatomy laboratory uses donor bodies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 340

BIOL 342 HUMAN PHYSIOLOGY3 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.

Prerequisites: BIOL 340, BIOL 340L and CHEM 140 and CHEM 140L or CHEM 132 and CHEM 132L, and Sophomore or above status

Co-requisites: BIOL 342L

BIOL 342L HUMAN PHYSIOLOGY LABORATORY1 Credit

Laboratory experience in physiology of human systems, using technology and donor bodies.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 342

BIOL 343 PARASITOLOGY2 Credits

Taxonomy, morphology, physiology, life history, and control of the parasitic protozoans, helminthes, and arthropods.

Prerequisites: BIOL 138, BIOL 138L and BIOL 139, BIOL 139L or BIOL 225 and Sophomore or above status

BIOL 343L PARASITOLOGY LAB1 Credit

Laboratory experience in identifying and understanding parasites of living systems.

Prerequisites: Sophomore or above status

Co-requisites: BIOL 343

BIOL 347 CRYPTOGAMIC BOTANY2 Credits

Phylogeny and ecology of bacteria, algae and fungi.

BIOL 347L CRYPTOGAMIC BOTANY LABORATORY1 Credit

Laboratory survey of bacteria, algae and fungi. Field trips required.

BIOL 350 FIELD BIOLOGY1-6 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.

Prerequisites: Sophomore or above status

BIOL 390 INTERNSHIP IN BIOLOGY1-12 Credits

Provides 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.

Add Consent: Department Consent

BIOL 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

BIOL 401 ORNITHOLOGY2 Credits

Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology, and identification with emphasis on local species.

Prerequisites: Junior or above status

Co-requisites: BIOL 401L

BIOL 401L ORNITHOLOGY LAB1 Credit

Laboratory and field experience in anatomy, behavior, and identification of birds.

Prerequisites: Junior or above status

Co-requisites: BIOL 401

BIOL 404 ANATOMY & PHYSIOLOGY MENTOR2 Credits

Students will assist BIOL 231L, Anatomy and Physiology Lab instructor in the preparation and delivery of laboratory instruction using anatomical specimens and conduct additional optional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: Junior or above status

Co-requisites: BIOL 422

Add Consent: Instructor Consent

BIOL 405 HUMAN ANATOMY MENTOR2 Credits

Students will assist BIOL 340L, Human Anatomy Lab instructor in the preparation and delivery of laboratory instruction using anatomical specimens and conduct additional optional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: Junior or above status

Co-requisites: BIOL 422

Add Consent: Instructor Consent

BIOL 406 HUMAN PHYSIOLOGY MENTOR2 Credits

Students will assist BIOL 342L, Human Physiology Lab instructor in the preparation and delivery of laboratory instruction using live physiologic experimentation and computer simulations and conduct additional occasional "open-lab" study sessions. Written permission of instructor is required.

Prerequisites: BIOL 422 and Junior or above status

Add Consent: Instructor Consent

BIOL 409 SENIOR BIOLOGY RESEARCH1-3 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.

Add Consent: Instructor Consent

BIOL 422 ADVANCED HUMAN ANATOMY1 Credit

The advanced study of human anatomy through human gross dissection, histological analysis and clinical anatomy of each system of the body. Written permission by the course instructor required.

Prerequisites: BIOL 340, BIOL 340L, BIOL 342, BIOL 342L with C or better and Junior or above status

Add Consent: Instructor Consent

BIOL 425 PLANT MORPHOLOGY2 Credits

Origin and structure of plant cell types and tissues along with a survey of the plant world illustrated by specific examples from both living and fossil plants.

BIOL 425L PLANT MORPHOLOGY LAB1 Credit

Laboratory experience.

BIOL 427 BIOLOGY OF POPULATIONS3 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, BIOL 332L, BIOL 336, BIOL 336L and Junior or above status

BIOL 429 AQUATIC MICROBIOLOGY3 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.

Prerequisites: Junior or above status

BIOL 430 IMMUNOLOGY3 Credits

Function of the human immune system including the structure and function of bone marrow, blood cells, and lymphatic tissue.

Prerequisites: BIOL 241, BIOL 241L, and Junior or above status

BIOL 431 ENTOMOLOGY2 Credits

Taxonomy, morphology, physiology, life history, behavior, ecology and economic importance of insects. Lecture, laboratory and field trips.

Essential Studies Outcome: ES6

BIOL 431L ENTOMOLOGY LAB1 Credit

Laboratory and field experience in insect morphology and taxonomy.

Essential Studies Outcome: ES6

BIOL 432 DEVELOPMENTAL BIOLOGY2 Credits

Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis, and organogenesis.

Prerequisites: BIOL 332 and Junior or above status

Co-requisites: BIOL 432L

BIOL 432L DEVELOPMENTAL BIOL LAB1 Credit

Laboratory experience in vertebrate embryology and morphological development.

Prerequisites: Junior or above status

Co-requisites: BIOL 432

BIOL 433 HUMAN BIOMECHANICS2 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.

Prerequisites: BIOL 342, BIOL 342L, PHYS 151, PHYS 151L, and Junior or above status

BIOL 433L HUMAN BIOMECHANICS LAB1 Credit

Laboratory experience in human movement. Technology and donor bodies will be used.

BIOL 435 MAMMALOLOGY2 Credits

Systematics, life history, physiology, and behavior of mammals. Field trips required.

Cross-Listed: AGRI445/BIOL435

Prerequisites: Junior or above status

Co-requisites: BIOL 435L

BIOL 435L MAMMALOLOGY LAB1 Credit

Laboratory experience in mammal structure and function.

Cross-Listed: AGRI445L/BIOL435L

Prerequisites: Junior or above status

Co-requisites: BIOL 435

BIOL 436A RESEARCH MICROSCOPY1 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 BIOL 436B.

Cross-Listed: BIOL436A/GEOS426A

BIOL 436B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. Recommend taking BIOL 436A.

Cross-Listed: BIOL436B/GEOS426B

BIOL 438 TAXONOMY OF PLANTS2 Credits

The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants. Field trips required.

Prerequisites: BIOL 138, BIOL 138L, and Junior or Senior status

Co-requisites: BIOL 438L

BIOL 438L TAXONOMY OF PLANTS LAB1 Credit

Laboratory experience in plant phylogeny and identification.

Prerequisites: Junior or above status

Co-requisites: BIOL 438

BIOL 439 PLANT PHYSIOLOGY2 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.

Prerequisites: BIOL 138 and BIOL 138L or AGRI 141 and CHEM 131 and CHEM 131L or CHEM 140 and CHEM 140L and Junior or above status

Co-requisites: 439L

BIOL 439L PLANT PHYSIOLOGY LAB1 Credit

Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry.

Prerequisites: Junior or above status

Co-requisites: BIOL 439

BIOL 440 TOPICS IN BIOLOGY1-3 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 hours of credit.

BIOL 443 TOPICS IN BIOLOGY1-3 Credits

Designed to meet the needs of different groups of people desiring knowledge in an area 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 hours of credit.

BIOL 444 LIMNOLOGY2 Credits

Biological, chemical and physical studies of inland surface waters. Field trips required.

BIOL 444L LIMNOLOGY LAB1 Credit

Laboratory and field experience in freshwater systems.

BIOL 446 REGIONAL FLORA3 Credits

The plants and plant communities of the region. Workshop format for majors and non-majors. Field trips required.

BIOL 447 PLANT PHYLOGENY1 Credit

The phylogenetic treatment of land plants, living and extinct.

BIOL 447L PLANT PHYLOGENY LABORATORY2 Credits

Survey of land plant groups, with emphasis on the taxonomy and ecology of bryophytes.

BIOL 448 ETHNOBOTANY2 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. Field trips required.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Co-requisites: BIOL 448L

BIOL 448L ETHNOBOTANY LABORATORY1 Credit

Laboratory experience in plant-human interactions.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Co-requisites: BIOL 448L

BIOL 449 MOLECULAR BIOLOGY OF THE CELL3 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, BIOL 332L, BIOL 241, BIOL 241L and CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Junior or above status

BIOL 449L MOLECULAR BIOL OF THE CELL LAB2 Credits

Project-based laboratory using a broad range of basic techniques. In addition to tools and approaches learned in BIOL/CHEM 412, students will learn cell culturing and DNA, RNA and protein analysis.

Prerequisites: BIOL 332, BIOL 332L, BIOL 241, BIOL 241L and CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Junior or above status

BIOL 450 FIELD LIMNOLOGY3 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.

BIOL 451 HUMAN DIMENSIONS OF WILDLIFE MANAGEMENT3 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.

Cross-Listed: AGRI451/BIOL451

BIOL 456 PATHOGENIC MICROBIOLOGY2 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.

Prerequisites: BIOL 241, BIOL 241L and Junior or above status

BIOL 456L PATHOGENIC MICROBIOLOGY LAB1 Credit

Laboratory experience in isolation and clinical identification of pathogenic microbes.

Prerequisites: Junior or above status

Co-requisites: BIOL 456

BIOL 458 EVOLUTION3 Credits

Study of the fundamental theory of evolution, including phylogeny and earth history, macro-evolutionary patterns, micro-evolutionary processes, and synthesis.

Prerequisites: BIOL 332 and Junior or above status

BIOL 499 BIOLOGY CAPSTONE3 Credits

Students will integrate information from their undergraduate biology program to select a topic, which must be approved by the biology faculty. Students will examine the scientific research supporting the thesis, the broad shift in ideas and knowledge relating to the topic and its interaction with society, and political and ethical considerations relating to the subject. Students will find appropriate primary research articles to support the thesis and will complete original research paper or literature review (senior thesis) on the topic, a public presentation, and a poster.

Essential Studies Outcome: ES12

Minor in Biology

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

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
Biology Electives 200 level or above ¹		6
Total Credits		21

¹ Students selecting this minor are strongly encouraged to seek counsel with biology faculty to determine appropriate electives. Where appropriate, BIOL 241 MICROBIOLOGY/BIOL 241L MICROBIOLOGY LABORATORY could fulfill a portion of the required electives.

Minor in Human Biology

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

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 240 & 240L	ANATOMY AND PHYSIOLOGY I and GROSS HUMAN ANATOMY LABORATORY	4
BIOL 242 & 242L	ANATOMY AND PHYSIOLOGY II and HUMAN PHYSIOLOGY LABORATORY	4
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
Total Credits		20

Minor in Organismal Biology

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

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
Select one of the following:		3
BIOL 343 & 343L	PARASITOLOGY and PARASITOLOGY LAB	
BIOL 431 & 431L	ENTOMOLOGY and ENTOMOLOGY LAB	
Select one of the following:		3-4
BIOL 444 & 444L	LIMNOLOGY and LIMNOLOGY LAB	
BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY	
BIOL 438 & 438L	TAXONOMY OF PLANTS and TAXONOMY OF PLANTS LAB	3

Total Credits 20-21

Minor in Plant Sciences

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

AGRI 245 & 245L	PRINCIPLES OF SOIL SCI and PRIN OF SOIL SCI LAB	4
AGRI 339 & 339L	RANGE PLANT IDENTIFICATION and RANGE PLANT IDENTIFICATION LAB	3
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
BIOL 438 & 438L	TAXONOMY OF PLANTS and TAXONOMY OF PLANTS LAB	3
BIOL 439 & 439L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	3

Total Credits 20

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

A student must complete the following program in addition to the Professional Education, and Essential Studies Program requirements. It is strongly recommended that students pursuing this endorsement complete MATH 138 APPLIED CALCULUS as the Essential Studies Outcome #4 requirement and GEOS 437 WORLD ENVIRONMENTAL ISSUES as the Essential Studies Outcome #9 requirements. Students should also consider BIOL 439 PLANT PHYSIOLOGY/BIOL 439L PLANT PHYSIOLOGY LAB, and BIOL 343 PARASITOLOGY/BIOL 343L PARASITOLOGY LAB or BIOL 456 PATHOGENIC MICROBIOLOGY/BIOL 456L PATHOGENIC MICROBIOLOGY LAB. A final grade of "C" or better must be attained in all endorsement

area courses. To obtain a departmental recommendation, the student must complete a minimum of 9 credit hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS.

Essential Studies (p. 111)

Professional Education Courses (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY	4
BIOL 241 & 241L	MICROBIOLOGY and MICROBIOLOGY LABORATORY	4
BIOL 314	BIOTECHNOLOGY	3
BIOL 320	SUPERVISED STUDY IN LAB AND FIELD METHODS	1-2
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
BIOL 499	BIOLOGY CAPSTONE	3
CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB ¹	4
CHEM 320	SUPERVISED STUDY IN LAB AND FIELD METHODS	1-2
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4
Total Credits		43-45

¹ CHEM 131 COLLEGE CHEMISTRY I/CHEM 131L COLLEGE CHEMISTRY I LAB and CHEM 132 COLLEGE CHEMISTRY II/CHEM 132L COLLEGE CHEMISTRY II LAB may be substituted. See Biology advisor.

Students interested in pursuing science education should also reference the Secondary Field Endorsement - Science, middle level specialization, and elementary science minor under Physical Sciences.

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 APPLIED CALCULUS or MATH 232 APPLIED STATISTICS 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).

Essential Studies (p. 111)

Core Requirements		
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
BIOL 241 & 241L	MICROBIOLOGY and MICROBIOLOGY LABORATORY	4
BIOL 499	BIOLOGY CAPSTONE	3
BIOL 458	EVOLUTION	3
Select one of the following options:		4-8
Option 1		
CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB ¹	
CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB ¹	
Option 2		
CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB ¹	
Select one of the following:		4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab ¹	
CHEM 433 & 433L	ENVIRONMENTAL CHEMISTRY and ENVIRONMENTAL CHEMISTRY LAB	
Select one of the following options:		55-61
Biological Resources (p. 138)		
General Biology (p. 139)		
Human Biology (p. 139)		
Molecular Biology (p. 139)		
Organismal Biology (p. 140)		
Total Credits		85-95

¹ Specified in options. Students should look at option requirements and career expectations/graduate program entrance requirements and discuss with faculty advisor whether CHEM 140 SURVEY OF CHEMISTRY/CHEM 140L SURVEY OF CHEMISTRY LAB or CHEM 131 COLLEGE CHEMISTRY I/CHEM 131L COLLEGE CHEMISTRY I LAB and CHEM 132 COLLEGE CHEMISTRY II/CHEM 132L COLLEGE CHEMISTRY II LAB is appropriate.

Biological Resources Option

Core Requirements ²		30-34
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
BIOL 337	ENVIRONMENTAL MANAGEMENT	3
BIOL 431 & 431L	ENTOMOLOGY and ENTOMOLOGY LAB	3
Select one of the following:		3-4
BIOL 435 & 435L	MAMMALOGY and MAMMALOGY LAB	

BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY	
BIOL 438 & 438L	TAXONOMY OF PLANTS and TAXONOMY OF PLANTS LAB	3
BIOL 444 & 444L	LIMNOLOGY and LIMNOLOGY LAB	3
BIOL 390 or BIOL 409	INTERNSHIP IN BIOLOGY SENIOR BIOLOGY RESEARCH	1
BIOL 439 & 439L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	3
Elective		
Select one of the following:		3-4
BIOL 347 & 347L	CRYPTOGAMIC BOTANY and CRYPTOGRAMIC BOTANY LABORATORY	
BIOL 239 & 239L	ANIMAL CLASSIFICATION and ANIMAL CLASSIFICATION LAB	
BIOL/CHEM 314	BIOTECHNOLOGY	
BIOL 401 & 401L	ORNITHOLOGY and ORNITHOLOGY LAB	
BIOL 427	BIOLOGY OF POPULATIONS	
BIOL 447 & 447L	PLANT PHYLOGENY and PLANT PHYLOGENY LABORATORY	
Total Credits		55-61

² should complete CHEM 140 SURVEY OF CHEMISTRY/CHEM 140L SURVEY OF CHEMISTRY LAB and CHEM 433 ENVIRONMENTAL CHEMISTRY/CHEM 433L ENVIRONMENTAL CHEMISTRY LAB

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

Core Requirements ³		30-34
Select one of the following:		3-4
BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY	
BIOL 435 & 435L	MAMMALOLOGY and MAMMALOLOGY LAB	
Select one of the following:		3
BIOL 347 & 347L	CRYPTOGAMIC BOTANY and CRYPTOGRAMIC BOTANY LABORATORY	
BIOL 447 & 447L	PLANT PHYLOGENY and PLANT PHYLOGENY LABORATORY	
BIOL 239 & 239L	ANIMAL CLASSIFICATION and ANIMAL CLASSIFICATION LAB	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
BIOL 432 & 432L	DEVELOPMENTAL BIOLOGY and DEVELOPMENTAL BIOL LAB	3
or BIOL 430	IMMUNOLOGY	
BIOL 449 or BIOL 314	MOLECULAR BIOLOGY OF THE CELL BIOTECHNOLOGY	3

CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
Upper Division Biology Elective		3
Total Credits		56-61

³ should complete CHEM 140 SURVEY OF CHEMISTRY/CHEM 140L SURVEY OF CHEMISTRY LAB

Human Biology Option

Core Requirements ⁴		30-34
BIOL 340 & 340L	HUMAN ANATOMY and GROSS HUMAN ANATOMY LABORATORY	4
BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	4
BIOL 432 & 432L	DEVELOPMENTAL BIOLOGY and DEVELOPMENTAL BIOL LAB	3
BIOL 449	MOLECULAR BIOLOGY OF THE CELL	3
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB ⁵	4
PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
Select two of the following:		6
BIOL 343 & 343L	PARASITOLOGY and PARASITOLOGY LAB	
BIOL 430	IMMUNOLOGY	
BIOL 433 & 433L	HUMAN BIOMECHANICS and HUMAN BIOMECHANICS LAB	
BIOL 456 & 456L	PATHOGENIC MICROBIOLOGY and PATHOGENIC MICROBIOLOGY LAB	
Total Credits		57-61

⁴ must complete CHEM 335 BIOCHEMISTRY/CHEM 335L Biochemistry Lab
should complete CHEM 131 COLLEGE CHEMISTRY I/CHEM 131L COLLEGE CHEMISTRY I LAB and CHEM 132 COLLEGE CHEMISTRY II/CHEM 132L COLLEGE CHEMISTRY II LAB

⁵ Student should look at career/professional program entrance requirements and discuss with faculty advisor whether CHEM 231 SURVEY OF ORGANIC CHEMISTRY/CHEM 231L SURVEY OF ORGANIC CHEMISTRY LAB or CHEM 333 Organic Chemistry I/CHEM 333L Organic Chemistry I Lab and CHEM 334 Organic Chemistry II/CHEM 334L Organic Chemistry II Lab is appropriate.

Molecular Biology Option

Core Requirements ⁶		30-34
BIOL 314	BIOTECHNOLOGY	3
BIOL 390 or BIOL 409	INTERNSHIP IN BIOLOGY SENIOR BIOLOGY RESEARCH	3
BIOL 432 & 432L	DEVELOPMENTAL BIOLOGY and DEVELOPMENTAL BIOL LAB	3
or BIOL 430	IMMUNOLOGY	
BIOL 436B	INTRODUCTION TO SCIENTIFIC RESEARCH	2
BIOL 449	MOLECULAR BIOLOGY OF THE CELL	3
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4

Biology Electives	5
Total Credits	57-61

⁶ CHEM 131 COLLEGE CHEMISTRY I/CHEM 131L COLLEGE CHEMISTRY I LAB and CHEM 132 COLLEGE CHEMISTRY II/CHEM 132L COLLEGE CHEMISTRY II LAB recommended

Organismal Biology Option

Core Requirements ⁷	30-34
AGRI 427 & 427L ANIMAL ANATOMY & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	4
BIOL 239 & 239L ANIMAL CLASSIFICATION and ANIMAL CLASSIFICATION LAB	4
Select one of the following:	3
BIOL 347 & 347L CRYPTOGRAMIC BOTANY and CRYPTOGRAMIC BOTANY LABORATORY	
BIOL 439 & 439L PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	
BIOL 447 & 447L PLANT PHYLOGENY and PLANT PHYLOGENY LABORATORY	
BIOL 336 & 336L GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
BIOL 337 ENVIRONMENTAL MANAGEMENT	3
Select one of the following:	3
BIOL 343 & 343L PARASITOLOGY and PARASITOLOGY LAB	
BIOL 431 & 431L ENTOMOLOGY and ENTOMOLOGY LAB	
BIOL 438 & 438L TAXONOMY OF PLANTS and TAXONOMY OF PLANTS LAB	3
BIOL 390 or BIOL 409 INTERNSHIP IN BIOLOGY SENIOR BIOLOGY RESEARCH	1
GEOS 322 INTRODUCTION TO GIS	3
Total Credits	57-61

⁷ CHEM 335 BIOCHEMISTRY/CHEM 335L Biochemistry Lab recommended

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 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.
3. 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. Transfer students with an Associate's Degree can petition the Health Professions Advisory Board to waive the essential studies course requirements. The application can be obtained from the Health Professions Director.

Essential Studies (p. 111)

Core Requirements		
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
Select one of the following:		4
BIOL 340 & 340L	HUMAN ANATOMY and GROSS HUMAN ANATOMY LABORATORY ¹	
BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY ¹	
BIOL 240 & 240L	ANATOMY AND PHYSIOLOGY I and GROSS HUMAN ANATOMY LABORATORY ¹	
BIOL 499	BIOLOGY CAPSTONE	3
Select one of the following options:		4-8
Option 1		
CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB ^{2,3}	

CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB ^{2,3}	
Option 2		
CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB ^{2,3}	
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB ^{3,4}	4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab ^{3,4}	4
Select one of the following options:		54-58
General Health Care (p. 141)		
Pre-Chiropractic Medicine (p. 141)		
Pre-Optometry (p. 142)		
Pre-Pharmacy (p. 142)		
Pre-Veterinary Medicine (p. 143)		
Radiologic Technology (p. 143)		
Total Credits		81-89

¹ Pre-chiropractic medicine, pre-optometry, and pre-pharmacy must take BIOL 340 HUMAN ANATOMY/BIOL 340L GROSS HUMAN ANATOMY LABORATORY. Radiologic Technology must take BIOL 240 ANATOMY AND PHYSIOLOGY I/BIOL 240L GROSS HUMAN ANATOMY LABORATORY or BIOL 340 HUMAN ANATOMY/BIOL 340L GROSS HUMAN ANATOMY LABORATORY. Students will select the course as needed to complete the option requirements.

² General health care, may replace the courses listed with CHEM 140 SURVEY OF CHEMISTRY/CHEM 140L SURVEY OF CHEMISTRY LAB. Discuss this with your academic advisor to determine if the substitution is correct for the professional program you plan to attend.

³ Pre-chiropractic medicine and pre-pharmacy must replace the courses listed with CHEM 333 Organic Chemistry I/CHEM 333L Organic Chemistry I Lab and CHEM 334 Organic Chemistry II/CHEM 334L Organic Chemistry II Lab. Pre-veterinary medicine students should check with their prospective professional schools, as many schools (i.e. Iowa State University) require CHEM 333 Organic Chemistry I/CHEM 333L Organic Chemistry I Lab and CHEM 334 Organic Chemistry II/CHEM 334L Organic Chemistry II Lab in place of CHEM 231 SURVEY OF ORGANIC CHEMISTRY/CHEM 231L SURVEY OF ORGANIC CHEMISTRY LAB.

⁴ Radiologic Technology students must take PHYS 151 COLLEGE PHYSICS I/PHYS 151L COLLEGE PHYSICS I LAB and PHYS 152 COLLEGE PHYSICS II/PHYS 152L COLLEGE PHYS II LAB to replace CHEM 231 SURVEY OF ORGANIC CHEMISTRY/CHEM 231L SURVEY OF ORGANIC CHEMISTRY LAB and CHEM 335 BIOCHEMISTRY/CHEM 335L Biochemistry Lab.

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 29-33 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.

Core Requirements	27-31
Program Electives (see above paragraph)	29-33
Other Prerequisite Courses ⁵	
ENG 136 TOPICS IN WRITING or ENG 137 TECHNICAL WRITING	3
PSYC 131 INTRODUCTION TO PSYCHOLOGY	3
Total Credits	62-70

⁵ 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.

Essential Studies Courses

Outcome 1	
FYI 169 FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits	6
Outcome 2	
ENG 135 RHETORIC AND WRITING	3
Outcome 3	
Select one course	3
Outcome 4	
MATH 232 APPLIED STATISTICS	3
Outcome 6 (Covered in the core)	
Outcome 7	
Select one course	3
Outcome 8	
Select one course	3
Outcome 10 or 11	
Select one course	3
Total Credits	24

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

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 ⁶

Core Requirements	31
ENG 136 TOPICS IN WRITING or ENG 137 TECHNICAL WRITING	3
PHYS 151 COLLEGE PHYSICS I & 151L and COLLEGE PHYSICS I LAB	4
PHYS 152 COLLEGE PHYSICS II & 152L and COLLEGE PHYS II LAB	4
MATH 135 PRE-CALCULUS MATHEMATICS	3

PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	4
PSYC 435	THEORIES OF PERSONALITY	3
Electives		7
Total Credits		66

⁶ 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.

Essential Studies Courses

Outcome 1		
FYI 169	FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits		6
Outcome 2		
ENG 135	RHETORIC AND WRITING	3
Outcome 3		
CA 125	FUNDAMENTALS OF ORAL COMMUNICATION	3
Outcome 4		
MATH 232	APPLIED STATISTICS	3
Outcome 6 (Covered in the core)		
Outcome 7		
Select one course		3
Outcome 8		
Select one course		3
Outcome 10 or 11		
Select one course		3
Total Credits		24

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

Pre-Optometry Option

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

Professional Program Prerequisites ⁷

Core Requirements			31
ENG 136 or ENG 137	TOPICS IN WRITING TECHNICAL WRITING	3	
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4	
PHYS 152 & 152L	COLLEGE PHYSICS II and COLLEGE PHYS II LAB	4	
MATH 151	CALCULUS I	5	
PSYC 131	INTRODUCTION TO PSYCHOLOGY	3	
BIOL 241 & 241L	MICROBIOLOGY and MICROBIOLOGY LABORATORY	4	

BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	4
PSYC 435	THEORIES OF PERSONALITY	3
Math/Social Science Electives		5
Total Credits		66

⁷ 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.

Essential Studies Courses

Outcome 1		
FYI 169	FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits		6
Outcome 2		
ENG 135	RHETORIC AND WRITING	3
Outcome 3		
Select one course		3
Outcome 4		
MATH 232	APPLIED STATISTICS	3
Outcome 6 (Covered in the core)		
Outcome 7		
Select one course		3
Outcome 8		
Select one course		3
Outcome 10 or 11		
Select one course		3
Total Credits		24

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

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 ⁸

Core Requirements			31
ENG 136 or ENG 137	TOPICS IN WRITING TECHNICAL WRITING	3	
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4	
PHYS 152 & 152L	COLLEGE PHYSICS II and COLLEGE PHYS II LAB	4	
MATH 151	CALCULUS I	5	
PSYC 131	INTRODUCTION TO PSYCHOLOGY	3	
ECON 231	MACROECONOMICS	3	
ACTG 241	ACCOUNTING PRINCIPLES I	3	
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4	
CHEM 341 & 341L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	4	

BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	4
BIOL 449	MOLECULAR BIOLOGY OF THE CELL	3
PSYC 435	THEORIES OF PERSONALITY	3
Total Credits		74

⁸ 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.

Essential Studies Courses

Outcome 1

FYI 169	FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits		6

Outcome 2

ENG 135	RHETORIC AND WRITING	3
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Outcome 3

CA 125	FUNDAMENTALS OF ORAL COMMUNICATION	3
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Outcome 4

MATH 232	APPLIED STATISTICS	3
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Outcome 6 (Covered in the core)

Outcome 7

Select one course		3
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Outcome 8

Select one course		3
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Outcome 10 or 11

Select one course		3
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Total Credits		24
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- Minimum course credits through CSC - 98 credits
- One year of a professional program in Pharmacy – Upper Division/ Graduate Course Credits - 30 credits
- Minimum total - 128 credits

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 Prerequisites⁹

Core Requirements		31
AGRI 132	INTRODUCTION TO ANIMAL SCIENCE	3
ENG 136	TOPICS IN WRITING	3
or ENG 137	TECHNICAL WRITING	
AGRI 234	PRINCIPLES OF ANIMAL NUTRITION	3
AGRI 337	APPLIED ANIMAL NUTRITION	3
AGRI 427 & 427L	ANIMAL ANATOMY & PHYSIOLOGY and ANIMAL ANATOMY & PHYSIOLOGY LAB	4
BIOL 431 & 431L	ENTOMOLOGY and ENTOMOLOGY LAB	3

AGRI 447	ANIMAL BREEDING AND GENETICS	3
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
BIOL 241 & 241L	MICROBIOLOGY and MICROBIOLOGY LABORATORY	4
BIOL 432 & 432L	DEVELOPMENTAL BIOLOGY and DEVELOPMENTAL BIOL LAB	3
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4
Total Credits		68

⁹ 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.

Essential Studies Courses

Outcome 1

FYI 169	FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits		6

Outcome 2

ENG 135	RHETORIC AND WRITING	3
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Outcome 3

Select one CA course		3
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Outcome 4

MATH 135	PRE-CALCULUS MATHEMATICS	3
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Outcome 6 (Covered in the core)

Outcome 7

Select one course		3
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Outcome 8

Select one course		3
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Outcome 10 or 11

Select one course		3
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Total Credits		24
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- Minimum course credits through CSC - 92 credits
- One year at an accredited Veterinary School - 30 credits
- Minimum total - 120 credits

Radiologic Technology Option¹⁰

Core Requirements		27
Select one of the following:		4
BIOL 242 & 242L	ANATOMY AND PHYSIOLOGY II and HUMAN PHYSIOLOGY LABORATORY	
BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	
ENG 136 or ENG 137	TOPICS IN WRITING TECHNICAL WRITING	3
BIOL 132	MEDICAL TERMINOLOGY	2
MATH 232	APPLIED STATISTICS	3
PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
BIS 200	INTRODUCTION TO COMPUTER APPLICATIONS	3
Total Credits		45

¹⁰ 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.

Essential Studies Courses

Outcome 1		
FYI 169	FIRST-YEAR INQUIRY	
Select one 6 course credit or two 3 course credits		6
Outcome 2		
ENG 135	RHETORIC AND WRITING	3
Outcome 3		
Select one CA course		3
Outcome 4		
MATH 135	PRE-CALCULUS MATHEMATICS	3
Outcome 6 (Covered in the core)		
Outcome 7		
Select one humanities course		3
Outcome 8		
Select one course		3
Outcome 10 or 11		
Select one course		3
Total Credits		24

- Minimum course credits through CSC - 69 credits
- Two years at an accredited Radiological Technologist Program - 51 credits
- Minimum total - 120 credits

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 program's capstone course (MGMT 434 STRATEGIC MANAGEMENT).

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.

Majors

- The Degree of Bachelor of Arts with a Subject Major in General Business (p. 150)
- The Degree of Bachelor of Arts with a Comprehensive Major in Business Administration (p. 149)
 - Accounting
 - Agribusiness
- The Degree of Bachelor of Science in Education with a Field Endorsement in Business, Marketing, and Information Technology Education (Grades 6-12) (p. 151)
- The Degree of Bachelor of Science in Education with a Subject Endorsement in Basic Business Education (Grades 6-12) (p. 151)
- The Degree of Bachelor of Science in Education with a Middle Level Education in Business, Marketing & Information Technology Education (Grades 5-9) (p. 150)
- Work-based Learning (Grades 9-12) Supplemental Endorsement (p. 148)

Minors

- Agribusiness – Business (p. 148)
- Business (p. 148)
- Business Information Systems (p. 148)
- Finance (p. 148)
- Marketing/Entrepreneurship (p. 148)

Accounting

ACTG 160 TOPICS IN ACCOUNTING1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

ACTG 241 ACCOUNTING PRINCIPLES I3 Credits

Introduction to financial accounting principles and 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 II3 Credits

Introduction to managerial accounting principles and the communication of financial information to internal users. Emphasis on budgeting, planning, management decision making, cost behavior, cost control and product cost accumulation.

Prerequisites: ACTG 241

ACTG 332 ACCOUNTING INFORMATION SYSTEMS3 Credits

Focuses on the collecting, processing and communication of financial information in an organization to both internal & external users. An entity's processing cycles are studied.

Prerequisites: Sophomore or above status

ACTG 337 COST MANAGEMENT ACCOUNTING3 Credits

Cost accounting and managerial accounting concepts and procedures are applied to the management decision making process. Topics included are: activity-based costing, job-order costing and process costing.

Prerequisites: Sophomore or above status

ACTG 341 INTERMEDIATE ACCOUNTING I3 Credits

Investigates theoretical accounting concepts relating to financial statement preparation and an indepth study of accounting concepts related to assets.

Prerequisites: ACTG 242 and sophomore or above status

ACTG 342 INTERMEDIATE ACCOUNTING II3 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, ACTG 242 and sophomore or above status

ACTG 430 PERSONAL INCOME TAX3 Credits

Concepts and principles of federal income tax applied to individual taxpayers. Application of ethical and public policy considerations to taxation. Analytical framework to access how taxes effect economic decisions.

Essential Studies Outcome: ES9

Prerequisites: Junior or above status

ACTG 431 CORPORATE/FIDUCIARY TAX3 Credits

Basic principles of federal income taxation for partnerships, corporations, and fiduciaries. Tax preparation software packages may be included.

Prerequisites: ACTG 430 and Junior or above status

ACTG 433 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING3 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.

Prerequisites: ACTG 242 and Junior or above status

ACTG 437 ADVANCED COST MANAGEMENT ACCOUNTING3 Credits

Advanced cost accounting and managerial accounting concepts and procedures are applied to the management decision making process. Topics included are: capital investment decisions, budgeting, standard costing, and transfer pricing.

Prerequisites: Junior or above status

ACTG 438 AUDITING3 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, ACTG 242, ACTG 341 and Junior or above status

ACTG 443 ADVANCED FINANCIAL ACCOUNTING3 Credits

Accounting theory and problems dealing with corporate combinations and consolidations and other specialized financial accounting topics.

Prerequisites: Junior or above status

ACTG 460 TOPICS IN ACCOUNTING1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in accounting.

Prerequisites: Junior or above status

Business Administration

BA 160 TOPICS IN BUSINESS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

BA 241 QUANTITATIVE METHODS3 Credits

Business and economic concepts, techniques, models, analysis, and applications with emphasis on quantitative measurements for resource utilization, production, processing, marketing and management.

Prerequisites: MATH 138, MATH 142 or MATH 151

BA 331 BUSINESS COMMUNICATIONS3 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.

Essential Studies Outcome: ES3

Prerequisites: Sophomore or above status

BA 336 BUSINESS/ECON STATISTICS3 Credits

Statistical analysis of business and economic data used in business and how this analysis aids in making sound business decisions.

Prerequisites: Sophomore or above status

BA 337 BUSINESS LAW3 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.

Prerequisites: Sophomore or above status

BA 390 INTERNSHIP IN BUSINESS1-12 Credits

Provides practical work experience in business. 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.

Add Consent: Department Consent

BA 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Research in an area of special interest or need. The topic and the amount of work required are determined by the number of credit hours. Permission of Instructor, Department Chair and Dean are required prior to registration.

Add Consent: Instructor Consent

BA 431 PROFESSIONAL ETHICS3 Credits

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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

BA 432 LEGAL ASPECTS OF BUS OWNERSHIP3 Credits

Business law covering negotiable commercial paper, debtor-creditor relations and risk management, agency and employment, business organizations and real property and estates.

BA 460 TOPICS IN BUSINESS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.

Economics

ECON 130 SURVEY OF ECONOMICS3 Credits

Basic microeconomic 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.

Essential Studies Outcome: ES10

ECON 160 TOPICS IN ECONOMICS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

ECON 231 MACROECONOMICS3 Credits

Economy in the aggregate including gross domestic product and its components, employment, inflation, business fluctuations, economic growth, monetary policy, fiscal policy, budget deficit and public debt with primary application to the United States economy.

ECON 232 MICROECONOMICS3 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 AND AGRIBUSINESS3 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.

Cross-Listed: AGRI330/ECON334

Prerequisites: ECON 232 and Sophomore or above status

ECON 423 AGRICULTURAL POLICY3 Credits

An examination of USDA agricultural, fiber, conservational, and rural economic policies studies from domestic and international perspectives. Examination of public policy in the economic framework used to assess and improve competitive structure, operation, and performance of U.S. and international food and agriculture. Farm, international trade, rural economic development, resource/environmental, technology, food marketing and consumer policies are analyzed. Major economics courses will be beneficial.

Cross-Listed: AGRI423/ECON423

Prerequisites: Junior or above status

ECON 434 NATIONAL AGRICULTURAL POLICY3 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: MATH 138 or MATH 142 and Sophomore or above status

ECON 460 TOPICS IN ECONOMICS1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

Finance

FIN 160 TOPICS IN FINANCE1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

FIN 239 PERSONAL FINANCE3 Credits

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.

FIN 242 REAL ESTATE PRINCIPLES3 Credits

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.

FIN 330 PRINCIPLES OF FINANCE3 Credits

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: ACTG 241 and ECON 232

FIN 331 FINANCIAL MARKETS & INSTITUTIONS3 Credits

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: FIN 330, department's mathematics requirement, and Sophomore or above status

FIN 332 INTERNATIONAL FINANCE AND ECONOMICS3 Credits

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.

Prerequisites: Sophomore or above status

FIN 333 INTERNATIONAL FINANCE & ECONOMICS3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

FIN 338 REAL ESTATE INVESTMENTS & INSURANCE3 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.

Prerequisites: Sophomore or above status

FIN 432 FINANCIAL MANAGEMENT3 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.

Prerequisites: BA 336, FIN 330, and Junior or above status

FIN 439 INVESTMENT ANALYSIS3 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: FIN 330 and Junior or above status

FIN 460 TOPICS IN FINANCE1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

Management

MGMT 160 TOPICS IN MANAGEMENT1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

MGMT 230 PRINCIPLES OF MANAGEMENT3 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 BEHAVIOR3 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.

Prerequisites: MGMT 230 and Junior or above status

MGMT 430 HUMAN RESOURCE MANAGEMENT3 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.

Prerequisites: MGMT 230 and Junior or above status

MGMT 432 PRODUCTION AND OPERATIONS MANAGEMENT3 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, BA 336, MGMT 230, and Junior or above status

MGMT 434 STRATEGIC MANAGEMENT3 Credits

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.

Essential Studies Outcome: ES12

Prerequisites: ACTG 241, ACTG 242, BA 336, BA 337, BIS 130, BIS 332, ECON 231, ECON 232, FIN 330, MGMT 230, MKTG 231, and Senior status

MGMT 460 TOPICS IN MANAGEMENT1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

Prerequisites: Junior or above status

Marketing

MKTG 160 TOPICS IN MKTG/ENTREPRENEURSHIP1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.

MKTG 231 PRINCIPLES OF MARKETING3 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 objectives.

MKTG 331 SALES TECHNIQUES3 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.

Prerequisites: Sophomore or above status

MKTG 334 ENTRE-IMAGINATION & OPPORTUNIT3 Credits

Explores the creative process and help students identify their own creative problem-solving styles. Students will have to develop innovative solutions centered around 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.

Prerequisites: Sophomore or above status

MKTG 335 ENTREPRENEURSHIP - BUSINESS START-UP3 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.

Prerequisites: MKTG 231 (can also be taken as a co-requisite) and Sophomore or above status

MKTG 336 ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING3 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.

Prerequisites: MKTG 231 and Sophomore or above status

MKTG 338 BUYER BEHAVIOR3 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.

Prerequisites: MKTG 231 and Sophomore or above status

MKTG 435 BUSINESS AND MARKETING STRATEGY3 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: MGMT 230, MKTG 231, and Senior status

MKTG 439 BUSINESS AND MARKETING RESEARCH3 Credits

Examines marketing research information for management decision making. Provides an understanding of marketing research. Examines alternative research strengths and weaknesses.

Prerequisites: BA 336, MKTG 231, and Junior or above status

MKTG 460 TOPICS IN MARKETING/ENTREPRENEURSHIP1-3 Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.

Prerequisites: Junior or above status

Agribusiness – Business Minor

ACTG 241	ACCOUNTING PRINCIPLES I	3
AGRI 221	FARM AND RANCH MANAGEMENT	3
AGRI 329	AGRICULTURAL MARKETING	3
or AGRI 423	AGRICULTURAL POLICY	
BA 337	BUSINESS LAW	3
BIS 332	DECISION SUPPORT FOR MANAGERS	3
FIN 242	REAL ESTATE PRINCIPLES	3
FIN 333	INTERNATIONAL FINANCE & ECONOMICS	3
Total Credits		21

Business Information Systems Minor

BIS 230	WEB PAGE DEVELOPMENT	3
BIS 235	BUSINESS PROGRAMMING	3
BIS 330	INFORMATION SYSTEMS	3
BIS 331	DATABASE MANAGEMENT	3
BIS 332	DECISION SUPPORT FOR MANAGERS	3
BIS 337	E-COMMERCE	3
BIS 431	SYSTEM ANALYSIS AND DESIGN	3
Total Credits		21

Business Minor

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
Total Credits		21

Finance Minor

ACTG 241	ACCOUNTING PRINCIPLES I	3
BA 336	BUSINESS/ECON STATISTICS	3
ECON 130	SURVEY OF ECONOMICS	3
FIN 239	PERSONAL FINANCE	3
FIN 330	PRINCIPLES OF FINANCE	3
FIN 331	FINANCIAL MARKETS & INSTITUTIONS	3
FIN 432	FINANCIAL MANAGEMENT	3
Total Credits		21

Recommended Courses: In order to enhance employment and graduate school opportunities, the following electives are recommended:

BA 241	QUANTITATIVE METHODS	3
FIN 242	REAL ESTATE PRINCIPLES	3
FIN 439	INVESTMENT ANALYSIS	3

Marketing/Entrepreneurship Minor

BA 336	BUSINESS/ECON STATISTICS	3
MKTG 231	PRINCIPLES OF MARKETING	3
MKTG 331	SALES TECHNIQUES	3
or MKTG 334	ENTRE-IMAGINATION & OPPORTUNIT	
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
MKTG 336	ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	3
MKTG 338	BUYER BEHAVIOR	3
MKTG 439	BUSINESS AND MARKETING RESEARCH	3
Total Credits		21

Supplemental Endorsement to Teach Work-based Learning (Grades 9-12)

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

Select one of the following:		3
CTE 431/531	INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE	
CTE 434/534	PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION	
CTE 438/538	COORDINATION TECHNIQUES/WORK BASED LEARNING	3

Select one of the following:		6
CTE 390	INTERNSHIP IN CTE (300 hours of supervised work experience or 1000 verified hours of volunteer, internship, or paid work experience)	

CTE 690	INTERNSHIP (300 hours of supervised work experience or 1000 verified hours of volunteer, internship, or paid work experience)	
Total Credits		12

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

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 the following prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 BUSINESS COMMUNICATIONS (or equivalent)¹:

MATH 138	APPLIED CALCULUS	3
MATH 142	COLLEGE ALGEBRA	4
MATH 151	CALCULUS I (or equivalent)	5

These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

¹ ENG 137 TECHNICAL WRITING is recommended prior to advance coursework.

Essential Studies (p. 111)		
Core Requirements		
ACTG 241	ACCOUNTING PRINCIPLES I	3
ACTG 242	ACCOUNTING PRINCIPLES II	3
BA 336	BUSINESS/ECON 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
Select one of the following options:		21
Accounting (p. 149)		
Agribusiness (p. 150)		
Business Information Systems (p. 150)		
Finance (p. 150)		
Management (p. 150)		
Marketing (p.)		
Total Credits		57

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

Accounting Option

ACTG 332	ACCOUNTING INFORMATION SYSTEMS	3
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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
Total Credits		21

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

Essential Studies (p. 111)		
Accounting Option & Core Requirements (p. 149)		57
ACTG 433	GOVERNMENTAL AND 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 BUS OWNERSHIP	3
Electives		36
Total Credits		111

Accounting Option: Certified Public Accountant Path (with MBA)

Essential Studies (p. 111)		
Accounting Option & Core Requirements (p. 149)		57
Select one of the following:		
ACTG 433	GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING	3
ACTG 437	ADVANCED COST MANAGEMENT ACCOUNTING	
ACTG 443	ADVANCED FINANCIAL ACCOUNTING	
BA 241	QUANTITATIVE METHODS	3
BA 431	PROFESSIONAL ETHICS	3
BA 432	LEGAL ASPECTS OF BUS OWNERSHIP	3
Undergraduate Electives		12
MBA Required Courses		27
Select two MBA Professional Courses:		
ACTG 533	GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING	
ACTG 537	ADVANCED COST MANAGEMENT ACCOUNTING	
ACTG 543	ADVANCED FINANCIAL ACCOUNTING	
MBA Professional Course (elective)		3
Total Credits		117

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

ACTG 337	COST MANAGEMENT ACCOUNTING	3
ECON 334	AGRICULTURAL ECONOMICS AND AGRIBUSINESS	3
AGRI 221	FARM AND RANCH MANAGEMENT	3
or AGRI 423	AGRICULTURAL POLICY	
BA 432	LEGAL ASPECTS OF BUS OWNERSHIP	3
FIN 242	REAL ESTATE PRINCIPLES	3
FIN 432	FINANCIAL MANAGEMENT	3
MGMT 432	PRODUCTION AND OPERATIONS MANAGEMENT	3
Total Credits		21

Business Information Systems Option

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	SYSTEM ANALYSIS AND DESIGN	3
Total Credits		21

Finance Option

BA 241	QUANTITATIVE METHODS	3
or ACTG 337	COST MANAGEMENT ACCOUNTING	
FIN 239	PERSONAL FINANCE	3
FIN 242	REAL ESTATE PRINCIPLES	3
FIN 331	FINANCIAL MARKETS & INSTITUTIONS	3
FIN 333	INTERNATIONAL FINANCE & ECONOMICS	3
FIN 432	FINANCIAL MANAGEMENT	3
FIN 439	INVESTMENT ANALYSIS	3
Total Credits		21

Management Option

BA 241	QUANTITATIVE METHODS	3
or ACTG 337	COST MANAGEMENT ACCOUNTING	
BA 432	LEGAL ASPECTS OF BUS OWNERSHIP	3
FIN 432	FINANCIAL MANAGEMENT	3
MGMT 330	ORGANIZATIONAL THEORY AND BEHAVIOR	3
MGMT 430	HUMAN RESOURCE MANAGEMENT	3
MGMT 432	PRODUCTION AND OPERATIONS MANAGEMENT	3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
Total Credits		21

Marketing/Entrepreneurship Option

MKTG 331	SALES TECHNIQUES	3
MKTG 334	ENTRE-IMAGINATION & OPPORTUNIT	3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	3
MKTG 336	ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	3
MKTG 338	BUYER BEHAVIOR	3
MKTG 435	BUSINESS AND MARKETING STRATEGY	3

MKTG 439	BUSINESS AND MARKETING RESEARCH	3
Total Credits		21

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 the following prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 BUSINESS COMMUNICATIONS (or equivalent)¹:

Select one of the following:		3-5
MATH 138	APPLIED CALCULUS	
MATH 142	COLLEGE ALGEBRA	
MATH 151	CALCULUS I (or equivalent)	

These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

¹ ENG 137 TECHNICAL WRITING is recommended prior to advance coursework.

Essential Studies (p. 111)

ACTG 241	ACCOUNTING PRINCIPLES I	3
ACTG 242	ACCOUNTING PRINCIPLES II	3
BA 336	BUSINESS/ECON 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
Total Credits		36

The Degree of Bachelor of Science in Education in Business, Marketing & Information Technology Education (Grades 5-9)

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

Essential Studies (p. 111)

Professional Education and Middle Level Requirements (http://catalog.csc.edu/middle-level-education)		
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
MGMT 230	PRINCIPLES OF MANAGEMENT	3
MKTG 231	PRINCIPLES OF MARKETING	3
Total Credits		24

The Degree of Bachelor of Science in Education with a Field Endorsement in Business, Marketing, and Information Technology Education (Grades 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 the following prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 BUSINESS COMMUNICATIONS (or equivalent)¹.

MATH 138	APPLIED CALCULUS	3
MATH 142	COLLEGE ALGEBRA	4
MATH 151	CALCULUS I (or equivalent)	5

These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

¹ ENG 137 TECHNICAL WRITING is recommended prior to advance coursework.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

ACTG 241	ACCOUNTING PRINCIPLES I	3
ACTG 242	ACCOUNTING PRINCIPLES II	3
BA 336	BUSINESS/ECON 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
CTE 434	PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION	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 & ADVERTISING	3
MKTG 338	BUYER BEHAVIOR	3
Total Credits		54

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

- 1000 verified hours of volunteer, internship, or paid work experience; or
- at least 300 hours of supervised work experience under the direction of the college recommending the endorsement (BA 390 INTERNSHIP IN BUSINESS).

See Supplemental Endorsement for Work-based Learning page (<http://catalog.csc.edu/undergraduate/programs/business/bsed-field-endorsement-business-marketing-information-technology-education-6-12/m/undergraduate/programs/business/supplemental-endorsement-to-teach-cooperative-education-diversified-occupations-9-12>).

The Degree of Bachelor of Science in Education with a Subject Endorsement in Basic Business Education (Grades 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 the following prior to taking advanced (300-400) Finance, Economics and Management courses and BA 331 BUSINESS COMMUNICATIONS (or equivalent)¹.

MATH 138	APPLIED CALCULUS	3
MATH 142	COLLEGE ALGEBRA	4
MATH 151	CALCULUS I (or equivalent)	5

These two requirements may also fulfill the Essential Studies requirements in Mathematics and Communication.

¹ ENG 137 TECHNICAL WRITING is recommended prior to advance coursework.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

ACTG 241	ACCOUNTING PRINCIPLES I	3
ACTG 242	ACCOUNTING PRINCIPLES II	3
BA 336	BUSINESS/ECON 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
Total Credits		36

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.

CTE 390 INTERNSHIP IN CTE1-12 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.

Add Consent: Department Consent

CTE 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

The problem selected and the amount of work in its solution determine the number of hours credit. May be repeated for up to six hours credit.

Add Consent: Department Consent

CTE 431 INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE3 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.

Prerequisites: Junior or above status

CTE 434 PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION3 Credits

The principles, philosophy, and history of career and technical education are presented in this course.

Prerequisites: Junior or above status

CTE 435 ADULT EDUCATION3 Credits

Study of the adult learner, adult learning theory, and the adult programming.

Prerequisites: Junior or above status

CTE 437 OCCUPATIONAL ANALYSIS3 Credits

Study of the standard occupational analysis systems and practice in applying these systems to occupations and activities for determining content in curriculum development.

Prerequisites: Junior or above status

CTE 438 COORDINATION TECHNIQUES/WORK BASED LEARNING3 Credits

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.

Prerequisites: Junior or above status

CTE 440 TOPICS IN CAREER & TECH EDUC1-6 Credits

Contemporary topics within career and technical education.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CTE 441 IMPROVEMENT OF INSTRUCTION3 Credits

Study of curriculum development, instructional models, integration of academic and occupational programs, and utilization of technologies in instruction.

Prerequisites: Junior or above status

CTE 452 PROGRAM DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT3 Credits

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.

Prerequisites: Junior or above status

Communication Arts

Mission

The Communication Arts comprehensive curriculum prepares students for professional careers or graduate school in one of the three major areas of student interest:

- Interpersonal Communication
- Journalism
- Public Relations

Student Learning Outcomes

1. Learn to gather, evaluate, and synthesize materials in the following contexts:
 - Interpersonal Communication
 - Public Address
 - Group/Team Communication
 - Mass Communication
 2. 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 (p. 155)

- Interpersonal Communication Option
- Journalism Option
- Public Relations Option

- Interpersonal Communication (p. 154)
- Journalism (p. 155)
- Public Relations (p. 155)

CA 125 FUNDAMENTALS OF ORAL COMMUNICATION3 Credits

Develops understanding and skills necessary for effective oral communication. Activities will include public speaking, group discussion, interviewing, and interpersonal communication.

Essential Studies Outcome: ES3

CA 130 INTERPERSONAL COMMUNICATION3 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.

Essential Studies Outcome: ES3

CA 133 MEDIA WRITING3 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 & PERFORMANCE STUDIES3 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 every-day communication.

Essential Studies Outcome: ES5

CA 160 TOPICS IN COMMUNICATION1-3 Credits

Special Topics in Communications. May be repeated with a change in emphasis.

CA 225 COMMUNICATING IN GROUPS AND TEAMS3 Credits

Theory and practice of group and teamwork which occur in a variety of settings.

Essential Studies Outcome: ES3

CA 231 INTRO TO DIGITAL PUBLISHING3 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, and text-formatting.

CA 233 PRESENTATIONAL SPEAKING3 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.

Essential Studies Outcome: ES3

CA 234 PHOTOJOURNALISM3 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 INTRO TO MASS MEDIA3 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 LEADERSHIP3 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.

Essential Studies Outcome: ES9

CA 250 INTRODUCTION TO PUBLIC RELATIONS:PRINCIPLES, PROCESSES & PRACTICES3 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 INTRO TO COMMUNICATION THEORY3 Credits

Examination of the origins, development, and uses of communication theories as they apply to communication dynamics.

CA 330 CONFLICT RESOLUTION AND MEDIATION3 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.

Essential Studies Outcome: ES3

Prerequisites: Junior or above status

CA 333 NEWS JOURNALISM3 Credits

The principles of news and feature writing in conjunction with publication of THE EAGLE, the student newspaper.

Prerequisites: Sophomore or above status

CA 334 THEORIES/PRACTICE OF PERSUASION3 Credits

Current studies in persuasive theory and practices in persuasion. May include study of debate, political, mediated, and interpersonal communication. Students will be expected to analyze and critique persuasive messages from varied sources.

CA 335 MEDIA ADVERTISING3 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.

Prerequisites: Sophomore or above status

CA 336 CONSTRUCTING DIGITAL CITIZENS3 Credits

Students will study the history of social media; Facebook, Twitter, Instagram, Foursquare, Youtube, etc.; learn to define digital citizen and assess the success and/or failure of various social media platforms in advancing the role of the citizen; and engage in digital citizenship through a project using social media platform(s) that addresses important cultural issues.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

CA 346 INTERCULTURAL COMMUNICATION3 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.

Essential Studies Outcome: ES10

CA 350 APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES- INTERMEDIATE STUDIES IN PR3 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 objectives and activities. It includes writing, design and production techniques.

Prerequisites: Sophomore or above status

CA 351 ORGANIZATIONAL COMMUNICATION3 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.

Prerequisites: Sophomore or above status

CA 353 HEALTH COMMUNICATION3 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 COMMUNICATION1-12 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.

Add Consent: Department Consent

CA 391 INTERNSHIP IN JOURNALISM1-12 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 the 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 the 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

CA 400 INDEPENDENT STUDY/RESEARCH1-3 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.

Add Consent: Instructor Consent

CA 420 RELATIONAL AND FAMILY COMMUNICATION3 Credits

Advanced interpersonal course to explore current interpersonal research in modern family relationship situations. Indepth exploration of intimate communication, parent-child communication, child-child communication, and extended family communication in the western tradition and interculturality.

Prerequisites: Junior or above status

CA 430 COMMUNICATION RESEARCH METHODS3 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.

Prerequisites: Junior or above status

CA 431A MEDIA PROJECTS1-3 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) credit hours.

Prerequisites: CA 333 and Junior or above status

CA 431B MEDIA PROJECTS1-3 Credits

Production work on radio at Chadron State College.

Prerequisites: CA 333 and Junior or above status

CA 434 EDITING & DESIGN3 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 credit hours.

Prerequisites: CA 333 and Junior or above status

CA 435 ADVANCED TOPICS IN COMMUNICATION1-3 Credits

Special topics in communications. May be repeated with a change of emphasis.

CA 436 SEMINAR IN COMMUNICATION3 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 COMMUNICATION3 Credits

Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication.

Prerequisites: Junior or above status

CA 442 GLOBALIZATION, CULTURE & MEDIA3 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.

Essential Studies Outcome: ES10

CA 443 MEDIA LAW3 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.

Prerequisites: Junior or above status

CA 450 COMMUNICATION CAMPAIGNS3 Credits

This course will discuss communication 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 objectives will be analyzed and critiqued. Lastly student will plan, organize, and implement an actual communication campaign.

Prerequisites: Junior or above status

Interpersonal Communication Minor

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

CA 130	INTERPERSONAL COMMUNICATION	3
CA 225	COMMUNICATING IN GROUPS AND TEAMS	3
CA 260	INTRO TO COMMUNICATION THEORY	3
CA 330	CONFLICT RESOLUTION AND MEDIATION	3
CA 353	HEALTH COMMUNICATION	3
CA 420	RELATIONAL AND FAMILY COMMUNICATION	3

CA 440	GENDERED COMMUNICATION	3
Total Credits		21

Journalism Minor

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

CA 231	INTRO TO DIGITAL PUBLISHING	3
CA 234	PHOTOJOURNALISM	3
CA 238	INTRO TO MASS MEDIA	3
CA 333	NEWS JOURNALISM	3
CA 431A	MEDIA PROJECTS	3
CA 434	EDITING & DESIGN	3
CA 443	MEDIA LAW	3
Total Credits		21

Public Relations Minor

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

CA 133	MEDIA WRITING	3
CA 231	INTRO TO DIGITAL PUBLISHING	3
CA 250	INTRODUCTION TO PUBLIC RELATIONS: PRINCIPLES, PROCESSES & PRACTICES	3
CA 350	APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES-INTERMEDIATE STUDIES IN PR	3
CA 430	COMMUNICATION RESEARCH METHODS	3
CA 434	EDITING & DESIGN	3
CA 450	COMMUNICATION CAMPAIGNS	3
Total Credits		21

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

Essential Studies (p. 111)

Core Requirements		
CA 233	PRESENTATIONAL SPEAKING	3
CA 234	PHOTOJOURNALISM	3
CA 238	INTRO TO MASS MEDIA	3
CA 260	INTRO TO COMMUNICATION THEORY	3
CA 333	NEWS JOURNALISM	3
CA 334	THEORIES/PRACTICE OF PERSUASION	3
CA 346	INTERCULTURAL COMMUNICATION	3
or CA 442	GLOBALIZATION, CULTURE & MEDIA	3

CA 351	ORGANIZATIONAL COMMUNICATION	3
CA 390	INTERNSHIP IN COMMUNICATION	3
or CA 391	INTERNSHIP IN JOURNALISM	
CA 430	COMMUNICATION RESEARCH METHODS	3
Select one of the following options:		21-24
Interpersonal Communication (p. 155)		
Journalism (p. 155)		
Public Relations (p. 155)		
Total Credits		51-54

Interpersonal Communication Option

Core Requirements		30
CA 130	INTERPERSONAL COMMUNICATION	3
CA 225	COMMUNICATING IN GROUPS AND TEAMS	3
CA 330	CONFLICT RESOLUTION AND MEDIATION	3
CA 353	HEALTH COMMUNICATION	3
CA 420	RELATIONAL AND FAMILY COMMUNICATION	3
CA 440	GENDERED COMMUNICATION	3
CA 450	COMMUNICATION CAMPAIGNS	3
Total Credits		51

Journalism Option

Core Requirements		30
ART 229	INTRO TO GRAPHIC DESIGN	3
CA 133	MEDIA WRITING	3
CA 231	INTRO TO DIGITAL PUBLISHING	3
CA 335	MEDIA ADVERTISING	3
CA 431A	MEDIA PROJECTS	6
CA 434	EDITING & DESIGN	3
CA 443	MEDIA LAW	3
Total Credits		54

Public Relations Option

Core Requirements		30
CA 133	MEDIA WRITING	3
CA 231	INTRO TO DIGITAL PUBLISHING	3
CA 250	INTRODUCTION TO PUBLIC RELATIONS: PRINCIPLES, PROCESSES & PRACTICES	3
CA 335	MEDIA ADVERTISING	3
CA 350	APPLIED PUBLIC RELATIONS: CONCEPTS & PRACTICES-INTERMEDIATE STUDIES IN PR	3
CA 434	EDITING & DESIGN	3
CA 443	MEDIA LAW	3
CA 450	COMMUNICATION CAMPAIGNS	3
Total Credits		54

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.

Student Learning Outcomes

CSC Education Unit Intended Program Outcomes

The intended program outcomes are as follows:

1. CSC/InTASC Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)
2. CSC/InTASC Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)
3. CSC/InTASC Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Communication)
4. CSC/InTASC Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
5. CSC/InTASC Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
6. CSC/InTASC Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
7. CSC/InTASC Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)
8. CSC/InTASC Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)
9. CSC/InTASC Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

- families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
10. CSC/InTASC Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)
11. CSC Standard #11: Impact on Student Learning and Development. The teacher candidate works to positively impact the learning and development for all students. (Professionalism)
12. CSC Standard #12: Professional Dispositions. The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm; and demonstrates skills in interpersonal relationship, reflective response to feedback, and displays evidence of appropriate social awareness; and practices good judgment, flexibility, problem-solving skill, professional communication and organization; and maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance. (Communication, Professionalism)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.

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>.

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 contact the certification officer for a complete Evaluation Worksheet for an Added 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 may then submit a Nebraska Application for Teacher Certification to the Nebraska Department of Education, 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.

- Bachelor of Science – Education – Secondary (Grades PK-12/6-12/7-12) (p. 163)
- Bachelor of Science – Education – Subject Endorsement in Middle Level Education (Grades 5-9) (p. 165)

- Bachelor of Science – Education – Elementary School Professional Education Program (p. 162)
- Bachelor of Science – Education – Field Endorsement in Elementary Education (Grades K-8) (p. 162)
- Supplemental Endorsement in Early Childhood Education (Age 3 through Grade 3) (p. 163)

Education

EDUC 100 INFORMATION LITERACY1 Credit

Students will be able to recognize an information need, access that information in multiple formats, evaluate/authenticate the information, discern the ethical implications of knowledge construction, and organize the information in a compelling and biographical manner.

Cross-Listed: EDUC100/LMS100

EDUC 121 THE ACADEMIC LIFE3 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 relating to student engagement and achievement are covered.

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 131 INTRODUCTION TO TEACHING3 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 field experience which requires a background check.

EDUC 224 TECHNOLOGY RESOURCES FOR LEARNING3 Credits

This course focuses on the integration of computers and other new technologies into the academic curricula. This course will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum. Participants will examine software tools, curriculum software, Internet resources, and computer-based projects as examples of technology that can be effectively integrated into the curriculum.

Prerequisites: EDUC 131

EDUC 231 PLAY/ART/MUS FOR EARLY CHILDHO3 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.

Prerequisites: FCS 139

EDUC 232 SCIENCE, MATH, AND SOCIAL SCIENCE FOR EARLY CHILDHOOD3 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.

Prerequisites: FCS 139

EDUC 233 LITERATURE AND LANGUAGE ARTS PROGRAM FOR EARLY CHILDHOOD3 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.

Prerequisites: FCS 139

EDUC 270 SPECIAL TOPICS1-3 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 271 HUMAN RELATIONS TRAINING1 Credit

Develop awareness and understanding of the values, lifestyles, contributions and history of a pluralistic society; develop the ability to recognize and deal with dehumanizing biases and how they may be reflected in instructional material; develop ability to translate knowledge of human relations into attitudes, skills and techniques which result in favorable experiences for students; develop respect for human dignity and individual rights and develop the ability to relate effectively to other individuals and groups other than one's own.

EDUC 300 SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION1-3 Credits

A field experience which includes classroom observation and participation in the secondary major endorsement or middle level academic area, with emphasis on active involvement in high school or middle school settings. One credit hour required for all secondary majors, but students may register for up to three hours of credit. Requires a background check and the minimum GPA, as required by the Nebraska Department of Education.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, SPED 230 and Sophomore or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 320 ECE/ELEM OBSERVATION AND PARTICIPATION1-3 Credits

A field experience which includes classroom observation and participation prior to student teaching at various early childhood, primary or intermediate grade levels. Students will observe and participate in two or three different classroom settings. A minimum of two credit hours is required but a student may enroll in up to three credits. Requires a background check and the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, SPED 230 and Sophomore or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 321 TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS2 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.

Prerequisites: EDUC 131 and PSYC 231 or PSYC 334 and Sophomore or above status

EDUC 322 TEACHING ELEMENTARY/MIDDLE SCHOOL LANGUAGE ARTS2 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, PSYC 231, and Sophomore or above status

EDUC 323 TEACHING ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES2 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, PSYC 231, and Sophomore or above status

EDUC 329 ASSESSMENT FOUNDATIONS2 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.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, and Sophomore or above status

EDUC 360 CROSS CULTURAL STUDIES IN EDUC3-6 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 a different focus.

EDUC 361 INTEGRATED ELEMENTARY/MIDDLE SCHOOL CORE METHODS6 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.

Prerequisites: Sophomore or above status

EDUC 390 APPLIED INTERNSHIP IN EDUCATIO1-3 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.

Add Consent: Department Consent

EDUC 400 INDEPENDENT STUDY OR RESEARCH1-3 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. Dean's permission required.

Add Consent: Department Consent

EDUC 402 LIBRARY EDUCATION RESOURCES1 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 SEQUENCES 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.

Prerequisites: Junior or above status

EDUC 411 READING/WRITING IN CONTENT ARE1 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.

Add Consent: Department Consent

EDUC 411S READING/WRITING IN CONTENT ARE1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 412S CURRICULUM AND STANDARDS1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 413 ELEM/MS CURRIC & COUNSELING1 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.

Add Consent: Department Consent

EDUC 413E ELEM/MS CURR & COUN1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 414 CLASSROOM MANAGEMENT1 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.

Add Consent: Department Consent

EDUC 414E CLASSROOM MANAGEMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 414S SECONDARY/MS CLASSROOM MGMT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 415 HUMAN REL/MULTI-CULTURAL1 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.

Add Consent: Department Consent

EDUC 415E HUMAN REL/MULTI-CULTURAL1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 415S HUMAN REL/MULTI-CULTURAL1 Credit

Considers the 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. This course is taken as part of the professional year.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 416 ELEMENTARY/MS ASSESSMENT1 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.

Add Consent: Department Consent

EDUC 416E ELEMENTARY/MS ASSESSMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 417 TEACH READING/WRITING DIAGNOSIS1 Credit

Diagnostic awareness and corrective 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.

Add Consent: Department Consent

EDUC 417E TEACH READING DIAGNOSIS1 Credit

Diagnostic awareness and corrective skill. Formal and informal tools used in assessing reading progress, identifying reading 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 418 SECONDARY/MS ASSESSMENT1 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.

Add Consent: Department Consent

EDUC 418S SECONDARY/MS ASSESSMENT1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 422 TEACHING ELEM/MS SCI/HEALTH2 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. Taken in conjunction with the professional year, Semester #1.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 423 TEACHING PRIMARY READ & WRITING2 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 424 TEACHING INTERM READING & WRITING2 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 431A SPECIAL METHODS/ART3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431C SPECIAL METHODS/HPER3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431D SPECIAL METHODS/DTE3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431E SPECIAL METHODS/EDUC MEDIA3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431F SPECIAL METHODS/MATH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431G SPECIAL METHODS/SCIENCE3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431H SPECIAL METHODS/C A & TH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431I SPECIAL METHODS/BUSINESS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431J SPECIAL METHODS/FCS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431L SPECIAL METHODS/SOC SCI3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431M INTERDISCIPLINARY SPECIAL METHODS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area. Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431Q SPECIAL METHODS/SECONDARY MUSIC3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 431S SPECIAL METHODS/SPANISH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 433 THE MIDDLE SCHOOL3 Credits

Philosophy, implementation, and improvement of the middle school (grade 5-9) 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. Includes a field experience which requires a background check.

Prerequisites: Junior or above status

EDUC 440 TOPICS IN EDUCATION1-3 Credits

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.

EDUC 460 COMPARATIVE EDUCATION1-3 Credits

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.

Essential Studies Outcome: ES10

Add Consent: Instructor Consent

EDUC 475 REGIONAL ELEMENTARY/MIDDLE SCHOOL PROFESSIONAL STUDIES SEQUENCE12 Credits

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.

Add Consent: Department Consent

EDUC 480A FIELD EXPERIENCE1-8 Credits

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 transcript review.

Prerequisites for the course include successful completion of Teacher Education requirements as outlined in the General Bulletin. 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING9 Credits

Education 490 Teacher Internship - Student Teaching is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective grade level and content area(s) of study. Each teacher internship experience will encompass the appropriate grade level and/or endorsement to meet certification requirements and must be completed concurrently with EDUC 495. Students will accomplish course outcomes/Education SLO by participating in a minimum of a 16 week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a P-12 school setting, working in collaboration with the Cooperating Classroom Teachers, P-12 students and a CSC Supervisor.

Co-requisite: Students must be enrolled in EDUC 495 Education Capstone at the same time. Prerequisites: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and must have successfully completed the Professional Semester Block with no grade below a C.

Prerequisites: EDUC 411A, EDUC 412S, EDUC 414S, EDUC 415S, EDUC 418S, EDUC 431, and Junior or above status

Co-requisites: EDUC 495

Add Consent: Department Consent

EDUC 495 EDUCATION CAPSTONE3 Credits

Education Capstone is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective content area of study. Each Education Capstone experience will encompass the appropriate grade level and endorsement(s) to meet certification requirements. Students will experience course work to meet Education Learning Outcomes and ESO by participating in a minimum of a 16-week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a P-12 school setting working in collaboration with the Cooperating Classroom teachers, P-12 students and a CSC Supervisor. During this course Teacher Interns will complete the following course activities: Teacher Work Sample Project, Lesson Planning Activities, Teacher Intern Guidebook assignments, and will maintain a Teacher Internship Reflective Journal. Imbedded into these assignments are specific activity assignments that are meant to meet the following Essential Studies Program Student Learning Outcomes: ESO 12. Prerequisites: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and have successfully completed the Professional Semester Block with no grade below a C.

Essential Studies Outcome: ES12

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.

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

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

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

Professional Education Courses

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Education Course grade may be below a "C":

Essential Studies (p. 111)

Professional Education Courses

EDUC 131	INTRODUCTION TO TEACHING	3
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EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
EDUC 320	ECE/ELEM OBSERVATION AND PARTICIPATION	1-3
EDUC 329	ASSESSMENT FOUNDATIONS	2
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
PSYC 334	DEVELOPMENTAL PSYCHOLOGY	3
or FCS 139	HUMAN DEVELOPMENT	
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3
Professional Year		
"Block"		12
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE ¹	3
Total Credits		45-47

¹ Must be taken concurrently with EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING.

Elementary Education Endorsement Courses

ART 250	ART FOR THE ELEMENTARY/MIDDLE SCHOOL TEACHER	3
EDUC 321	TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS	2
EDUC 322	TEACHING ELEMENTARY/MIDDLE SCHOOL LANGUAGE ARTS	2
EDUC 323	TEACHING ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES	2
ENG 135	RHETORIC AND WRITING	3
or ENG 136	TOPICS IN WRITING	
or ENG 137	TECHNICAL WRITING	
ENG 235	CHILDREN'S LITERATURE	3
ENG 320	GRAMMAR & LINGUISTICS	3
HPER 339	THEORY OF PHYSICAL EDUCATION K-8	3
MATH 137	MATHEMATICS TOPICS FOR ELEMENTARY TEACHERS	3
MATH 235	MATHEMATICS FOR THE ELEMENTARY TEACHER I	3
MATH 238	MATHEMATICS FOR THE ELEMENTARY TEACHER II ¹	3
MUS 233	MUSIC FOR THE CLASSROOM TEACHER	3
Any Social Science course that focuses primarily on U.S. History topics		3
Any Social Science course that focuses primarily on U.S. History or one of the following:		3
GEOG 231	PHYSICAL GEOGRAPHY	
GEOG 232	CULTURAL GEOGRAPHY	
PS 231	AMERICAN NATIONAL GOVERNMENT	
PS 321	U.S. POLITICS AND GOVERNMENT	
BIOL 136 & 136L	BIOLOGICAL SCIENCE and BIOLOGICAL SCIENCE LAB (BIOL 136 and 136L is recommended or any Biology course approved by the Education Department Chair)	3

GEOS 129	PHYSICAL SCIENCE FOR THE ELEMENTARY AND MIDDLE GRADES TEACHER	3
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Total Credits 45

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

¹ May be taken before or during the Professional Year.

Professional Year

Comprised of the "Block" Professional Semester and the Teacher Internship semester. The following courses can be taken only as part of the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a "C".

Refer to the Professional Year Application Requirements.

Semester #1 – "Block"

EDUC 413E	ELEM/MS CURR & COUN	1
EDUC 414E	CLASSROOM MANAGEMENT	1
EDUC 415E	HUMAN REL/MULTI-CULTURAL	1
EDUC 416E	ELEMENTARY/MS ASSESSMENT	1
EDUC 417E	TEACH READING DIAGNOSIS	1
EDUC 422	TEACHING ELEM/MS SCI/HEALTH	2
EDUC 423	TEACHING PRIMARY READ & WRITIN	2
EDUC 424	TEACHING INTERM READING & WRIT	2
SPED 412E	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1

Total Credits 12

Semester #2 – Teacher Internship

EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE	3

Total Credits 12

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently and may be taken only upon successful completion of the Professional Semester #1 Block. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a "C".

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.

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 contact the certification officer for a complete Evaluation Worksheet for an Added 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 may then submit a Nebraska Application for Teacher Certification to the Nebraska Department of Education, 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.

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

(Requires the Field Endorsement in Elementary Education)

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")

EDUC 231	PLAY/ART/MUS FOR EARLY CHILDHO	3
FCS 139	HUMAN DEVELOPMENT	3
FCS 337	GUIDANCE TECHNIQUES IN HUMAN RELATIONS	3
FCS 338	PRENATAL AND INFANT PRACTICUM ⁴	3
FCS 239	PARTNERS IN EDUCATION	3
FCS 321A	CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION	2
FCS 423	PROGRAM DEVELOPMENT AND MANAGEMENT	3
FCS 448 & 448L	EARLY CHILDHOOD PRACTICUM and EARLY CHILDHOOD PRACTICUM LABORATORY	4

Total Credits 24

⁴ Candidates must complete 45 clock-hours per practicum working with preschool (pre-kindergarten) children.

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

A student must complete the following program in addition to the Essential Studies and either one field endorsement or one subject endorsement program.

Professional Education Courses

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Education Course grade may be below a "C".

Code	Title	Credits
Essential Studies (p. 111)		
Professional Education Courses		
EDUC 131	INTRODUCTION TO TEACHING	3
EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
EDUC 300	SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION	1-3

EDUC 329	ASSESSMENT FOUNDATIONS	2
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3

Select at least one subject or field endorsement

Professional Year (Two Semesters)

"Block"		8-9
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE ¹	3

Total Credits 38-41

¹ Must be taken concurrently with EDUC 490.

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 semester. The following courses can be taken only as part of the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Education Course grade may be below a "C": refer to Application for Professional Year requirements.

Semester #1 – "Block"

Code	Title	Credits
EDUC 411S	READING/WRITING IN CONTENT ARE	1
EDUC 412S	CURRICULUM AND STANDARDS	1
EDUC 414S	SECONDARY/MS CLASSROOM MGMT	1
EDUC 415S	HUMAN REL/MULTI-CULTURAL	1
EDUC 418S	SECONDARY/MS ASSESSMENT	1
SPED 412S	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1

Select the appropriate methods course(s) for your content area: 2-3

EDUC 431A	SPECIAL METHODS/ART	
EDUC 431C	SPECIAL METHODS/HPER	
EDUC 431F	SPECIAL METHODS/MATH	
EDUC 431G	SPECIAL METHODS/SCIENCE	
EDUC 431I	SPECIAL METHODS/BUSINESS	
EDUC 431J	SPECIAL METHODS/FCS	
EDUC 431L	SPECIAL METHODS/SOC SCI	
EDUC 431M	INTERDISCIPLINARY SPECIAL METHODS	
ENG 461	SPECIALIZED METHODS IN ENGLISH LANGUAGE ARTS	
MUS 431A	ELEMENTARY MUSIC METHODS	
MUS 431C	SECONDARY VOCAL METHODS	
MUS 431D	SECONDARY INSTRUMENTAL METHODS	

Total Credits 8-9

Students pursuing two Endorsements must complete specialization instruction (i.e., EDUC 431 Specialized Instruction) 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. A student seeking an added endorsement or in the Post Baccalaureate program can take EDUC 431M INTERDISCIPLINARY SPECIAL METHODS. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education or better in the Professional Semester. (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA)

Course requirements for secondary level endorsements programs in the following subjects or fields are listed in each departmental section of this catalog. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA).

Field Endorsement Programs

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

Subject Endorsement Programs

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

Supplemental Endorsements

(Requires either a field or subject endorsement in addition to the supplemental endorsement)

- Coaching
- Work-based Learning
- Health Sciences
- Theatre.

NOTE: A candidate seeking a Secondary Field or Subject Endorsement must take the Praxis II Content Knowledge test designated by Nebraska Department of Education for all Secondary Endorsements in which he/ she is obtaining, as a requisite for CSC graduation.

Semester #2 – Teacher Internship

Code	Title	Credits
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE	3

Total Credits 12

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently and may be taken only upon successful completion of the Professional Semester #1 Block. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year course grade may be below a "C".

Bachelor of Science – Education – Subject Endorsement in Middle Level Education (Grades 5-9)

A student must complete the following program in addition to the Essential Studies and Middle Level Education Core Academic Area requirements.

Professional Education Courses

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Education Course grade may be below a "C":

Code	Title	Credits
Essential Studies (p. 111)		
Professional Education Courses		
EDUC 131	INTRODUCTION TO TEACHING	3
EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
FCS 225	ADOLESCENT DEVELOPMENT	3
EDUC 300	SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION	1-3
EDUC 329	ASSESSMENT FOUNDATIONS	2
EDUC 433	THE MIDDLE SCHOOL ¹	3
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
PSYC 334	DEVELOPMENTAL PSYCHOLOGY	3
or FCS 139	HUMAN DEVELOPMENT	
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3
Select one of the following:		2-3
EDUC 321	TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS	
EDUC 322	TEACHING ELEMENTARY/MIDDLE SCHOOL LANGUAGE ARTS	
EDUC 323	TEACHING ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES	
HPER 339	THEORY OF PHYSICAL EDUCATION K-8	
Middle Level Education Core Academic Area Requirements		24
Professional Year (Two Semesters)		
"Block"		12-15
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE ²	3
Total Credits		77-83

¹ May be taken concurrently with the Block Professional Semester.

² Course must be taken concurrently with EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING

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

A candidate seeking the Middle Level Education endorsement must take EDUC 431 Specialized Instructions for each content area in which he/she is seeking endorsement. A student seeking an added endorsement or in the Post Baccalaureate program can take EDUC 431M INTERDISCIPLINARY SPECIAL METHODS. The appropriate specialized instruction courses are outlined in the Secondary section.

Core Academic Area Requirements

The Middle Level Education candidate must complete a minimum of 24 course credits in one Core Academic Area from the following: (You will find specific courses under each department's course listings for Middle Level Education.)

- English Language Arts
- Mathematics
- Sciences
- Social Sciences

Additional content areas may be added with a minimum of 24 course credits in any of the Core Academic Areas listed above, and/or in any of the following content areas: (You will find specific courses for Middle Level Education under each department's course listings.)

- Business, Marketing & Information Technology Education
- Family & Consumer Sciences (p. 171)
- Health & Physical Education (p. 179)

Professional Year (Two Semesters)

Comprised of the "Block" Professional Semester and the Teacher Internship semester. Students pursuing the Middle Level Education 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. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a "C": refer to Application for Professional Year requirements.

Semester #1/Option 1 – Elementary Block Route

Code	Title	Credits
EDUC 413E	ELEM/MS CURR & COUN	1
EDUC 414E	CLASSROOM MANAGEMENT	1
EDUC 415E	HUMAN REL/MULTI-CULTURAL	1
EDUC 416E	ELEMENTARY/MS ASSESSMENT	1
EDUC 417E	TEACH READING DIAGNOSIS	1
EDUC 422	TEACHING ELEM/MS SCI/HEALTH	2
EDUC 423	TEACHING PRIMARY READ & WRITIN	2
EDUC 424	TEACHING INTERM READING & WRIT	2

SPED 412E	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
EDUC 431	SPECIALIZED INSTRUCTION	3
Total Credits		15

Semester #1/Option 2 – Secondary Block Route

Code	Title	Credits
EDUC 411S	READING/WRITING IN CONTENT ARE	1
EDUC 412S	CURRICULUM AND STANDARDS	1
EDUC 414S	SECONDARY/MS CLASSROOM MGMT	1
EDUC 415S	HUMAN REL/MULTI-CULTURAL	1
EDUC 418S	SECONDARY/MS ASSESSMENT	1
SPED 412S	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
EDUC 431	SPECIALIZED INSTRUCTION	3
READ 430	READING AND WRITING IN THE MIDDLE AND SECONDARY SCHOOLS	3
or READ 431	IMPROVEMENT OF INSTRUCTION IN READING	
Total Credits		12

Semester #2 – Teacher Internship

Code	Title	Credits
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE	3
Total Credits		12

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently and may be taken only upon successful completion of the Professional Semester #1 Block. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a "C".

NOTE: A candidate seeking a Middle Level Education Endorsement must take the Praxis II Content Knowledge test designated by NDE for all Middle level Academic Areas in which he/she is obtaining, as a requisite for CSC graduation.

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 (p. 168)
- Bachelor of Science - Education - Field Endorsement in English Language Arts (Grades 7-12) (p. 169)
- Bachelor of Science - Education - English Language Arts for Middle Level Education Academic Area in English Language Arts (Grades 5-9) (p. 169)

Minors in English

- Comparative Philosophy (p. 170)
- Creative Writing (p. 170)
- English (p. 170)
- Interdisciplinary Humanities (p. 170)

ENG 111 INTRODUCTION TO COLLEGE WRITING1-3 Credits

This course is designed to help students utilize a variety of strategies for composing written discourse in Standard Edited English in an academic setting. This is a pass/fail course.

Add Consent: Department Consent

Drop Consent: Department Consent

ENG 135 RHETORIC AND WRITING3 Credits

Guided practice in reading, writing, and revising texts, with attention to issues of purpose, audience, organization, style, and conventions for diverse writing situations.

Essential Studies Outcome: ES2

Prerequisites: ACT of 19 or higher in English or Reading or meeting additional requirements outlined in the Catalog or determined by the Transitional Studies Director

ENG 136 TOPICS IN WRITING3 Credits

Each section of this course will focus upon a specific issue or theme that students will explore through diverse writing situations, composing texts that make appropriate use of evidence and conventions. Topics will vary. Prerequisites: See the placement matrix in Essential Studies for further details.

Essential Studies Outcome: ES2

Prerequisites: ACT of 19 or higher in English or Reading or meeting additional requirements outlined in the Catalog or determined by the Transitional Studies Director

ENG 137 TECHNICAL WRITING3 Credits

Interdisciplinary writing course emphasizing workplace and technical communication and editing appropriate to diverse populations. Prerequisites: See the placement matrix in Essential Studies for further details.

Essential Studies Outcome: ES2

ENG 160 LITERARY EXPLORATIONS1-3 Credits

Special Topics in English. May be repeated with a change of emphasis.

ENG 232A HISTORY OF AMERICAN LIT TO 18653 Credits

A study of American literature from its beginning to 1865.

ENG 232B HIST OF AMERICAN LIT FROM 18653 Credits

A study of American literature from 1865 to the present.

ENG 233 ELEMENTS OF LITERATURE3 Credits

A study of the elements of poetry, drama, and fiction as well as an introduction to a variety of lenses of critical analysis.

Essential Studies Outcome: ES7

ENG 235 CHILDREN'S LITERATURE3 Credits

A study of literature written for children and adolescents that provides a critical background for interpreting, evaluating and teaching the literature.

ENG 236A HISTORY OF BRITISH LITERATURE TO 17953 Credits

A study of British literature and its influence on the development of the English language and national identities across Great Britain from its beginnings to 1795.

ENG 236B HISTORY OF BRITISH LITERATURE FROM 17953 Credits

A study of literature, popular authors, and literary movements throughout the United Kingdom and the Republic of Ireland from 1795 to the present.

ENG 299 INTRO TO CREATIVE WRITING3 Credits

Beginning course in creative writing that introduces students to writing in various genres.

Essential Studies Outcome: ES5

ENG 300 GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE3 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

ENG 311 THE THEORY AND PRACTICE OF TEACHING READING3 Credits

This course in the theory and practice of teaching reading to adolescents introduces students to research in the cognitive and linguistic processes of reading; research in the motivational and sociocultural foundations of literacy; evidence-based instructional practices and strategies that support literacy; and a range of assessment practices that inform reading instruction. Particular attention will be paid to diversity issues in reading instruction, including social justice, equity, and student identities.

Prerequisites: Sophomore or above status

ENG 320 GRAMMAR & LINGUISTICS3 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 321 RHETORIC AND THE ART OF WRITING3 Credits

An historical and theoretical investigation of rhetoric in its spoken and written forms. Emphasis will be placed (a) on the practice of rhetoric and writing in civic spaces, and (b) on creative writing as a rhetorical art.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

ENG 331 THEORY AND PRACTICE OF TEACHING WRITING3 Credits

An examination of various methods and programs in teaching writing, including practical experience in responding to writing.

Prerequisites: Sophomore or above status

ENG 340 CONTEMPORARY LITERATURE3 Credits

A study of various issues, authors and topics in contemporary literature from diverse genres.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 341 LITERATURE OF THE AMERICAN WEST3 Credits

An exploration of writers and works of literature related to the American West.

Essential Studies Outcome: ES7

ENG 342 MULTI-ETHNIC LITERATURE IN ENGLISH3 Credits

An exploration of works from diverse genres by writers from around the world and literary criticism that confront race, class and ethnicity, gender, and the intersectionality of these issues.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

ENG 343 LITERATURE & PHILOSOPHY3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 344 LITERATURE OF THE ENVIRONMENT3 Credits

An examination of literary theory, criticism, and works from a variety of genres that treat the relationship between people and their natural environments.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 345 GENDER, SEXUALITY, AND LITERATURE3 Credits

A study of masculinity and femininity, the fluidity of these categories, and how these categories intersect with questions pertaining to sexual orientation in literature and literary criticism.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

ENG 346 LITERATURE OF THE BIBLE3 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).

Essential Studies Outcome: ES10

ENG 361 LITERACY IN THE DIGITAL AGE3 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.

Prerequisites: Sophomore or above status

ENG 399A ADVANCED CREATIVE WRITING:NONFICTION3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 399B ADVANCED CREATIVE WRITING:FICTION3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 399C ADVANCED CREATIVE WRITING:POETRY3 Credits

Advanced course in creative writing focused on the genre of (a) Creative Nonfiction, (b) Fiction, or (c) Poetry.

Essential Studies Outcome: ES5

Prerequisites: ENG 299 and Sophomore or above status

ENG 400 INDEPENDENT STUDY OR RESEARCH3 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 and Capstone Project in their area of study and present it publicly. 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.

Add Consent: Instructor Consent

ENG 431 TOPICS IN ENGLISH3 Credits

Special topics in English. May be repeated with a change of emphasis.

ENG 432 SHAKESPEARE3 Credits

A study of Shakespeare's works (both plays and sonnets), with consideration given to the history of performance.

Prerequisites: Junior or above status

ENG 435 NATIVE AMERICAN LITERATURE3 Credits

A study of the history, themes, and/or genres of literature produced by and about Native Americans.

Essential Studies Outcome: ES7

ENG 436 WORLD LITERATURE3 Credits

A study of representative poetry, drama, fiction, and non-fiction prose selected from global literature. Texts not originally published in the English language will be read in English translation.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

ENG 438 ADOLESCENT LITERATURE3 Credits

A study of literature written and published for adolescents, with opportunities for critical conversations about the teaching of such literature.

Prerequisites: Junior or above status

ENG 440 THEORY & PRAC OF LIT CRITICISM3 Credits

A study of selected theories that provide the foundations for literary criticism and the application of those theories to specific texts.

Prerequisites: Junior or above status

ENG 441 NOVELS3 Credits

A study of the novel as a genre and literary criticism focused on reading it as such.

Essential Studies Outcome: ES7

ENG 442 MAJOR WRITERS3 Credits

An examination of the works of one or more major writers in literature with consideration of the historical and cultural contexts in which they wrote.

Prerequisites: Junior or above status

ENG 461 SPECIALIZED METHODS IN ENGLISH LANGUAGE ARTS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: EDUC 131, EDUC 300, PSYC 231, SPED 230, SPED 334, and Junior or above status

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.

Essential Studies (p. 111)

ENG 232A	HISTORY OF AMERICAN LIT TO 1865	3
ENG 232B	HIST OF AMERICAN LIT FROM 1865	3
ENG 233	ELEMENTS OF LITERATURE	3
ENG 236A	HISTORY OF BRITISH LITERATURE TO 1795	3
ENG 236B	HISTORY OF BRITISH LITERATURE FROM 1795	3
Select one of the following: ¹		3
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 435	NATIVE AMERICAN LITERATURE	
ENG 436	WORLD LITERATURE	3
ENG 440	THEORY & PRAC OF LIT CRITICISM	3
ENG 442	MAJOR WRITERS	3
ENG Electives ²		9
ENG 135	RHETORIC AND WRITING	
ENG 136	TOPICS IN WRITING	
ENG 137	TECHNICAL WRITING	
ENG 235	CHILDREN'S LITERATURE	
ENG 299	INTRO TO CREATIVE WRITING	
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE	
ENG 311	THE THEORY AND PRACTICE OF TEACHING READING	
ENG 320	GRAMMAR & LINGUISTICS	
ENG 321	RHETORIC AND THE ART OF WRITING	
ENG 331	THEORY AND PRACTICE OF TEACHING WRITING	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 343	LITERATURE & PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 346	LITERATURE OF THE BIBLE	
ENG 361	LITERACY IN THE DIGITAL AGE	
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION	
ENG 399B	ADVANCED CREATIVE WRITING:FICTION	
ENG 399C	ADVANCED CREATIVE WRITING:POETRY	
ENG 432	SHAKESPEARE	
ENG 438	ADOLESCENT LITERATURE	
ENG 441	NOVELS	
ENG 461	SPECIALIZED METHODS IN ENGLISH LANGUAGE ARTS	

Total Credits 36

¹ Courses not taken to satisfy this requirement may be taken to satisfy the ENG upper-division elective (see below).

² Six credits must be upper-division.

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

Bachelor of Science - Education - Field Endorsement in English Language Arts (Grades 7-12)

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.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

ENG 232A	HISTORY OF AMERICAN LIT TO 1865	3
ENG 232B	HIST OF AMERICAN LIT FROM 1865	3
ENG 233	ELEMENTS OF LITERATURE	3
ENG 236A	HISTORY OF BRITISH LITERATURE TO 1795	3
ENG 236B	HISTORY OF BRITISH LITERATURE FROM 1795	3
ENG 299	INTRO TO CREATIVE WRITING	3
ENG 311	THE THEORY AND PRACTICE OF TEACHING READING	3
ENG 320	GRAMMAR & LINGUISTICS	3
ENG 321	RHETORIC AND THE ART OF WRITING	3
ENG 331	THEORY AND PRACTICE OF TEACHING WRITING	3
Select one of the following: ¹		3
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 435	NATIVE AMERICAN LITERATURE	
ENG 436	WORLD LITERATURE	3
ENG 438	ADOLESCENT LITERATURE	3
ENG 440	THEORY & PRAC OF LIT CRITICISM	3
ENG 442	MAJOR WRITERS	3
Select two of the following upper-division ENG Electives		6
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 343	LITERATURE & PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 346	LITERATURE OF THE BIBLE	
ENG 361	LITERACY IN THE DIGITAL AGE	
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION	
ENG 399B	ADVANCED CREATIVE WRITING:FICTION	
ENG 399C	ADVANCED CREATIVE WRITING:POETRY	
ENG 432	SHAKESPEARE	
ENG 441	NOVELS	

Total Credits

51

¹ Courses not taken to satisfy this requirement may be taken to satisfy the ENG upper-division elective (see below).

Candidates who anticipate teaching journalism or theatre should consider taking one or more of the following courses:

CA 333	NEWS JOURNALISM	3
TH 134	PRINCIPLES OF ACTING	3
TH 237	BEGINNING DIRECTING	3

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 (p. 155) for details.

Bachelor of Science – Education – English Language Arts for Middle Level Education Academic Area in English Language Arts (Grades 5-9)

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.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/middle-level-education>)

Core Requirements

ENG 233	ELEMENTS OF LITERATURE	3
ENG 235	CHILDREN'S LITERATURE	3
ENG 299	INTRO TO CREATIVE WRITING	3
ENG 311	THE THEORY AND PRACTICE OF TEACHING READING	3
ENG 320	GRAMMAR & LINGUISTICS	3
ENG 331	THEORY AND PRACTICE OF TEACHING WRITING	3
ENG 438	ADOLESCENT LITERATURE	3

Upper Division ENG Elective

ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE	
ENG 321	RHETORIC AND THE ART OF WRITING	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 343	LITERATURE & PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 346	LITERATURE OF THE BIBLE	
ENG 361	LITERACY IN THE DIGITAL AGE	
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION	
ENG 399B	ADVANCED CREATIVE WRITING:FICTION	
ENG 399C	ADVANCED CREATIVE WRITING:POETRY	

ENG 432	SHAKESPEARE	
ENG 435	NATIVE AMERICAN LITERATURE	
ENG 436	WORLD LITERATURE	
ENG 440	THEORY & PRAC OF LIT CRITICISM	
ENG 441	NOVELS	
ENG 442	MAJOR WRITERS	
Total Credits		24

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 (p. 155) for details.

Comparative Philosophy Minor

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

PHIL 231	INTRODUCTION TO PHILOSOPHY	3
PHIL 235	CLASSICAL CHINESE PHILOSOPHY	3
PHIL 333	SYMBOLIC LOGIC	3
Select twelve credits from the following: ¹		12
CA 260	INTRO TO COMMUNICATION THEORY	
ENG 343	LITERATURE & PHILOSOPHY	
ENG 440	THEORY & PRAC OF LIT CRITICISM	
HUM 332	LOVE & DESIRE IN WESTERN TRADITION	
HUM 335	COMPARATIVE RELIGIONS	
MATH 237	HISTORY AND FOUNDATIONS OF MATHEMATICS	
PHIL 400	INDEPENDENT STUDY OR RESEARCH	
PHIL 432	ETHICS	
PHIL 433	BIOMEDICAL ETHICS	
PHIL 435	ENVIRONMENTAL ETHICS	
PS 431	HISTORY OF POLITICAL THOUGHT	
Total Credits		21

¹ 9 credits must be upper-division

Creative Writing Minor

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

ENG 233	ELEMENTS OF LITERATURE	3
ENG 299	INTRO TO CREATIVE WRITING	3
ENG 321	RHETORIC AND THE ART OF WRITING	3
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION	3
ENG 399B	ADVANCED CREATIVE WRITING:FICTION	3
ENG 399C	ADVANCED CREATIVE WRITING:POETRY	3
ENG 400	INDEPENDENT STUDY OR RESEARCH	3
Total Credits		21

English Minor

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

ENG 232A	HISTORY OF AMERICAN LIT TO 1865	3
or ENG 232B	HIST OF AMERICAN LIT FROM 1865	
ENG 233	ELEMENTS OF LITERATURE	3
ENG 236A	HISTORY OF BRITISH LITERATURE TO 1795	3
or ENG 236B	HISTORY OF BRITISH LITERATURE FROM 1795	
ENG 436	WORLD LITERATURE	3
Upper-Division English Electives		9
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY & DIFFERENCE	
ENG 311	THE THEORY AND PRACTICE OF TEACHING READING	
ENG 320	GRAMMAR & LINGUISTICS	
ENG 321	RHETORIC AND THE ART OF WRITING	
ENG 331	THEORY AND PRACTICE OF TEACHING WRITING	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 343	LITERATURE & PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 346	LITERATURE OF THE BIBLE	
ENG 361	LITERACY IN THE DIGITAL AGE	
ENG 399A	ADVANCED CREATIVE WRITING:NONFICTION	
ENG 399B	ADVANCED CREATIVE WRITING:FICTION	
ENG 399C	ADVANCED CREATIVE WRITING:POETRY	
ENG 432	SHAKESPEARE	
ENG 435	NATIVE AMERICAN LITERATURE	
ENG 438	ADOLESCENT LITERATURE	
ENG 440	THEORY & PRAC OF LIT CRITICISM	
ENG 441	NOVELS	
ENG 442	MAJOR WRITERS	
ENG 461	SPECIALIZED METHODS IN ENGLISH LANGUAGE ARTS	
Total Credits		21

Interdisciplinary Humanities Minor

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

Select three of the following:		9
HUM 231	HUMANISTIC PERSPECTIVES	
HUM 232	HUMANISTIC TRADITION I:CLASSICAL WORLD	
HUM 233	HUMANISTIC TRADITION II: THE MEDIEVAL WORLD AND RENAISSANCE	
HUM 234	HUMANISTIC TRADITION III:THE AGE OF ENLIGHTENMENT AND ROMANTICISM	
HUM 235	THE HUMANISTIC TRADITION IV:MODERNISM AND POST-MODERNISM	
Upper-division courses in one of the participating humanistic disciplines. ¹		9
Upper-division HUM course		3
HUM 301	BEAT CULTURE: FILM, PHILOSOPHY, LITERATURE	
HUM 302	FILM AND PHILOSOPHY	

HUM 303	MODERNISM AND MANIFESTOS	
HUM 330	ARMS & MEN: CRISIS & CONFLICT IN THE HUMANITIES	
HUM 332	LOVE & DESIRE IN WESTERN TRADITION	
HUM 333	EXPLORATIONS IN HUMANITIES	
HUM 334	INTRODUCTION TO FILM	
HUM 335	COMPARATIVE RELIGIONS	
HUM 336	HIGH PLAINS HUMANITIES	
HUM 369	PHILOSOPHY AND DOCUMENTARY FILM	
HUM 401	CUBA LIBRE ¹	
HUM 432	WORLD MYTHOLOGY	
Total Credits		21

¹ Participating disciplines: Humanities, Philosophy, English, History, Music, Art, and Theatre.

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:

- Analyze factors which contribute to the development of healthy individuals throughout the lifespan (conception through old age).
 - Analyze nutrition and life course choices which influence lifespan wellness.
 - Assess the relationship between managing resources (time, energy, money) and achieving personal or family goals.
 - Apply critical and creative thinking skills in addressing individual and family problems and issues in diverse environments.
 - Describe the physical, emotional, mental and social development of children.
 - Illustrate the role food, clothing, and shelter play in individual and family consumerism and resource management.
 - Summarize the history of the FCS profession as well as the multiple career paths available to FCS graduates.
 - Demonstrate the ability to use knowledge, skills, competencies, and attitudes in a professional work experience.
- Bachelor of Arts in Family Consumer Science with options in: (p. 175)
 - Child and Family Studies
 - Design and Merchandising
 - Health and Human Services
 - Nutrition and Wellness.
 - Bachelor of Science – Education – Early Childhood Inclusive Field Endorsement (Birth through Grade 3) (p. 178)

- Bachelor of Science - Education - Field Endorsement in Family and Consumer Sciences (Grades 6-12) (p. 177)
- Bachelor of Science - Education - Middle Level Education Academic Area in Family and Consumer Sciences (Grades 5-9) (p. 177)
- Supplemental Endorsement in Health Sciences (Grades 6-12) (p. 178)
- Child and Family Studies (p. 178)
- Nutrition and Wellness (p. 178)
- Textiles and Design (p. 179)
- Gerontology (p. 178)
- Hospitality (p. 178)
- Public Health Promotion and Education (p. 178)

FCS 122 PERSPECTIVES IN FAMILY AND CONSUMER SCIENCES2 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 observations with guest lecturers.

FCS 135 ALTERATION AND CONSTRUCTION TECHNIQUES2 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 objectives will build upon prior knowledge and skills. A service learning project is incorporated. Additional laboratory fees are associated.

Co-requisites: FCS 135L

FCS 135L ALTERATIONS AND CONSTRUCTION LAB1 Credit

Adaptations 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 into the class and lab experience. Additional laboratory fees are associated.

Co-requisites: FCS 135

FCS 136 FOOD SCIENCE2 Credits

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.

Essential Studies Outcome: ES6

Co-requisites: FCS 136L

FCS 136L FOOD SCIENCE LAB1 Credit

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.

Essential Studies Outcome: ES6

Co-requisites: FCS 136

FCS 139 HUMAN DEVELOPMENT3 Credits

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.

FCS 149 BASIC HEALTH CARE2 Credits

This course provides essential knowledge and skills related to basic health care and skills for families and residents/clients of public and private 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.

Co-requisites: FCS 149L

FCS 149L BASIC HEALTH CARE LAB1 Credit

This course provides essential knowledge and skills related to basic health care and skills for families and residents/clients of public and private 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.

Co-requisites: FCS 149

FCS 160 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

FCS 224 HOUSING AND INTERIOR DESIGN3 Credits

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.

FCS 225 ADOLESCENT DEVELOPMENT3 Credits

Adolescence covers the span of life between the ages of 11 and 19. Throughout the course, students will gain knowledge and skill in the identification of characteristics, developmental and theoretical principles associated with early, middle and late adolescence. Practical application experiences will provide opportunities for the exploration of content knowledge and understanding associated with the developmental process.

FCS 233 FAMILIES IN SOCIETY3 Credits

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.

Essential Studies Outcome: ES10

FCS 234 INTRODUCTION TO HEALTH AND HUMAN SERVICES3 Credits

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 service to clients, need analysis, and principles of health and human services.

FCS 236 FOOD & MEALS ACROSS THE LIFESPAN2 Credits

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. Additional laboratory fees associated.

Co-requisites: FCS 236L

FCS 236L FOODS & MEALS ACROSS THE LIFESPAN LAB1 Credit

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-requisites: FCS 236

FCS 239 PARTNERS IN EDUCATION3 Credits

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.

FCS 247 NUTRITION3 Credits

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.

Essential Studies Outcome: ES11

FCS 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

FCS 314 FUTURE FOCUS1 Credit

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 . . .). The course may be repeated for up to a total of four credit hours.

FCS 314A FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second years students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Sophomore or above status

FCS 314B FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students in 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

FCS 314C FUTURE FOCUS1 Credit

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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Junior or above status

FCS 314D FUTURE FOCUS1 Credit

Using the critical science perspective, discussion of current 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. May be repeated for up to a total of four hours credit. First year students will enroll in 314A, second year students 314B, juniors 314C, and seniors 314D. Upper-class students will be expected and encouraged to assume leadership roles in class discussions.

Prerequisites: Senior status

FCS 320 AGING AND DEATH3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

FCS 321A CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION2 Credits

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 and philosophical foundations will guide students as they weave knowledge base content into practical application exercises associated with early childhood environments.

Prerequisites: Sophomore or above status

FCS 331 RESOURCE MANAGEMENT3 Credits

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.

Prerequisites: Sophomore or above status

FCS 337 GUIDANCE TECHNIQUES IN HUMAN RELATIONS3 Credits

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.

FCS 338 PRENATAL AND INFANT PRACTICUM3 Credits

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 toddlers. Students will be actively engaged in practicum experiences that integrate content knowledge, skills and competencies through observation and practical laboratory experiences. Students must complete a minimum of 30 contact hours working with infants and toddlers for successful completion in the course.

FCS 340L CURRENT TRENDS IN DESIGN1-3 Credits

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.

Prerequisites: Sophomore or above status

FCS 341 TEXTILES3 Credits

Natural and man-made fibers, yarns, and methods of fabrication, fabric finishes, and their performances. Legislation, merchandizing, and consumer issues are also investigated.

Prerequisites: Sophomore or above status.

Co-requisites: FCS 341L

FCS 341L TEXTILES LABORATORY1 Credit

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.

FCS 390 INTERNSHIP IN FCS1-12 Credits

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.

Add Consent: Department Consent

FCS 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Selected problems of interest to advanced students. Prerequisite: Consent of the instructor, Academic Dean of the school, and Academic Vice President.

Add Consent: Instructor Consent

FCS 417 LIFESPAN WELLNESS3 Credits

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, culture, ages, lifestyles, predisposed health conditions, injury/physical challenges, and the individual's goals/objectives. 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 satisfies Essential Studies Student Learning Outcome #11 requirement.

Essential Studies Outcome: ES11

Prerequisites: Junior or above status

FCS 420 LOSS ACROSS THE LIFESPAN3 Credits

A study of the "losses" experienced by individuals and families. This includes the loss of things, relationships, and function, as well as intrapsychic 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.

Prerequisites: Junior or above status

FCS 421 ORGANIZATION, ADMINISTRATION, AND CURRICULUM OF FCS2 Credits

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.

FCS 422 PROFESSIONAL CAREER DEVELOPMENT3 Credits

The course will provide students an opportunity to prepare for a Professional Career using research, application and demonstration of intellectual and practical skills. Students will demonstrate an understanding of knowledge, theory, methods and historical perspectives associated with a Career and employment through application exercises.

A requirement for successful completion of the capstone course is to develop and present a professional portfolio inclusive of evidence that demonstrates an ability for self-reflective, critical and creative thinking.

Essential Studies Outcome: ES12

Prerequisites: Junior or above status

FCS 423 PROGRAM DEVELOPMENT AND MANAGEMENT3 Credits

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.

Prerequisites: Junior or above status

FCS 427 WORKSITE WELLNESS3 Credits

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.

Essential Studies Outcome: ES9

FCS 434 ISSUES IN HEALTH AND HUMAN SERVICES3 Credits

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.

FCS 435 CONSUMER SCIENCE3 Credits

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.

Prerequisites: Junior or above status

FCS 436 GLOBAL FOOD SYSTEMS3 Credits

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 a sustainable global food system, with a focus on developing countries included. Topics include economic policy related to nutrition, health, consumption, production, natural resource management, trade, markets, gender roles, armed conflict, and ethics. Social entrepreneurship approach, case studies as well as active participation by students will be used.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

FCS 437 FAMILY STRENGTHS3 Credits

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.

Prerequisites: Junior or above status

FCS 440 SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES1-6 Credits

Contemporary concepts and issues in Family and Consumer Sciences as well as attendance and participation in conferences and leadership development opportunities. May be repeated with different emphases for up to six course credits.

Prerequisites: Junior or above status

FCS 447 NUTRITION FOR SPORT & WELLNESS3 Credits

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.

Prerequisites: Junior or above status

FCS 448 EARLY CHILDHOOD PRACTICUM3 Credits

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 practice in the development and implementation of daily and weekly unit plans, menus, environmental design and emergent curriculum for coordination of a total program. The course requires practicum time with children in laboratory a qualified early childhood setting.

FCS 448L EARLY CHILDHOOD PRACTICUM LABORATORY1 Credit

Practicum field experience in a qualified early childhood environment under the supervision of a highly qualified educator. Additional fees will be assessed.

Prerequisites: Junior or above status

Co-requisites: FCS 448

FCS 457 NUTRITION FOR COMMUNITY WELLNESS3 Credits

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.

FCS 467 EPIDEMIOLOGY AND GLOBAL HEALTH3 Credits

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. This course will provide a purposeful and applicable sense of citizenship and civic mindedness by developing a comprehensive understanding of one's personal and social responsibility in the ethical application and advocacy of public health; locally, nationally, and globally. Critical evaluation of medical and public health literature is included.

Essential Studies Outcome: ES9

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.

Note: Students interested in entering graduate programs or seeking certification in a specialized area should consult an advisor to determine additional courses necessary to meet the pre-requisites required for entry into graduate programs. (i.e. Registered Dietician).

FCS Core Requirements

Essential Studies (p. 111)

FCS Core Requirements		
FCS 122	PERSPECTIVES IN FAMILY AND CONSUMER SCIENCES	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 ¹	3
FCS 435	CONSUMER SCIENCE	3
Select one of the following options:		60
Child and Family Studies (p. 175)		
Design & Merchandising (p. 176)		
Health and Human Services (p. 176)		
Nutrition and Wellness (p. 176)		
Total Credits		81

¹ FCS 422 PROFESSIONAL CAREER DEVELOPMENT also serves as a Capstone course for Essential Studies

Child and Family Studies Option

FCS Core Requirements		
Select one of the following:		3
FCS 136 & 136L	FOOD SCIENCE and FOOD SCIENCE LAB	
FCS 236 & 236L	FOOD & MEALS ACROSS THE LIFESPAN and FOODS & MEALS ACROSS THE LIFESPAN LAB	
FCS 337	GUIDANCE TECHNIQUES IN HUMAN RELATIONS	3
FCS 338	PRENATAL AND INFANT PRACTICUM	3
FCS 239	PARTNERS IN EDUCATION	3
Select one of the following focus areas:		24
Child Studies (p. 175)		
Family Studies (p. 176)		
Total Credits		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

Essential Studies (p. 111)		
FCS Core Requirements		21
Major Requirements for Child & Family Option		12
CA 420	RELATIONAL AND FAMILY COMMUNICATION	3
EDUC 231	PLAY/ART/MUS FOR EARLY CHILDHO	3
EDUC 232	SCIENCE, MATH, AND SOCIAL SCIENCE FOR EARLY CHILDHOOD	3
EDUC 233	LITERATURE AND LANGUAGE ARTS PROGRAM FOR EARLY CHILDHOOD	3
FCS 321A	CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION	2
FCS 423	PROGRAM DEVELOPMENT AND MANAGEMENT	3
FCS 448 & 448L	EARLY CHILDHOOD PRACTICUM and EARLY CHILDHOOD PRACTICUM LABORATORY	4
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3

Electives	24
Total Credits	81

Family Studies Focus

Essential Studies (p. 111)	
FCS Core Requirements	21
Major Requirements for Child & Family Option	12
CA 420 RELATIONAL AND FAMILY COMMUNICATION	3
FCS 390 INTERNSHIP IN FCS	3
FCS 437 FAMILY STRENGTHS	3
FCS 457 NUTRITION FOR COMMUNITY WELLNESS	3
CA 440 GENDERED COMMUNICATION	3
CTE 431 INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE	3
FCS 233 FAMILIES IN SOCIETY	3
LS 236 FAMILY LAW	3
Electives ²	24
Total Credits	81

² Recommended elective options: HPER 332 SAFETY AND FIRST AID, HPER 429 MOTOR MOVEMENT, SPED 331 BEHAVIOR MODIFICATION AND MANAGEMENT, SPED 334 DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS, PSYC 231 EDUCATIONAL PSYCHOLOGY.

Design & Merchandising Option

Essential Studies (p. 111)	
Core Requirements	21
FCS 135 ALTERATION AND CONSTRUCTION TECHNIQUES & 135L and ALTERATIONS AND CONSTRUCTION LAB	3
FCS 224 HOUSING AND INTERIOR DESIGN	3
FCS 340L CURRENT TRENDS IN DESIGN	3
FCS 341 TEXTILES & 341L and TEXTILES LABORATORY	4
BA 337 BUSINESS LAW	3
BIS 337 E-COMMERCE	3
FCS 390 INTERNSHIP IN FCS	3
Electives	
Select four of the following:	12
ART 229 INTRO TO GRAPHIC DESIGN	
ART 323 CREATIVE PHOTOGRAPHY	
ART 331 MIXED MEDIA	
ART 338 ART HISTORY I	
or ART 339 ART HISTORY II	
or ART 340 TWENTIETH CENTURY ART	
BA 432 LEGAL ASPECTS OF BUS OWNERSHIP	
MGMT 230 PRINCIPLES OF MANAGEMENT	
MKTG 231 PRINCIPLES OF MARKETING	
MKTG 331 SALES TECHNIQUES	
MKTG 338 BUYER BEHAVIOR	
MKTG 334 ENTRE-IMAGINATION & OPPORTUNIT	
MKTG 335 ENTREPRENEURSHIP - BUSINESS START-UP	
MKTG 336 ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	

MS 330 MANAGEMENT AND CARE OF COLLECTIONS	
Elective Total	26
Total Credits	81

Health and Human Services Option

Essential Studies (p. 111)	
FCS Core Requirements	21
FCS 234 INTRODUCTION TO HEALTH AND HUMAN SERVICES	3
FCS 390 INTERNSHIP IN FCS	3
FCS 420 LOSS ACROSS THE LIFESPAN	3
FCS 434 ISSUES IN HEALTH AND HUMAN SERVICES	3
CTE 431 INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE	3
LS 235 ADMINISTRATIVE LAW	3
or LS 236 FAMILY LAW	
MATH 232 APPLIED STATISTICS	3
or PSYC 242 MEASUREMENT AND RESEARCH DESIGNS	
Elective Total	27-28
Select one of the following focus areas:	11-12
Health Services (p.)	
Gerontology (p.)	
Total Credits	80-82

Focus Areas for Health and Human Services Option

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

Health Services Focus

FCS 427 WORKSITE WELLNESS	3
FCS 436 GLOBAL FOOD SYSTEMS	3
FCS 467 EPIDEMIOLOGY AND GLOBAL HEALTH	3
CA 353 HEALTH COMMUNICATION	3
Total Credits	12

Gerontology Focus

FCS 437 FAMILY STRENGTHS	3
SW 332 SERVICES TO ELDERLY AND DIFFERENTLY ABLED	2
LS 431 INTRO TO ESTATES & TRUSTS	3
CA 420 RELATIONAL AND FAMILY COMMUNICATION	3
Total Credits	11

Note: Students pursuing this option MUST take FCS 233 FAMILIES IN SOCIETY as their Essential Studies SLO #10 requirement and CA 330 CONFLICT RESOLUTION AND MEDIATION as their Essential Studies SLO #3 requirement.

Nutrition and Wellness Option

Essential Studies (p. 111)	
FCS Core Requirements	21
CA 353 HEALTH COMMUNICATION	3
Select one of the following:	3
FCS 136 FOOD SCIENCE & 136L and FOOD SCIENCE LAB	
FCS 236 FOOD & MEALS ACROSS THE LIFESPAN & 236L and FOODS & 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 AND GLOBAL HEALTH	3
HPER 336	FITNESS EVAL & EXERCISE PRESCR	3
MATH 232	APPLIED STATISTICS	3
or PSYC 242	MEASUREMENT AND RESEARCH DESIGNS	
Elective Total		30
Total Credits		81

Note: Students interested in entering graduate programs in Dietetics, Public Health, Exercise Science or other medical careers should consult an advisor to determine additional courses necessary to meet the pre-requisites required for entry into graduate programs. (i.e. Registered Dietician).

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

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

Essential Studies (p. 111)

Core Requirements		
CTE 434	PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION	3
CTE 438	COORDINATION TECHNIQUES/WORK BASED LEARNING	3
FCS 122	PERSPECTIVES IN FAMILY AND CONSUMER SCIENCES	2
FCS 135 & 135L	ALTERATION AND CONSTRUCTION TECHNIQUES and ALTERATIONS AND CONSTRUCTION LAB	3
or FCS 224	HOUSING AND INTERIOR DESIGN	
FCS 139	HUMAN DEVELOPMENT	3
Select one of the following: 3		
FCS 136 & 136L	FOOD SCIENCE and FOOD SCIENCE LAB	
FCS 236 & 236L	FOOD & MEALS ACROSS THE LIFESPAN and FOODS & MEALS ACROSS THE LIFESPAN LAB	
FCS 247	NUTRITION	3
FCS 225	ADOLESCENT DEVELOPMENT	3
FCS 314	FUTURE FOCUS	1
FCS 320	AGING AND DEATH	3
FCS 331	RESOURCE MANAGEMENT	3
FCS 233	FAMILIES IN SOCIETY	3
FCS 340L	CURRENT TRENDS IN DESIGN	1
FCS 341 & 341L	TEXTILES and TEXTILES LABORATORY	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
or FCS 457	NUTRITION FOR COMMUNITY WELLNESS	
Professional Education Courses		
EDUC 131	INTRODUCTION TO TEACHING	3
EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
EDUC 300	SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION	1-3
EDUC 329	ASSESSMENT FOUNDATIONS	2
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3
EDUC 411S	READING/WRITING IN CONTENT ARE	1
EDUC 412S	CURRICULUM AND STANDARDS	1
EDUC 414S	SECONDARY/MS CLASSROOM MGMT	1
EDUC 415S	HUMAN REL/MULTI-CULTURAL	1
EDUC 418S	SECONDARY/MS ASSESSMENT	1
EDUC 431J	SPECIAL METHODS/FCS	3
SPED 412S	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING ¹	9
EDUC 495	EDUCATION CAPSTONE ¹	3

Total Credits 94-96

¹ EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently.

Bachelor of Science - Education - Middle Level Education Academic Area in Family and Consumer Sciences (Grades 5-9)

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

Essential Studies (p. 111)

Professional Education (http://catalog.csc.edu/middle-level-education)		
FCS 139	HUMAN DEVELOPMENT	3
FCS 135 & 135L	ALTERATION AND CONSTRUCTION TECHNIQUES and ALTERATIONS AND CONSTRUCTION LAB	3
or FCS 224	HOUSING AND INTERIOR DESIGN	
Select one of the following: 3		
FCS 136 & 136L	FOOD SCIENCE and FOOD SCIENCE LAB	
FCS 236 & 236L	FOOD & MEALS ACROSS THE LIFESPAN and FOODS & MEALS ACROSS THE LIFESPAN LAB	
FCS 225	ADOLESCENT DEVELOPMENT	3
FCS 247	NUTRITION	3
FCS 331	RESOURCE MANAGEMENT	3
or FCS 435	CONSUMER SCIENCE	

FCS 417	LIFESPAN WELLNESS	3
FCS 437	FAMILY STRENGTHS	3
Total Credits		24

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

Bachelor of Science - Education - Early Childhood Inclusive Field Endorsement (Birth through Grade 3)

For information regarding the Early Childhood Inclusive Field Endorsement (Birth through Grade 3) please see the appropriate page in Special Education (p. 241).

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

For information regarding the Supplemental Endorsement in Early Childhood Education (Age 3 through Grade 3) please see the appropriate page in Education (p. 163).

Child and Family Minor

FCS 139	HUMAN DEVELOPMENT	3
FCS 337	GUIDANCE TECHNIQUES IN HUMAN RELATIONS	3
FCS 338	PRENATAL AND INFANT PRACTICUM	3
FCS 320	AGING AND DEATH	3
FCS 331	RESOURCE MANAGEMENT	3
FCS 437	FAMILY STRENGTHS	3
Total Credits		18

Gerontology Minor

CA 353	HEALTH COMMUNICATION	3
or CA 420	RELATIONAL AND FAMILY COMMUNICATION	3
Select one of the following:		3
FCS 320	AGING AND DEATH	3
FCS 149 & 149L	BASIC HEALTH CARE and BASIC HEALTH CARE LAB	3
FCS 417	LIFESPAN WELLNESS	3
FCS 420	LOSS ACROSS THE LIFESPAN	3
FCS 437	FAMILY STRENGTHS	3
LS 431	INTRO TO ESTATES & TRUSTS	3
SW 332	SERVICES TO ELDERLY AND DIFFERENTLY ABLED	2
Total Credits		20

Hospitality Minor

CA 239	EVENT PLANNING AND LEADERSHIP	3
CA 330	CONFLICT RESOLUTION AND MEDIATION	3
FCS 390	INTERNSHIP IN FCS	3

FCS 427	WORKSITE WELLNESS	3
FCS 436	GLOBAL FOOD SYSTEMS	3
FCS 457	NUTRITION FOR COMMUNITY WELLNESS	3
MKTG 231	PRINCIPLES OF MARKETING	3
Total Credits		21

Nutrition and Wellness Minor

Select one of the following:		3
FCS 136 & 136L	FOOD SCIENCE and FOOD SCIENCE LAB	3
FCS 236 & 236L	FOOD & MEALS ACROSS THE LIFESPAN and FOODS & MEALS ACROSS THE LIFESPAN LAB	3
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
Total Credits		18

Public Health Promotion and Education Minor

MKTG 231	PRINCIPLES OF MARKETING	3
HPER 236	HEALTH TOPICS	3
FCS 234	INTRODUCTION TO HEALTH AND HUMAN SERVICES	3
CTE 431	INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE	3
FCS 434	ISSUES IN HEALTH AND HUMAN SERVICES	3
FCS 437	FAMILY STRENGTHS	3
Total Credits		18

Supplemental Endorsement in Health Sciences (Grade 6-12)

This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture, or Family and Consumer Sciences.

FCS 234	INTRODUCTION TO HEALTH AND HUMAN SERVICES	3
or CTE 434	PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION	3
FCS 457	NUTRITION FOR COMMUNITY WELLNESS	3
FCS 467	EPIDEMIOLOGY AND GLOBAL HEALTH	3
FCS 390	INTERNSHIP IN FCS	3
or CTE 390	INTERNSHIP IN CTE	3
EDUC 131	INTRODUCTION TO TEACHING	3
FCS 139	HUMAN DEVELOPMENT	3
or FCS 225	ADOLESCENT DEVELOPMENT	3
FCS 149 & 149L	BASIC HEALTH CARE and BASIC HEALTH CARE LAB	2-3
or HPER 332	SAFETY AND FIRST AID	3

HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
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Total Credits		23-24
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Textiles and Design Minor

FCS 135 & 135L	ALTERATION AND CONSTRUCTION TECHNIQUES and ALTERATIONS AND CONSTRUCTION LAB	3
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FCS 224	HOUSING AND INTERIOR DESIGN	3
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FCS 331	RESOURCE MANAGEMENT	3
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FCS 340L	CURRENT TRENDS IN DESIGN	3
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FCS 341 & 341L	TEXTILES and TEXTILES LABORATORY	4
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MKTG 231	PRINCIPLES OF MARKETING	3
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Total Credits		19
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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, Community and Adventure Recreation, 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 – Sport and Recreation Management

- 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, Community and Adventure Recreation, 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 S.H.A.P.E America Physical Educational National 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 S.H.A.P.E. America Physical Education National 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 (p. 183)
- Bachelor of Science - Education - Field Endorsement in Health and Physical Education (Grades PK-12) (p. 184)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades PK-6) (p. 185)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades 7-12) (p. 184)
- Bachelor of Science - Education - Subject Endorsement in Health Education (Grades 7-12) (p. 185)
- Bachelor of Science - Education - Middle Level Education Academic Area in Health and Physical Education (Grades 5-9) (p. 185)
- Supplemental Endorsement in Coaching (Grades 7-12) (p. 186)
- Exercise Science (p. 186)
- Community and Adventure Recreation (p. 185)

- Sports Leadership (p. 186)

HPER 102 SHOOTING ACTIVITIES³ Credits

The Shooting Activities course will expose students to the necessary rules and participation skills for a variety of shooting activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Shooting activities may include but not be limited to archery, trap, riflery, paintball, skeet, etc.

HPER 105 ADULT COMMUNITY RECREATION¹ Credit

Basic recreational activity designed for the adult learner. Emphasis will be placed on flexibility, strength, and cardiovascular maintenance.

Drop Consent: Department Consent

HPER 107 INDIVIDUAL SPORT ACTIVITIES³ 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.

Essential Studies Outcome: ES11

HPER 108 FITNESS ACTIVITIES³ 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.

Essential Studies Outcome: ES11

HPER 111 SOCIAL DANCE ACTIVITIES³ 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.

Essential Studies Outcome: ES11

HPER 120 OUTDOOR ACTIVITIES³ Credits

The Outdoor 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.

Essential Studies Outcome: ES11

HPER 122 FOUNDATIONS OF HEALTH & PE² 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 INTRO TO ATHLETIC TRAINING¹ 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.

HPER 207 TEAM SPORTS ACTIVITIES³ Credits

The Team Sports 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.

Essential Studies Outcome: ES11

HPER 209 ADVANCED FITNESS ACTIVITIES3 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, powerlifting, Ironman training, triathlon training, etc.

HPER 220 THEORY AND PRINCIPLES OF COACHING2 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 RECREATION PROGRAMMING3 Credits

History and objectives of special camps and the responsibilities of the camp counselor. The planning and administration of camp activities to include diverse populations. This course is designed to help students understand ways to ensure recreation leisure activities are accessible to all members in the community they serve.

HPER 232 ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY3 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/WELLNESS3 Credits

Knowledge and practice in making decisions which effect the quality of life. Developing positive attitudes toward emotional and physical fitness. An emphasis on personal health assessment, awareness and individual program planning.

Essential Studies Outcome: ES11

HPER 234 INTRODUCTION TO SPORT AND RECREATION MANAGEMENT3 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 TOPICS3 Credits

Designed to provide the Health Educator with an in-depth knowledge base in current health problems in contemporary society.

HPER 321 COACHING TECH:FOOTBALL2 Credits

Fundamentals and coaching techniques in football.

Prerequisites: HPER 220 and Sophomore or above status

HPER 322 COACHING TECH:BASKETBALL2 Credits

Fundamentals and coaching techniques in basketball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 323 COACHING TECH:VOLLEYBALL2 Credits

Fundamentals and coaching techniques in volleyball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 325 TEACHING IND/DUAL SPORTS3 Credits

Techniques of teaching and coaching the individual and dual sports which may be taught to the recreation or public school student

Prerequisites: Sophomore or above status

HPER 327 BIOMECHANICAL KINESIOLOGY2 Credits

The application of mechanical principles to human movement.

HPER 327L BIOMECHANICAL KINESIOLOGY LAB1 Credit

Lab experience.

HPER 329 HISTORY OF PHYS ED2 Credits

Introduction to the historical development of physical education from ancient to modern times.

HPER 332 SAFETY AND FIRST AID2 Credits

Safety in and around the school and home. Includes American National Red Cross First Aid and Cardiopulmonary Resuscitation certification.

Prerequisites: Junior or above status

HPER 333 LEADERSHIP IN RECREATION3 Credits

Considers problems in community recreation pertaining to leadership styles, leadership roles in the areas of facilities, programs, activities, methods of organization and administration.

Prerequisites: HPER 234 and Sophomore or above status

HPER 335 ORG/ADMIN HPER & ATH3 Credits

A study of administrative practices and their application to the fields of Health, Physical Education, Recreation, and Athletics.

Prerequisites: Sophomore or above status

HPER 336 FITNESS EVAL & EXERCISE PRESCR3 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.

Prerequisites: HPER 232 and Sophomore or above status

HPER 337 RECREATION FOR DIVERSE POPULATIONS3 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 areas.

Prerequisites: Sophomore or above status

HPER 339 THEORY OF PHYSICAL EDUCATION K-83 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.

Prerequisites: Sophomore or above status

HPER 400 INDEPENDENT STUDY OR RESEARCH1-4 Credits

Designed to permit students to participate in more individual investigations and individualized courses of study. Permission of Academic Dean and Department Chair required.

Add Consent: Instructor Consent

HPER 421 PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS OF SPORT2 Credits

Philosophical, sociological, and psychological aspects of coaching.

Prerequisites: HPER 220 and Junior or above status

HPER 422 INTRO TO ADAPTED PHYS ED3 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.

Prerequisites: Junior or above status

HPER 423 COACHING TECH:WRESTLING2 Credits

Fundamentals and coaching techniques in wrestling.

Prerequisites: HPER 220 and Junior or above status

HPER 424 COACHING TECH: TRACK2 Credits

Fundamentals and coaching techniques in track.

Prerequisites: HPER 220 and Junior or above status

HPER 425 COACH TECH:GOLF AND TENNIS2 Credits

Fundamentals and coaching techniques in golf and tennis.

HPER 426 COACHING TECH: BASEBALL/SOFTBALL2 Credits

Fundamentals and coaching techniques in baseball and softball.

Prerequisites: HPER 220 and Junior or above status

HPER 427 RHYTHMIC MOVEMENT2 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.

Prerequisites: Junior or above status

HPER 428 CURRICULUM IN HEALTH3 Credits

A foundation in school health education, including health services, healthful school living, and health instruction. To develop skills in organizing and presenting comprehensive and sequential health curriculum of standard and controversial topics.

Prerequisites: Junior or above status

HPER 429 MOTOR MOVEMENT3 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.

Prerequisites: Junior or above status

HPER 430 SEMINAR IN HPER3 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.

Prerequisites: Junior or above status

HPER 431 COMMUNITY & ENVIRONMENTAL HEALTH3 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.

Prerequisites: HPER 236 and Junior or above status

HPER 432 TESTS & MEASUREMENTS IN PHYSICAL EDUCATION3 Credits

The history of measurements in physical education, the selection and administration of appropriate tests, and the integration of their results by statistical procedures.

Prerequisites: Junior or above status

HPER 433 ADVANCED ATHLETIC TRAINING3 Credits

Designed for students who want to pursue a career in athletic training; required for NATA certification.

Prerequisites: HPER 134 and Junior or above status

HPER 435 CURRICULUM PLANNING IN PHYSICAL EDUCATION3 Credits

A study and evaluation of present day trends in physical education. A discussion of principles and procedures for curriculum construction and criteria for the selection of activities and judging outcomes.

Prerequisites: Junior or above status

HPER 436 ADVENTURE BASED LEARNING3 Credits

To acquaint prospective teachers and recreationists with the concepts of outdoor education. To provide a variety of experiential learning opportunities that enable students to develop knowledge and skills from direct experiences outside the traditional classroom. To better understand the use of personal leisure time in the out-of-doors.

Prerequisites: Junior or above status

HPER 437 LEGAL ASPECTS OF SPORTS AND RECREATION3 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.

Prerequisites: Junior or above status

HPER 439 BIOMECHANICS OF SPORTS2 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.

Prerequisites: HPER 232 and Junior or above status

Co-requisites: HPER 439L

HPER 439L BIOMECHANICS OF SPORTS LAB1 Credit

Lab experience in Biomechanics of Sports.

Prerequisites: Junior or above status

Co-requisites: HPER 439

HPER 440 PREVENTION & CARE/ATHLETIC INJ3 Credits

Knowledge and practice in the care of athletic injuries and physical conditioning.

Prerequisites: Junior or above status

HPER 441 COORDINATED SCHOOL HEALTH PROGRAM3 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.

Prerequisites: HPER 236 and Junior or above status

HPER 442 AQUATICS AND WATER SAFETY3 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.

Essential Studies Outcome: ES11

Prerequisites: Junior or above status

HPER 449 EVENT AND FACILITY MANAGEMENT3 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.

Prerequisites: Junior or above status

HPER 453 SPORTS OFFICIATING3 Credits

Qualifications, philosophies, principles, and techniques governing the art of officiating sports.

Prerequisites: HPER 220 and Junior or above status

HPER 454 PRINCIPLES OF PERSONAL TRAINING3 Credits

To provide students with specific, real-world information about the knowledge, skills, and expectations associated with a 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.

Prerequisites: HPER 336 and Senior status

HPER 490 INTERNSHIP IN HPER1-12 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: A. Recreation: HPER 226, 234, and 333 B. Coaching: HPER 220, 335, and appropriate techniques courses (Note: Education students should not do their coaching internship while on block or student teaching.) C. Athletic Training: HPER 226. Students must submit application to the Director of Internships at least 30 days prior to the beginning of the semester in which they desire an internship.

Add Consent: Department Consent

HPER 490A INTERNSHIP IN RECREATION1-12 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: HPER 226, HPER 234, HPER 333, HPER 335, HPER 437 and Junior or above status

Add Consent: Department Consent

HPER 490B INTERNSHIP IN COACHING1-12 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: HPER 220, HPER 335 and one course from HPER 423, HPER 424, HPER 425, or HPER 426, and Junior or above status

Add Consent: Department Consent

HPER 490C INTERNSHIP IN ATHLETIC TRAINING1-12 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: HPER 226 and Junior or above status

Add Consent: Department Consent

HPER 490D INTERNSHIP IN ATHLETIC TRAINING1-12 Credits

A work experience in athletic training. Approval of student's advisor, the faculty coordinator and the department chairperson is required.

Prerequisites: HPER 226, HPER 334, and Junior or above status

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

Essential Studies (p. 111)

Core Requirements		
HPER 234	INTRODUCTION TO SPORT AND RECREATION MANAGEMENT	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 333	LEADERSHIP IN RECREATION ¹	3
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 337	RECREATION FOR DIVERSE POPULATIONS	3
HPER 437	LEGAL ASPECTS OF SPORTS AND RECREATION	3
HPER 440	PREVENTION & CARE/ATHLETIC INJ	3
HPER 449	EVENT AND FACILITY MANAGEMENT	3
HPER 490	INTERNSHIP IN HPER	3
MGMT 230	PRINCIPLES OF MANAGEMENT	3
MKTG 231	PRINCIPLES OF MARKETING	3
Select one of the following options:		21-25
Exercise Science (p. 183)		
Community and Adventure Recreation (p. 184)		
Sport Leadership (p. 184)		
Total Credits		53-57

¹ Requires a Prerequisite.

Exercise Science Option

The Exercise Science option within the Sport Management degree is a nationally recognized program by the National Strength and Conditioning Association (NSCA).

Students who complete the Sport Management/Exercise Science degree will be prepared to take the Strength and Conditioning and/or Personal Training certification exam administered by the NSCA.

Core Requirements		
FCS 447	NUTRITION FOR SPORT & WELLNESS	3
HPER 209	ADVANCED FITNESS ACTIVITIES	3
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 336	FITNESS EVAL & EXERCISE PRESCR ²	3
HPER 429	MOTOR MOVEMENT	3
HPER 439	BIOMECHANICS OF SPORTS & 439L and BIOMECHANICS OF SPORTS LAB ²	3
HPER 442	AQUATICS AND WATER SAFETY	3
HPER 454	PRINCIPLES OF PERSONAL TRAINING ²	3
Total Credits		56

² Requires a Prerequisite.

Recommended Essential Studies Courses

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

MATH 232	APPLIED STATISTICS	3
BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4

Recommended Elective Courses

PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
BIOL 340 & 340L	HUMAN ANATOMY and GROSS HUMAN ANATOMY LABORATORY	4
BIOL 342 & 342L	HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LABORATORY	4

Community and Adventure Recreation Option

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	RECREATION PROGRAMMING	3
HPER 442	AQUATICS AND WATER SAFETY	3
HPER 436	ADVENTURE BASED LEARNING	3
Total Credits		53

Sport Leadership Option

Core Requirements		32
HPER 220	THEORY AND PRINCIPLES OF COACHING	2
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 336	FITNESS EVAL & EXERCISE PRESCR	3
HPER 421	PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS OF SPORT ³	2
HPER 439 & 439L	BIOMECHANICS OF SPORTS and BIOMECHANICS OF SPORTS LAB ³	3
HPER 453	SPORTS OFFICIATING ³	3
FCS 447	NUTRITION FOR SPORT & WELLNESS	3
Electives in Coaching		
Select three of the following:		6
HPER 321	COACHING TECH:FOOTBALL	
HPER 322	COACHING TECH:BASKETBALL	
HPER 323	COACHING TECH:VOLLEYBALL	
HPER 423	COACHING TECH:WRESTLING	
HPER 424	COACHING TECH: TRACK	
HPER 425	COACH TECH:GOLF AND TENNIS	
HPER 426	COACHING TECH: BASEBALL/SOFTBALL	
Total Credits		57

³ Requires a Prerequisite.

Bachelor of Science - Education - Field Endorsement in Health and Physical Education (Grades PK-12)

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements for a Secondary Endorsement. This includes achieving minimum required scores on Praxis I and completion of CSC required Praxis II exam. Students pursuing this major must complete HPER 233 PERSONAL HEALTH/WELLNESS as the Personal and Social Responsibilities Essential Studies requirement (SLO #11).

Essential Studies (p. 111)

Professional Education Requirements (http://catalog.csc.edu/secondary-education-requirements)		
Core Requirements		
HPER 108	FITNESS ACTIVITIES	3
HPER 122	FOUNDATIONS OF HEALTH & PE	2
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 236	HEALTH TOPICS	3
HPER 325	TEACHING IND/DUAL SPORTS	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 336	FITNESS EVAL & EXERCISE PRESCR ¹	3
HPER 339	THEORY OF PHYSICAL EDUCATION K-8	3
HPER 422	INTRO TO ADAPTED PHYS ED	3
HPER 427	RHYTHMIC MOVEMENT	2
HPER 428	CURRICULUM IN HEALTH	3
HPER 429	MOTOR MOVEMENT	3
HPER 431	COMMUNITY & ENVIRONMENTAL HEALTH ¹	3
HPER 432	TESTS & MEASUREMENTS IN PHYSICAL EDUCATION	3
HPER 435	CURRICULUM PLANNING IN PHYSICAL EDUCATION	3
HPER 436	ADVENTURE BASED LEARNING	3
HPER 439 & 439L	BIOMECHANICS OF SPORTS and BIOMECHANICS OF SPORTS LAB ¹	3
HPER 441	COORDINATED SCHOOL HEALTH PROGRAM ¹	3
HPER 442	AQUATICS AND WATER SAFETY ¹	3
Total Credits		57

¹ Requires a Prerequisite.

Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades 7-12)

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements. This includes achieving minimum required scores on Praxis I and completion of CSC required Praxis II exam.

Essential Studies (p. 111)

Professional Education Requirements (http://catalog.csc.edu/secondary-education-requirements)		
Core Requirements		
HPER 108	FITNESS ACTIVITIES	3
HPER 122	FOUNDATIONS OF HEALTH & PE	2
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 325	TEACHING IND/DUAL SPORTS	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 422	INTRO TO ADAPTED PHYS ED	3
HPER 427	RHYTHMIC MOVEMENT	2
HPER 429	MOTOR MOVEMENT	3
HPER 432	TESTS & MEASUREMENTS IN PHYSICAL EDUCATION	3

HPER 435	CURRICULUM PLANNING IN PHYSICAL EDUCATION	3
HPER 436	ADVENTURE BASED LEARNING	3
HPER 439 & 439L	BIOMECHANICS OF SPORTS and BIOMECHANICS OF SPORTS LAB ¹	3
HPER 442	AQUATICS AND WATER SAFETY	3
Total Credits		36

¹ Requires a Prerequisite.

Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades PK-6)

A student must complete the following program in addition to the Essential Studies and Professional Education Requirements, including EDUC 431C SPECIAL METHODS/HPER. This includes achieving minimum required scores on Praxis I and completion of CSC required Praxis II exam.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>) ²

Core Requirements

HPER 108	FITNESS ACTIVITIES	3
HPER 122	FOUNDATIONS OF HEALTH & PE	2
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 325	TEACHING IND/DUAL SPORTS	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 339	THEORY OF PHYSICAL EDUCATION K-8	3
HPER 422	INTRO TO ADAPTED PHYS ED	3
HPER 427	RHYTHMIC MOVEMENT	2
HPER 429	MOTOR MOVEMENT	3
HPER 432	TESTS & MEASUREMENTS IN PHYSICAL EDUCATION	3
HPER 439 & 439L	BIOMECHANICS OF SPORTS and BIOMECHANICS OF SPORTS LAB ¹	3
Total Credits		33

¹ Requires a Prerequisite.

² including EDUC 431C SPECIAL METHODS/HPER

Bachelor of Science – Education – Middle Level Education Academic Area in Health and Physical Education (Grades 5-9)

The student must complete the following program in addition to 24 credit hours in one of the Core Academic Areas, the Professional Education requirements and the Essential Studies program. This includes achieving minimum required scores on Praxis I and completion of CSC required Praxis II exam. Students pursuing this major must complete HPER 233 as the SLO #11 Essential Studies requirement.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/middle-level-education>)

Core Requirements

HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 325	TEACHING IND/DUAL SPORTS	3
HPER 339	THEORY OF PHYSICAL EDUCATION K-8	3
HPER 422	INTRO TO ADAPTED PHYS ED	3
HPER 428	CURRICULUM IN HEALTH	3
HPER 429	MOTOR MOVEMENT	3
HPER 432	TESTS & MEASUREMENTS IN PHYSICAL EDUCATION	3
HPER 435	CURRICULUM PLANNING IN PHYSICAL EDUCATION	3

Total Credits

24

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. This includes achieving minimum required scores on Praxis I and completion of CSC required Praxis II exam.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

FCS 247	NUTRITION	3
HPER 108	FITNESS ACTIVITIES	3
HPER 122	FOUNDATIONS OF HEALTH & PE	2
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 233	PERSONAL HEALTH/WELLNESS	3
HPER 236	HEALTH TOPICS	3
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 336	FITNESS EVAL & EXERCISE PRESCR	3
HPER 428	CURRICULUM IN HEALTH	3
HPER 431	COMMUNITY & ENVIRONMENTAL HEALTH ¹	3
HPER 441	COORDINATED SCHOOL HEALTH PROGRAM ¹	3

Total Credits

34

¹ Requires a Prerequisite.

Community and Adventure Recreation Minor

HPER 120	OUTDOOR ACTIVITIES	3
HPER 221	RECREATION PROGRAMMING	3
HPER 234	INTRODUCTION TO SPORT AND RECREATION MANAGEMENT	3
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 436	ADVENTURE BASED LEARNING	3

HPER 442	AQUATICS AND WATER SAFETY ¹	3
HPER 449	EVENT AND FACILITY MANAGEMENT	3
Total Credits		20

¹ Requires a Prerequisite.

Exercise Science Minor

HPER 209	ADVANCED FITNESS ACTIVITIES ¹	3
HPER 232	ANATOMICAL AND PHYSIOLOGICAL KINESIOLOGY	3
HPER 332	SAFETY AND FIRST AID	2
HPER 336	FITNESS EVAL & EXERCISE PRESCR	3
HPER 429	MOTOR MOVEMENT	3
HPER 439 & 439L	BIOMECHANICS OF SPORTS and BIOMECHANICS OF SPORTS LAB	3
HPER 454	PRINCIPLES OF PERSONAL TRAINING	3
Total Credits		20

¹ Requires a Prerequisite.

Sports Leadership Minor

HPER 220	THEORY AND PRINCIPLES OF COACHING	2
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 421	PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS OF SPORT ¹	2
HPER 437	LEGAL ASPECTS OF SPORTS AND RECREATION ¹	3
HPER 440	PREVENTION & CARE/ATHLETIC INJ	3
HPER 453	SPORTS OFFICIATING	3
Electives in Coaching		
Select two of the following: 4		
HPER 321	COACHING TECH:FOOTBALL	
HPER 322	COACHING TECH:BASKETBALL	
HPER 323	COACHING TECH:VOLLEYBALL	
HPER 423	COACHING TECH:WRESTLING	
HPER 424	COACHING TECH: TRACK	
HPER 425	COACH TECH:GOLF AND TENNIS	
HPER 426	COACHING TECH: BASEBALL/SOFTBALL	
Total Credits		20

¹ Requires a Prerequisite.

Supplemental Endorsement in Coaching (Grades 7-12)

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

HPER 220	THEORY AND PRINCIPLES OF COACHING	2
HPER 332	SAFETY AND FIRST AID ¹	2
HPER 335	ORG/ADMIN HPER & ATH	3
HPER 421	PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS OF SPORT ¹	2
HPER 437	LEGAL ASPECTS OF SPORTS AND RECREATION	3

HPER 440	PREVENTION & CARE/ATHLETIC INJ	3
HPER 449	EVENT AND FACILITY MANAGEMENT	3
HPER 453	SPORTS OFFICIATING ¹	3
HPER 490	INTERNSHIP IN HPER	3

Electives in Coaching

Select three of the following: 6	
HPER 321	COACHING TECH:FOOTBALL
HPER 322	COACHING TECH:BASKETBALL
HPER 323	COACHING TECH:VOLLEYBALL
HPER 423	COACHING TECH:WRESTLING
HPER 424	COACHING TECH: TRACK
HPER 425	COACH TECH:GOLF AND TENNIS
HPER 426	COACHING TECH: BASEBALL/SOFTBALL

Total Credits 30

¹ Requires a Prerequisite.

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

- Historical Interpretation
 - 200 - Illustrate how historians make interpretations of the past.
 - 300 - Distinguish broad trends in historical interpretations (historiography).
 - 400 - Synthesize multiple historical interpretations.
- Scholarly Argument
 - 200 - Identify authors' arguments.
 - 300 - Distinguish between authors' main arguments and secondary points.
 - 400 - Evaluate authors' arguments and evidence.
- 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.
- 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.
- 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 (p. 189)

- Bachelor of Science - Education - Subject Endorsement in History (Grades 7-12) (p. 190)

- Minor in History (p. 190)

HIST 151 US HISTORY TO 18773 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.

Essential Studies Outcome: ES8

HIST 152 US HISTORY SINCE 18773 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.

Essential Studies Outcome: ES8

HIST 171 WORLD HISTORY TO 15003 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.

Essential Studies Outcome: ES7

HIST 172 WORLD HISTORY SINCE 15003 Credits

Survey of World History from 1500 to the present with emphasis upon political, religious cultural, economic and social movements.

Essential Studies Outcome: ES8

HIST 210 POWER AND INSTITUTIONS3 Credits

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 IDENTITY3 Credits

Investigation of 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.

HIST 230 EXCHANGE AND THE ENVIRONMENT3 Credits

Historical spatial views and perspectives of place while stressing 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 CULTURE3 Credits

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 WEST3 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.

Cross-Listed: HIST351/ANTH351

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HIST 352 EUROPE: RENAISSANCE TO WORLD WAR3 Credits

Investigation of 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 353 EUROPE SINCE 19143 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 354 US COLONIAL AND EARLY REPUBLIC3 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.

Essential Studies Outcome: ES8

Prerequisites: Junior or above status

HIST 355 US IN THE NINETEENTH CENTURY3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 356 US IN THE 20TH CENTURY3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 361 NORTH AMERICAN WEST3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 362 NEBRASKA HISTORY3 Credits

This course investigates the history of Nebraska with emphasis on geographical, social, political, and economic factors. May require field trips.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 363 AMERICAN INDIAN HISTORY3 Credits

History of Native American and Indian peoples from tribal origins to the present. Emphasizes cultural survival and cross-cultural exchange.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 364 AMERICAN ENVIRONMENTAL HISTORY3 Credits

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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 365 HISTORY OF CANADA3 Credits

Political, social, and economic development of Canada from the formation of First Nations societies to the present.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 366 HISTORY OF MEXICO3 Credits

Mexican history from Pre-Columbian times to the country's democratic transition with a focus on postindependence Mexico. Political, economic, and socio-cultural developments as shaped by domestic and international contexts will be explored.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 369 SUBJECT AND CITIZEN3 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

HIST 370 THE POST-COLONIAL CONDITION3 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

HIST 371 ANCIENT EAST ASIA3 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 anthropological works, this course analyzes the subject area through cognate disciplines, with special emphasis on history.

Cross-Listed: HIST371/ANTH371

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

HIST 372 MODERN EAST ASIA3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 373 HISTORY OF THE PACIFIC RIM3 Credits

Comprehensive course covering the history, geography, economics, politics, and culture of the peoples who have inhabited the borders of the Pacific Rim-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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 374 HISTORY OF THE MIDDLE EAST3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 375 HISTORY OF AFRICA3 Credits

History of Africa from the pre-historic 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 376 LATIN AMERICAN HISTORY3 Credits

History of Latin American nations covering the periods of conquest, colonization and independence, with emphasis on social, political and educational developments.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

HIST 390 INTERNSHIP IN HISTORY1-12 Credits

Provides practical historical experience while employed with a museum or historical society, government agency, business, or industry. Open to upper division students major 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.

Add Consent: Department Consent

HIST 400 INDEPENDENT STUDY1-6 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.
Add Consent: Instructor Consent

HIST 401 CUBA LIBRE1-3 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: ESP Capstone 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding Self-Reflective essay (required of all participants).

Essential Studies Outcome: ES8

Prerequisites: Junior or above status

HIST 402 CUBA LIBRE3 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: ESP Capstone 469. Students must attend two weeks of pre-trip orientation and attend post-trip sessions regarding self-reflective essay (required of all participants).

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

HIST 455 PROCESS IN US/EUROPEAN HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 460 AMERICAN MILITARY HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 465 PROCESS IN NORTH AMERICAN WEST HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 475 PROCESS IN WORLD HISTORY3 Credits

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.

Prerequisites: Junior or above status

HIST 495 SEMINAR IN THE SOCIAL SCIENCES3 Credits

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: HIST495/SS495

Prerequisites: Junior or above status

Bachelor of Arts – History

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

Essential Studies (p. 111)

Core Requirements		
HIST 151	US HISTORY TO 1877	3
or HIST 152	US HISTORY SINCE 1877	
HIST 171	WORLD HISTORY TO 1500	3
or HIST 172	WORLD HISTORY SINCE 1500	
Historical Process Courses		
Select two of the following:		6
HIST 210	POWER AND INSTITUTIONS	
HIST 220	THE GLOBAL AND IDENTITY	
HIST 230	EXCHANGE AND THE ENVIRONMENT	
HIST 240	BELIEF AND CULTURE	
Content/Context (US/Europe) Courses		
Select two of the following:		6
HIST 351	ANCIENT WEST	
HIST 352	EUROPE: RENAISSANCE TO WORLD WAR	
HIST 353	EUROPE SINCE 1914	
HIST 354	US COLONIAL AND EARLY REPUBLIC	
HIST 355	US IN THE NINETEENTH CENTURY	
HIST 356	US IN THE 20TH CENTURY	
Content/Context (North American West) Courses		
Select two of the following:		6
HIST 361	NORTH AMERICAN WEST	
HIST 362	NEBRASKA HISTORY	
HIST 363	AMERICAN INDIAN HISTORY	
HIST 364	AMERICAN ENVIRONMENTAL HISTORY	
HIST 365	HISTORY OF CANADA	
HIST 366	HISTORY OF MEXICO	
Content/Context (World) Courses		
Select two of the following:		6
HIST 371	ANCIENT EAST ASIA	
HIST 372	MODERN EAST ASIA	
HIST 373	HISTORY OF THE PACIFIC RIM	
HIST 374	HISTORY OF THE MIDDLE EAST	
HIST 375	HISTORY OF AFRICA	
HIST 376	LATIN AMERICAN HISTORY	
Seminar in Process/Content		
Select one of the following:		3
HIST 455	PROCESS IN US/EUROPEAN HISTORY	
HIST 465	PROCESS IN NORTH AMERICAN WEST HISTORY	

HIST 475	PROCESS IN WORLD HISTORY	
HIST 495	SEMINAR IN THE SOCIAL SCIENCES	3
Total Credits		36

Bachelor of Science - Education - Subject Endorsement in History (Grades 7-12)

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

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

Select one of the following: 3

HIST 151 US HISTORY TO 1877

HIST 152 US HISTORY SINCE 1877

HIST 171 WORLD HISTORY TO 1500

HIST 172 WORLD HISTORY SINCE 1500

Historical Process Courses

Select two of the following: 6

HIST 210 POWER AND INSTITUTIONS

HIST 220 THE GLOBAL AND IDENTITY

HIST 230 EXCHANGE AND THE ENVIRONMENT

HIST 240 BELIEF AND CULTURE

Content/Context (US/Europe) Courses

Select two of the following: 6

HIST 351 ANCIENT WEST

HIST 352 EUROPE: RENAISSANCE TO WORLD WAR

HIST 353 EUROPE SINCE 1914

HIST 354 US COLONIAL AND EARLY REPUBLIC

HIST 355 US IN THE NINETEENTH CENTURY

HIST 356 US IN THE 20TH CENTURY

Content/Context (North American West) Courses

Select two of the following: 6

HIST 361 NORTH AMERICAN WEST

HIST 362 NEBRASKA HISTORY

HIST 363 AMERICAN INDIAN HISTORY

HIST 364 AMERICAN ENVIRONMENTAL HISTORY

HIST 365 HISTORY OF CANADA

HIST 366 HISTORY OF MEXICO

Content/Context (World) Courses

Select two of the following: 6

HIST 371 ANCIENT EAST ASIA

HIST 372 MODERN EAST ASIA

HIST 373 HISTORY OF THE PACIFIC RIM

HIST 374 HISTORY OF THE MIDDLE EAST

HIST 375 HISTORY OF AFRICA

HIST 376 LATIN AMERICAN HISTORY

Seminar in Process/Content 3

Select one of the following: 3

HIST 455	PROCESS IN US/EUROPEAN HISTORY	
HIST 465	PROCESS IN NORTH AMERICAN WEST HISTORY	
HIST 475	PROCESS IN WORLD HISTORY	
HIST 495	SEMINAR IN THE SOCIAL SCIENCES	3
Electives from Political Science or Anthropology		6
Total Credits		42

Minor in History

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

HIST 151 US HISTORY TO 1877 3

or HIST 152 US HISTORY SINCE 1877

HIST 171 WORLD HISTORY TO 1500 3

or HIST 172 WORLD HISTORY SINCE 1500

Historical Process Course

Select one of the following: 3

HIST 210 POWER AND INSTITUTIONS

HIST 220 THE GLOBAL AND IDENTITY

HIST 230 EXCHANGE AND THE ENVIRONMENT

HIST 240 BELIEF AND CULTURE

Content/Context (US/Europe) Course

Select one of the following: 3

HIST 351 ANCIENT WEST

HIST 352 EUROPE: RENAISSANCE TO WORLD WAR

HIST 353 EUROPE SINCE 1914

HIST 354 US COLONIAL AND EARLY REPUBLIC

HIST 355 US IN THE NINETEENTH CENTURY

HIST 356 US IN THE 20TH CENTURY

Content/Context (North American West) Course

Select one of the following: 3

HIST 361 NORTH AMERICAN WEST

HIST 362 NEBRASKA HISTORY

HIST 363 AMERICAN INDIAN HISTORY

HIST 364 AMERICAN ENVIRONMENTAL HISTORY

HIST 365 HISTORY OF CANADA

HIST 366 HISTORY OF MEXICO

Content/Context (World) Course

Select one of the following: 3

HIST 371 ANCIENT EAST ASIA

HIST 372 MODERN EAST ASIA

HIST 373 HISTORY OF THE PACIFIC RIM

HIST 374 HISTORY OF THE MIDDLE EAST

HIST 375 HISTORY OF AFRICA

HIST 376 LATIN AMERICAN HISTORY

Total Credits 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 (p. 191)

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	39
Course credits from courses selected in consultation with academic advisor ¹	81
Total Credits	120

¹ 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 (p. 196)
- Bachelor of Arts - Comprehensive Major in Justice Studies - Legal Studies (p. 197)
- Criminal Justice (p. 197)
- Legal Studies (p. 198)

Criminal Justice

CJ 231 INTRODUCTION TO CRIMINAL JUSTICE3 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 ENFORCEMENT3 Credits

A study of the origins of policing, the nature of police work, and the issues, trends, and challenges facing modern policing.

Prerequisites: CJ 231

CJ 233 LAW ENFORCEMENT ORGANIZATION AND ADMINISTRATION3 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.

Prerequisites: CJ 231

CJ 234 CORRECTIONAL CASEWORK & PRACTICE3 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 FUND OF CRIMINAL INVESTIGATION3 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 predators.

Prerequisites: CJ 231

CJ 236 INTRODUCTION TO CORRECTIONS3 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.

Prerequisites: CJ 231

CJ 238 SURVEY OF PRIVATE SECURITY3 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 239 CRIMINOLOGY3 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: CJ239/SOC239

CJ 321 POLICE & COMMUNITY RELATIONS3 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.

Prerequisites: CJ 231 and CJ 232

CJ 322 JUVENILE CRIME & GANGS3 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.

Prerequisites: Sophomore or above status

CJ 323 FORENSIC STUDIES I3 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.

Prerequisites: CJ 231 and Sophomore or above status

CJ 331 CRIMINAL LAW3 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.

Cross-Listed: C-LS 331/CJ 331

Prerequisites: CJ 231 and Sophomore or above status

CJ 332 JUVENILE DELINQUENCY3 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.

Cross-Listed: CJ332/SOC332

Prerequisites: CJ 231 and Sophomore or above status

CJ 333 JUDICIARY & CONSTITUTIONAL LAW3 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: CJ333/LS333/PS333

Prerequisites: Sophomore or above status

CJ 334 CRIMINAL PROCEDURES3 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: CJ334/LS334

Prerequisites: Sophomore or above status

CJ 336 MULTICULTURAL ISSUES IN CJ3 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.

Prerequisites: CJ 231 and Sophomore or above status

CJ 337 INTRODUCTION TO LAW3 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: CJ337/LS337/PS337

Prerequisites: Sophomore or above status

CJ 338 COMMUNITY BASED CORRECTIONS3 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, CJ 236 and Sophomore or above status

CJ 390 INTERNSHIP IN CRIMINAL JUSTICE1-12 Credits

A student will gain practical experience in a criminal justice agency such as law enforcement, courts or corrections. 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.

Add Consent: Department Consent

CJ 400 INDEPENDENT STUDY OR RESEARCH1-3 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 hours of Criminal Justice and permission of Instructor, Dean and Academic Vice President.

Add Consent: Instructor Consent

CJ 430 TOPICS IN CORRECTIONS1-3 Credits

Topics selected to meet the needs of students in a special area of interest in corrections.

Prerequisites: CJ 236 and Junior or above status

CJ 431 INSTITUTIONAL CORRECTIONS3 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, CJ 236, and Junior or above status

CJ 432 JUVENILE LAW3 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: CJ432/LS432

Prerequisites: Junior or above status

CJ 433 RULES OF EVIDENCE3 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.

Cross-Listed: CJ433/LS433

Prerequisites: CJ 231 or LS 231 and Junior or above status

CJ 434 SENIOR SEMINAR IN CJ3 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.

Prerequisites: Criminal Justice Senior

CJ 435 DRUGS, ALCOHOL & CRIME3 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.

Prerequisites: Junior or above status

CJ 436 SEMINAR: COMPARATIVE CJ3 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.

Prerequisites: Junior or above status

CJ 437 TOPICS IN LAW ENFORCEMENT1-3 Credits

Topics selected to meet the needs of students in a special area of interest in law enforcement.

Prerequisites: CJ 232 and Junior or above status

CJ 438 TOPICS IN LAW3 Credits

Topics selected to meet the needs of students in a special area of interest in law.

Cross-Listed: CJ438/LS438

Prerequisites: CJ 337 or LS 337 and Junior or above status

CJ 439 JUVENILE CORRECTIONS3 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 JUSTICE1-3 Credits

Topics selected to meet the needs of students in a special area of interest in juvenile justice.

Prerequisites: Junior or above status

CJ 441 ETHICAL ISSUES IN CJ3 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.

Prerequisites: Junior or above status

CJ 442 HONORS IN CRIMINAL JUSTICE3 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) semester hours.

Cross-Listed: CJ442/LS442

Add Consent: Instructor Consent

CJ 443 CORRECTIONAL LAW3 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: CJ443/LS443

Prerequisites: Junior or above status

CJ 444 FORENSIC STUDIES II3 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.

Prerequisites: CJ 235, CJ 323, and Junior or above status

CJ 445 FORENSIC EVIDENCE3 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.

Prerequisites: Junior or above status

CJ 446 CROSS CULTURAL STUDIES/JUSTICE STUDIES3 Credits

The course examines the cross cultural differences in crime and applications of criminal justice systems and practice. Attention is given to the impact of cultural factors (historical, religious, social, and political) on the formal institutions, laws and procedures for social control of crime. Involves international travel and field trips.

Essential Studies Outcome: ES10

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Drop Consent: Instructor Consent

CJ 447 APPLIED ISSUES IN C J1-6 Credits

Projects, workshops, field experiences and seminars that focus on a specialized area in Criminal Justice.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CJ 448 PROFESSIONAL SEMESTER1-12 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. Permission of instructor and admission by a law enforcement training center.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

CJ 450 TOPICS IN FORENSIC STUDIES3 Credits

Topics selected to meet the needs of students in a special area of forensic sciences.

Prerequisites: CJ 323 or CJ444 and Junior or above status

Legal Studies

LS 231 INTRO TO LEGAL STUDIES3 Credits

A study of the American legal system and the people who make it work. 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 PROCEDURES3 Credits

A study of the process used to resolve legal disputes. 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 TORTS3 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 LAW3 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 LAW3 Credits

A study of the law governing families. Exploring 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 & WRITING I3 Credits

A study of basic legal research and legal analysis. Focusing 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 SOCIETY3 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: LS323/SS323

Essential Studies Outcome: ES10

LS 331 CRIMINAL LAW3 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.

Cross-Listed: C-LS 331/CJ 331

Prerequisites: LS 231 or CJ 231 and Sophomore or above status

LS 332 THE LAW OF CONTRACTS3 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.

Prerequisites: Sophomore or above status

LS 333 THE JUDICIARY AND CONSTITUTIONAL LAW3 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: CJ333/LS333/PS333

Prerequisites: Sophomore or above status

LS 334 CRIMINAL PROCEDURES3 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: CJ334/LS334

Prerequisites: Sophomore or above status

LS 337 INTRODUCTION TO LAW3 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: CJ337/LS337/PS337

Prerequisites: Sophomore or above status

LS 338 LEGAL RESEARCH AND WRITING I13 Credits

A study of advanced legal research and writing principles. This course focuses on case synthesis, the creation of factual and policy arguments, and counteranalysis. Emphasis is placed upon completion of legal research projects including preparation of interoffice memoranda, court briefs and legal correspondence.

Prerequisites: LS 238 and Sophomore or above status

LS 343 COMMERCIAL LAW3 Credits

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.

LS 390 INTERNSHIP IN LEGAL STUDIES1-12 Credits

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.

Add Consent: Department Consent

LS 400 INDEPENDENT STUDY OR RESEARCH1-3 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 hours of Legal Studies and permission of instructor, Dean, and Academic Vice President.

Add Consent: Instructor Consent

LS 431 INTRO TO ESTATES & TRUSTS³ Credits

A study of the ownership of assets and planned distribution. 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.

Prerequisites: Junior or above status

LS 432 JUVENILE LAW³ 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: CJ432/LS432

LS 433 RULES OF EVIDENCE³ Credits

A study of evidence and the rules governing its use. 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.

Cross-Listed: CJ433/LS433

Prerequisites: LS 231 or CJ 231 and Junior or above status

LS 434 LAW OF REAL ESTATE³ Credits

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.

Prerequisites: Junior or above status

LS 435 LAW OF BUSINESS ORGANIZATIONS³ Credits

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.

LS 436 ETHICS/PROFESSIONAL RESPONSIBILITY³ Credits

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, zealotness within the bounds of the law, and competence.

LS 438 TOPICS IN LAW³ Credits

Topics selected to meet the needs of students in a special area of interest in law.

Cross-Listed: CJ438/LS438

Prerequisites: LS or CJ 337 and Junior or above status

LS 442 HONORS IN LEGAL STUDIES³ 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.

Cross-Listed: CJ442/LS442

Prerequisites: Junior or above status

Add Consent: Instructor Consent

LS 443 CORRECTIONAL LAW³ 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: CJ443/LS443

Prerequisites: Junior or above status

LS 444 TOPICS IN COMMERCIAL LAW³ Credits

Topics selected to meet the needs of students in a special area of interest in commercial law.

Prerequisites: LS 231 or CJ 231 and Junior or above status

LS 447 APPLIED ISSUES IN LEGAL STUDIES¹⁻⁹ Credits

Projects, workshops, field experiences and seminars that focus on a specialized area of Legal Studies.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

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

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

Essential Studies (p. 111)

Core Requirements		
CJ 231	INTRODUCTION TO CRIMINAL JUSTICE	3
CJ 232	INTRODUCTION TO LAW ENFORCEMENT	3
CJ 236	INTRODUCTION TO CORRECTIONS	3
CJ 239	CRIMINOLOGY	3
CJ 336	MULTICULTURAL ISSUES IN CJ	3
CJ 337	INTRODUCTION TO LAW	3
CJ 434	SENIOR SEMINAR IN CJ	3
CJ 436	SEMINAR: COMPARATIVE CJ	3
CJ 441	ETHICAL ISSUES IN CJ	3
Select six credits in each of the following Focus Areas:		30
Law Enforcement Focus (p. 196)		
Law Focus (p. 197)		
Juvenile Justice Focus (p. 197)		
Corrections Focus (p. 197)		
Total Credits		57

Law Enforcement Focus Area

Select 6 credits from the following:			6
CJ 233	LAW ENFORCEMENT ORGANIZATION AND ADMINISTRATION		
CJ 238	SURVEY OF PRIVATE SECURITY		
CJ 321	POLICE & COMMUNITY RELATIONS		
CJ 435	DRUGS, ALCOHOL & CRIME		
CJ 437	TOPICS IN LAW ENFORCEMENT		
Total Credits			6

Law Focus Area

Select 6 credits from the following: 6

CJ 331	CRIMINAL LAW	
CJ 333	JUDICIARY & CONSTITUTIONAL LAW	
CJ 334	CRIMINAL PROCEDURES	
CJ 433	RULES OF EVIDENCE	
CJ 438	TOPICS IN LAW	

Total Credits 6

Forensic Studies Focus Area

Select 6 credits from the following: 6

CJ 235	FUND OF CRIMINAL INVESTIGATION	
CJ 323	FORENSIC STUDIES I	
CJ 444	FORENSIC STUDIES II	
CJ 445	FORENSIC EVIDENCE	
CJ 450	TOPICS IN FORENSIC STUDIES	

Total Credits 6

Juvenile Justice Focus Area

Select 6 credits from the following: 6

CJ 322	JUVENILE CRIME & GANGS	
CJ 332	JUVENILE DELINQUENCY	
CJ 432	JUVENILE LAW	
CJ 439	JUVENILE CORRECTIONS	
CJ 440	TOPICS IN JUVENILE JUSTICE	

Total Credits 6

Corrections Focus Area

Select 6 credits from the following: 6

CJ 234	CORRECTIONAL CASEWORK & PRACTICE	
CJ 338	COMMUNITY BASED CORRECTIONS	
CJ 430	TOPICS IN CORRECTIONS	
CJ 431	INSTITUTIONAL CORRECTIONS	
CJ 443	CORRECTIONAL LAW	

Total Credits 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:

Essential Studies (p. 111)

Core Requirements		
ACTG 241	ACCOUNTING PRINCIPLES I	3

or CA 330	CONFLICT RESOLUTION AND MEDIATION	
LS 231	INTRO 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 AND WRITING II	3
LS 436	ETHICS/PROFESSIONAL RESPONSIBILITY	3
Select 9 credits in each of the following Focus Areas:		27
Commercial Focus (p.)		
Litigation Focus (p. 197)		
Public Law Focus (p. 197)		

Total Credits 48

Commercial Focus

Select 9 credits from the following: 9

LS 332	THE LAW OF CONTRACTS	
LS 343	COMMERCIAL LAW	
LS 434	LAW OF REAL ESTATE	
LS 435	LAW OF BUSINESS ORGANIZATIONS	
LS 444	TOPICS IN COMMERCIAL LAW	

Total Credits 9

Public Law Focus

Select 9 credits from the following: 9

LS 235	ADMINISTRATIVE LAW	
LS 236	FAMILY LAW	
LS 333	THE JUDICIARY AND CONSTITUTIONAL LAW	
LS 431	INTRO TO ESTATES & TRUSTS	
LS 438	TOPICS IN LAW	

Total Credits 9

Litigation

Select 9 credits from the following: 9

LS 233	TORTS	
LS 331	CRIMINAL LAW	
LS 334	CRIMINAL PROCEDURES	
LS 432	JUVENILE LAW	
LS 433	RULES OF EVIDENCE	

Total Credits 9

Minor in Criminal Justice

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

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 from three Criminal Justice focus areas		9

Total Credits 21

Minor in Legal Studies

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

LS 231	INTRO 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 from each Legal Studies focus area		9
Total Credits		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 (p. 201)
- Bachelor of Science in Education - Field Endorsement in Mathematics (Grades 6-12) (p. 200)
- Bachelor of Science - Education - Middle Level Education Academic Area in Mathematics (Grades 5-9) (p. 200)
- Applied Statistics (p. 200)
- Mathematics (p. 201)

MATH 101 PRE-ALGEBRA3 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.

Add Consent: Department Consent

Drop Consent: Department Consent

MATH 102 PRE-COLLEGE ALGEBRA3 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.

Prerequisites: ACT Math 16 or greater

Add Consent: Department Consent

Drop Consent: Department Consent

MATH 132 APPLIED MATHEMATICS3 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.

Essential Studies Outcome: ES4

MATH 133 INTRO TO MATHEMATICS3 Credits

Everyday mathematics with practical applications. Relationship of mathematics to the larger encompassing structure of mathematics. History of mathematics.

Essential Studies Outcome: ES4

MATH 134 PLANE TRIGONOMETRY3 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.

Essential Studies Outcome: ES4

MATH 135 PRE-CALCULUS MATHEMATICS3 Credits

Algebraic analysis of geometric figures. Functions include polynomial, rational, exponential, logarithmic, and trigonometric.

Essential Studies Outcome: ES4

MATH 137 MATHEMATICS TOPICS FOR ELEMENTARY TEACHERS3 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.

Essential Studies Outcome: ES4

MATH 138 APPLIED CALCULUS3 Credits

Differential and integral calculus with applications from business, economics, life sciences, physical sciences and social sciences.

Essential Studies Outcome: ES4

MATH 142 COLLEGE ALGEBRA4 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.

Essential Studies Outcome: ES4

Prerequisites: ACT Math greater than 19 or MATH 102

MATH 151 CALCULUS I5 Credits

Traditional approach to limits, continuity, differential calculus with applications, and an introduction to integral calculus.

Prerequisites: Advanced high school mathematics including trigonometry or MATH 135

MATH 232 APPLIED STATISTICS3 Credits

Descriptive statistics and statistical inference, with applications from business, economics, life and social sciences. Cannot be used by Mathematics majors in their minor.

Essential Studies Outcome: ES4

MATH 235 MATHEMATICS FOR THE ELEMENTARY TEACHER I3 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.

Prerequisites: MATH 137

MATH 236 HISTORY OF MATHEMATICS3 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.

Essential Studies Outcome: ES8

MATH 237 HISTORY AND FOUNDATIONS OF MATHEMATICS3 Credits

Logic, proof, relations, sets, functions, and history of mathematics.

Prerequisites: MATH 142 or MATH 151

MATH 238 MATHEMATICS FOR THE ELEMENTARY TEACHER II3 Credits

Geometry, probability, and statistics for elementary and middle grade levels. Does not apply toward Essential Studies mathematics requirement.

Prerequisites: MATH 235

MATH 239 DISCRETE MATHEMATICS3 Credits

Graph theory, matrices, recurrence relations, linear programming, difference equations, combinatorics, Boolean algebra, and trees. Applications included.

MATH 252 CALCULUS II5 Credits

Integral calculus with applications of differentiation and integration. Sequences and series.

Prerequisites: MATH 151

MATH 270 SPECIAL TOPICS1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

MATH 330 DIFFERENTIAL EQUATIONS3 Credits

Theory and solutions of ordinary differential equations and systems of differential equations. Modeling of science, engineering, and social science problem situations and phenomena.

Prerequisites: MATH 336 Sophomore or above status

MATH 331 PROBABILITY AND STATISTICS3 Credits

Descriptive statistics, exploratory data analysis, probability, random variables and probability distributions, inferential statistics, point and interval estimation, hypothesis testing, correlation and regression. Applications from business, education, and science.

Prerequisites: MATH 151 or MATH 138 and Sophomore or above status

MATH 334 COLLEGE GEOMETRY3 Credits

Advanced plane geometry. Similar and congruent figures, logic, and constructions. Projective and other fields of geometry, both Euclidean and non-Euclidean.

Prerequisites: MATH 237 and Sophomore or above status

MATH 336 CALCULUS III3 Credits

Multivariate calculus, infinite series, introduction to differential equations, line and surface integrals, and vector calculus.

Prerequisites: MATH 252 Sophomore or above status

MATH 337 LINEAR ALGEBRA3 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.

Prerequisites: MATH 138 or MATH 151 and Sophomore or above status

MATH 338 OPERATIONS RESEARCH3 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 MATH 151 and MATH 232 or MATH 331 and Sophomore or above status

MATH 339 THEORY OF NUMBERS3 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 Sophomore or above status

MATH 390 INTERNSHIP IN MATHEMATICS1-12 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.

Add Consent: Department Consent

MATH 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

MATH 401 ADVANCED MATHEMATICS EDUCATION PERSPECTIVES3 Credits

A capstone course for students in the Mathematics 7-12 Field Endorsement and the Middle Grades (5-9) 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MATH 410 MATHEMATICS SEMINAR1 Credit

Research, development, and presentation of a formal paper regarding some topic of interest in mathematics.

Prerequisites: Junior or above status

MATH 429 INTRODUCTION TO MODERN ALGEBRA3 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.

Prerequisites: MATH 237 with "C" and Junior or above status

MATH 430 TOPICS IN MATHEMATICS1-3 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 hours credit.

Prerequisites: Junior or above status

MATH 433 STATISTICAL METHODS AND DATA ANALYSIS3 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.

Prerequisites: MATH 232 and Junior or above status

MATH 434 INTRODUCTORY ANALYSIS3 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: MATH 237 with "C" and Junior or above status

MATH 435 SAMPLING TECHNIQUES3 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.

Prerequisites: MATH 232 and Junior or above status

MATH 437 MODERN ALGEBRA3 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.

Prerequisites: MATH 429 and Junior or above status

MATH 438 NUMERICAL ANALYSIS3 Credits

Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration, and numerical solutions of differential equations.

Prerequisites: MATH 252 and Junior or above status

MATH 439 THEORY OF STATISTICS3 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.

Prerequisites: MATH 151, MATH 331, and Junior or above status

MATH 440 MATH EDUCATION STANDARDS3 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.

Prerequisites: Junior or above status

Applied Statistics Minor

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 APPLIED CALCULUS or MATH 151 CALCULUS I.

MATH 331	PROBABILITY AND 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
Total Credits		18

Bachelor of Science - Education - Middle Level Education Academic Area in Mathematics (Grades 5-9)

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.

Essential Studies (p. 111)

Professional Education (<http://catalog.csc.edu/middle-level-education>)

Core Requirements

MATH 134	PLANE TRIGONOMETRY	3
MATH 135	PRE-CALCULUS MATHEMATICS	3
MATH 137	MATHEMATICS TOPICS FOR ELEMENTARY TEACHERS	3
MATH 138	APPLIED CALCULUS	3
MATH 142	COLLEGE ALGEBRA	4
MATH 232	APPLIED STATISTICS	3
or MATH 331	PROBABILITY AND STATISTICS	
MATH 235	MATHEMATICS FOR THE ELEMENTARY TEACHER I	3
MATH 238	MATHEMATICS FOR THE ELEMENTARY TEACHER II	3
MATH 239	DISCRETE MATHEMATICS	3
Total Credits		28

Bachelor of Science in Education - Field Endorsement in Mathematics (Grades 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 DISCRETE MATHEMATICS will be taken to satisfy the Essential Studies Mathematics requirements.

Essential Studies (p. 111)

Professional Education (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

MATH 151	CALCULUS I	5
MATH 237	HISTORY AND FOUNDATIONS OF MATHEMATICS	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 MATHEMATICS EDUCATION PERSPECTIVES	3
MATH 410	MATHEMATICS SEMINAR	1
MATH 429	INTRODUCTION TO MODERN ALGEBRA	3
MATH 434	INTRODUCTORY ANALYSIS	3
Total Credits		38

¹ MATH 330 DIFFERENTIAL EQUATIONS will serve as the course for the mathematical modeling requirement of this endorsement.

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 in mathematics will be taken to satisfy the Essential Studies mathematics requirement.

Essential Studies (p. 111)

Core Requirements		
MATH 151	CALCULUS I	5
MATH 237	HISTORY AND FOUNDATIONS OF MATHEMATICS	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
Total Credits		36

Mathematics Minor

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

MATH 151	CALCULUS I	5
MATH 237 & MATH 239	HISTORY AND FOUNDATIONS OF MATHEMATICS and DISCRETE MATHEMATICS	5-6
or MATH 252	CALCULUS II	
MATH 331	PROBABILITY AND STATISTICS	3
Unduplicated upper-division Math Electives		7
Total Credits		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 non-commissioned 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 & 101L	LEADERSHIP AND PERSONAL DEVELOPMENT and LEADERSHIP AND PERSONAL DEVELOPMENT LAB	3
MSL 102 & 102L	INTRODUCTION TO TACTICAL LEADERSHIP and INTRODUCTION TO TACTICAL LEADERSHIP LAB	2
MSL 201 & 201L	INNOVATIVE TEAM LEADERSHIP and INNOVATIVE TEAM LEADERSHIP LAB	2
MSL 202 & 202L	FOUNDATIONS OF TACTICAL LEADERSHIP and FOUNDATIONS OF TACTICAL LEADERSHIP LAB	2
Total Credits		9

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

MSL 101 & 101L	LEADERSHIP AND PERSONAL DEVELOPMENT and LEADERSHIP AND PERSONAL DEVELOPMENT LAB	3
MSL 102 & 102L	INTRODUCTION TO TACTICAL LEADERSHIP and INTRODUCTION TO TACTICAL LEADERSHIP LAB	2
MSL 201 & 201L	INNOVATIVE TEAM LEADERSHIP and INNOVATIVE TEAM LEADERSHIP LAB	2
MSL 202 & 202L	FOUNDATIONS OF TACTICAL LEADERSHIP and FOUNDATIONS OF TACTICAL LEADERSHIP LAB	2
Total Credits		9

Advanced Courses

HIST 460	AMERICAN MILITARY HISTORY	3
MSL 301 & 301L	ADAPTIVE TEAM LEADERSHIP and ADAPTIVE TEAM LEADERSHIP LAB	4
MSL 302 & 302L	LEADERSHIP IN CHANGING ENVIRONMENTS and LDRSHP IN CHANGING EVIRONS LAB	4
MSL 394	ADVANCED MILITARY SCIENCE INTERNSHIP	4
MSL 401 & 401L	DEVELOPMENT ADAPTIVE LEADERS and DEVELOPMENT ADAPTIVE LEADERS LAB	4
MSL 402 & 402L	LEADERSHIP IN A COMPLEX WORLD and LEADERSHP IN A COMPLEX WORLD LAB	4
Total Credits		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.

MSL 403	3RD YEAR ADV MILITARY SCIENCE I	2
MSL 404	3RD YEAR ADV MILITARY SCIENCE II	2
MSL 411	DEVELOPING SUBORDINATE LEADERS I	3
MSL 412	DEVELOPING SUBORDINATE LEADERS II	3
MSL 491	ADV INTERNSHIP IN LEADERSHIP	1
MSL 494	LEADER DEVELOPMENT & ASSESSMENT	3

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.

Minor in Military Science

MSL 109	MILITARY FITNESS	3
MSL 301 & 301L	ADAPTIVE TEAM LEADERSHIP and ADAPTIVE TEAM LEADERSHIP LAB	4
MSL 302 & 302L	LEADERSHIP IN CHANGING ENVIRONMENTS and LDRSHP IN CHANGING EVIRONS LAB	4
MSL 401 & 401L	DEVELOPMENT ADAPTIVE LEADERS and DEVELOPMENT ADAPTIVE LEADERS LAB	4
MSL 402 & 402L	LEADERSHIP IN A COMPLEX WORLD and LEADERSHP IN A COMPLEX WORLD LAB	4
HIST 460	AMERICAN MILITARY HISTORY	3
Total Credits		22

MSL 101 LEADERSHIP AND PERSONAL DEVELOPMENT² 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.

Essential Studies Outcome: ES9

Co-requisites: MSL 101L

MSL 101L LEADERSHIP AND PERSONAL DEVELOPMENT LAB¹ Credit

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.

Essential Studies Outcome: ES9

Co-requisites: MSL 101

MSL 102 INTRODUCTION TO TACTICAL LEADERSHIP1 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-requisites: MSL 102L

MSL 102L INTRODUCTION TO TACTICAL LEADERSHIP LAB1 Credit

Provides 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-requisites: MSL 102

MSL 109 MILITARY FITNESS3 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.

Essential Studies Outcome: ES11

MSL 201 INNOVATIVE TEAM LEADERSHIP1 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 ROTC's leadership assessment program.

Co-requisites: MSL 102L

MSL 201L INNOVATIVE TEAM LEADERSHIP LAB1 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-requisites: MSL 201

MSL 202 FOUNDATIONS OF TACTICAL LEADERSHIP1 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-requisites: MSL 202L

MSL 202L FOUNDATIONS OF TACTICAL LEADERSHIP LAB1 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-requisites: MSL 202

MSL 301 ADAPTIVE TEAM LEADERSHIP2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 301L

MSL 301L ADAPTIVE TEAM LEADERSHIP LAB2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 301

MSL 302 LEADERSHIP IN CHANGING ENVIRONMENTS2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 302L

MSL 302L LDRSHP IN CHANGING EVIRONS LAB2 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.

Prerequisites: Sophomore or above status

Co-requisites: MSL 302

MSL 394 ADVANCED MILITARY SCIENCE INTERNSHIP1-12 Credits

Provide practical experience within the military environment. See military advisor to secure the proper documents and assignment approvals for the internship.

MSL 401 DEVELOPMENT ADAPTIVE LEADERS2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 401L

MSL 401L DEVELOPMENT ADAPTIVE LEADERS LAB2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 401

MSL 402 LEADERSHIP IN A COMPLEX WORLD2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 402L

MSL 402L LEADERSHIP IN A COMPLEX WORLD LAB2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 402

MSL 403 3RD YEAR ADV MILITARY SCIENCE I2 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.

Prerequisites: Junior or above status

Co-requisites: MSL 403L

MSL 404 3RD YEAR ADV MILITARY SCIENCE II2 Credits

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 experiences 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.

Prerequisites: MSL 401, MSL 402, MSL 403, and Junior or above status

MSL 411 DEVELOPING SUBORDINATE LEADERS I3 Credits

Advanced study in management skills involved with leadership within the armed forces. Includes practical experience working with cadets in leadership functions.

Prerequisites: Junior or above status

MSL 412 DEVELOPING SUBORDINATE LEADERS II3 Credits

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.

Prerequisites: Junior or above status

MSL 491 ADV INTERNSHIP IN LEADERSHIP1-3 Credits

Provide practical experience in leadership role within a military environment. See military advisor to secure the proper documents and assignment approvals for the internship.

MSL 494 LEADER DEVELOPMENT & ASSESSMENT3 Credits

Summer Camp experience at a base facility. This experience will include assessments of the cadets.

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.

- Museum Studies (p. 205)

MS 160 SPECIAL TOPICS IN MUSEUMS1-3 Credits

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.

MS 235 INTRODUCTION TO ARCHIVAL COLLECTIONS3 Credits

This course will introduce students to the history and social value of records and archives, the theory of archival practice, and to the applications of archival theory in the digital world.

MS 319 HISTORY AND THEORY OF MUSEUMS3 Credits

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.

MS 330 MANAGEMENT AND CARE OF COLLECTIONS3 Credits

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, collection care, agents of deterioration, and application of the rules of properly handling, storing and caring for museum collections.

Prerequisites: Sophomore or above status

MS 331 EXHIBIT DESIGN3 Credits

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 as well as learn basic principles of exhibit design, fabrication, and preparation techniques. Students are also introduced to exhibition-related conservation issues and assessment of visitor needs.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MS 333 MUSEUM ADMINISTRATION3 Credits

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.

Prerequisites: Sophomore or above status

MS 340 MUSEUM EDUCATION3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

MS 390 INTERNSHIP IN MUSEUM STUDIES 1-12 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 qualification of the applicant and the number of hours the student can work.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

Minor in Museum Studies

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

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
Total Credits		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 MUS 199 ADMISSION TO CANDIDACY 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 MUS 299 SOPHOMORE QUALIFYING EXAM 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 encouraged 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). These ensembles include Wind Symphony and Concert Choir for the Bachelor of Science degree programs, and Wind Symphony, Concert Choir, and Guitar Ensemble for the Bachelor of Arts.
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 MUS 299 SOPHOMORE QUALIFYING EXAM 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	1
MUS 328	WORLD MUSIC AND GLOBALIZATION	3
MUS 330	AFRICAN-AMERICAN POPULAR MUSIC 1619-1980	3

- Bachelor of Arts - Subject Major in Music Studies (p. 218)
- Bachelor of Arts - Comprehensive Major in Music (p. 217)
- Bachelor of Science - Education - Field Endorsement in Music (Grades PK-12) (p. 219)
- Bachelor of Science - Education - Subject Endorsement in Vocal Music (Grades PK-12) (p. 220)
- Music (p. 220)

MUS 100 ELECTIVE PRIVATE MUSIC INSTRUCTION

 1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100T ELECTIVE PRIVATE INSTRUCTION/IMPROVISATION1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100U ELECTIVE PRIVATE MUSIC INSTRUCTION/GUITAR1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100W ELECTIVE PRIVATE MUSIC INSTRUCTION/WOODWIND1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100X ELECTIVE PRIVATE MUSIC INSTRUCTION/JAZZ IMPROVISATION1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 100Y ELECTIVE PRIVATE MUSIC INSTRUCTION/COLLAB PIANO1 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, guitar, bass, and composition.

Add Consent: Instructor Consent

MUS 101 STUDENT RECITAL0 Credits

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 SYMPHONY1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 103 CONCERT CHOIR1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 104 VOCAL JAZZ ENSEMBLE1 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.

Essential Studies Outcome: ES5

MUS 105 JAZZ BAND1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

MUS 106 JAZZ AND POP COMBO1 Credit

Open to all students who qualify by auditions. This ensemble gives a minimum of one concert performance each semester.

MUS 107 WOODWIND ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 108 BRASS ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

MUS 109 PERCUSSION ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 110 KEYBOARD ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

MUS 111 GUITAR ENSEMBLE1 Credit

Guitar ensemble offers practical experience in the study and performance of standard and avant-garde repertoire for the modern electric guitar.

This course can satisfy 1 credit hour toward Essential Studies Student Learning Outcome (SLO) 5 and may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 112 MUSIC THEORY FOUNDATIONS3 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 EDUCATION2 Credits

Assists prospective music education students in determining their interest and potential in the music education profession. This should be the first course of study for the Bachelor of Science in Education with a field endorsement in music education degree.

MUS 115 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115B PRIVATE MUSIC INSTRUCTION/BASS GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 115U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 116 PIANO CLASS FOUNDATIONS I1 Credit

Beginning-level piano instruction for students with little (or no) prior playing experience.

Essential Studies Outcome: ES5

MUS 117 PIANO CLASS FOUNDATIONS III1 Credit

Instruction in basic keyboard skills, including major scales and arpeggios, specified chord progressions, sight-reading, and harmonization of simple melodies.

Essential Studies Outcome: ES5

Prerequisites: MUS 116

MUS 118 PIANO CLASS FOUNDATIONS IIII1 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.

Essential Studies Outcome: ES5

Prerequisites: MUS 117

MUS 120 CHADRON STATE COMMUNITY CHORUS0-1 Credits

The Chadron Community Chorus is a choir of mixed voices and is 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. All students who are enrolled full-time must take this course for credit. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 121 CHADRON STATE COMMUNITY SYMPHONIC BAND0-1 Credits

Open to all students and community members. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit. All students who are enrolled full-time must take this course for credit.

Essential Studies Outcome: ES5

MUS 124 WOMEN'S VOCAL ENSEMBLE1 Credit

Open to all women by audition. This ensemble performs regular concerts covering a variety of styles and musical genres.

Essential Studies Outcome: ES5

MUS 125 MEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

MUS 126 EAGLE BAND0-1 Credits

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 I3 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.

Prerequisites: MUS 112

Co-requisites: MUS 131L

MUS 131L THEORY I LABORATORY1 Credit

Development of aural skills through singing and active listening and is coordinated with the content of Theory I.

Co-requisites: MUS 131

MUS 132 THEORY II3 Credits

Basic principles of Western harmony, utilizing and analytical and compositional skills to develop an understanding of structural components in tonal music.

Prerequisites: MUS 131

Co-requisites: MUS 132L

MUS 132L THEORY II LAB1 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.

Prerequisites: MUS 131L

Co-requisites: MUS 132

MUS 199 ADMISSION TO CANDIDACY0 Credits

Performance assessment required of all music majors during the second semester of enrollment in private music instruction.

Prerequisites: At least one prior semester of MUS 115 and must be taken concurrently with MUS 115

MUS 215 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215B PRIVATE INSTR: BASS GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano. Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 215U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 199

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 216 GUITAR CLASS1 Credit

Designed for the music major and general college student. The basic techniques of playing the guitar, including both chordal and solo techniques. Guitars are provided. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 230 VOICE CLASS FOR NON-MAJORS1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

MUS 231 THEORY III3 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.

Prerequisites: MUS 132

Co-requisites: MUS 231L

MUS 231L THEORY III LABORATORY1 Credit

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.

Prerequisites: MUS 132L

Co-requisites: MUS 231

MUS 232 THEORY IV2 Credits

Chromatic techniques of tonal harmony and continues to investigate forms. Techniques of counterpoint and sonata form will be explored in literature from the 18th through the 20th centuries. Jazz harmonies are also introduced.

Prerequisites: MUS 132 and Sophomore or above status

MUS 233 MUSIC FOR THE CLASSROOM TEACHER3 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 233.

MUS 235 MUSIC APPRECIATION3 Credits

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.

Essential Studies Outcome: ES7

MUS 236 TOPICS IN MUSIC0-3 Credits

To meet the specific needs of a group of students by studying areas of music not presented in the curriculum. The class will include lecture, demonstrations, writing, and performance. May be repeated with different emphasis.

MUS 251 MUSIC EDUCATION PRACTICUM, FIELD1 Credit

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.

MUS 269 DRUMMING1 Credit

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.

Essential Studies Outcome: ES5

MUS 299 SOPHOMORE QUALIFYING EXAM0 Credits

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.

Prerequisites: At least one prior semester of MUS 215

Co-requisites: MUS 215

MUS 300 ELECTIVE PRIVATE MUSIC INSTRUCTION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300A ELECTIVE PRIVATE MUSIC INSTRUCTION/BARITONE1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300B ELECTIVE PRIVATE MUSIC INSTRUCTION/BASS1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300C ELECTIVE PRIVATE MUSIC INSTRUCTION/BASSOON1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300D ELECTIVE PRIVATE MUSIC INSTRUCTION/CELLO1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300E ELECTIVE PRIVATE MUSIC INSTRUCTION/CLARINET1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300V ELECTIVE PRIVATE MUSIC INSTRUCTION/RECORD TECHNIQUES1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

MUS 300W ELECTIVE PRIVATE INSTRUCTION/WOODWIND1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300X ELECTIVE PRIVATE INSTRUCTION/JAZZ IMPROVISATION1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300Y ELECTIVE PRIVATE MUSIC INSTRUCTION/COLLABORATIVE PIANO1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 300Z ELECTIVE PRIVATE MUSIC INSTRUCTION/SONGWRITING1 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, guitar, bass, and composition.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

MUS 301 PRINCIPLES OF CONDUCTING2 Credits

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.

Prerequisites: Sophomore or above status

MUS 302 WIND SYMPHONY1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester. This course may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 303 CONCERT CHOIR1 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 may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 304 VOCAL JAZZ ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 305 JAZZ BAND1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 306 JAZZ AND POP COMBO1 Credit

Open to all students who qualify through auditions. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 307 WOODWIND ENSEMBLE1 Credit

Open to all students who qualify through audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 308 BRASS ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 309 PERCUSSION ENSEMBLE1 Credit

Open to all students who qualify through audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 310 KEYBOARD ENSEMBLE1 Credit

Open to all students who qualify by audition. This ensemble gives a minimum of one concert performance each semester.

Prerequisites: Sophomore or above status

MUS 311 GUITAR ENSEMBLE1 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 credit hour toward Essential Studies Student Learning Outcome (SLO) 5 and may be taken for repeated credit.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 312 CHORAL HISTORY AND LITERATURE2 Credits

The course examines the history of choral music, from Gregorian chant through the 20th century, highlighting the significant changes in the ensemble.

Prerequisites: Sophomore or above status

MUS 315 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315B PRIVATE MUSIC INSTRUCTION/BASS1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315O PRIVATE COMPOSITION AND ANALYSIS1-2 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.

Prerequisites: MUS 132 and Sophomore or above status

MUS 315P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315R SURVEY OF INSTRUMENT REPAIR TECHNIQUES1 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.

Prerequisites: Sophomore or above status

MUS 315S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315V PRIVATE RECORDING TECHNIQUES1-2 Credits

An introduction to recording techniques using computer-based digital recording with standard software. This course will prepare students to produce demo records 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.

Prerequisites: Music major and Sophomore or above status

MUS 315X PRIVATE JAZZ IMPROVISATION1 Credit

Individual instruction in piano, organ, voice, percussion, brass instruments, woodwind instruments, and stringed instruments.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 315Z PRIVATE MUSIC INSTRUCTION/SONGWRITING1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 299 and Sophomore or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 319A PIANO PEDAGOGY2 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 TEACHING2 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.

Prerequisites: Sophomore or above status

MUS 321 CHORAL CONDUCTING2 Credits

Study of conducting techniques and choral literature.

Prerequisites: MUS 301, MUS 361, and Sophomore or above status

MUS 322 INSTRUMENTAL CONDUCTING2 Credits

Techniques of conducting instrumental organizations and the study of instrumental literature.

Prerequisites: MUS 301, MUS 361, and Sophomore or above status

MUS 324 WOMEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 325 MEN'S VOCAL ENSEMBLE1 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.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

MUS 326 EAGLE BAND1 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.

Prerequisites: Sophomore or above status

MUS 327 SURVEY OF MUSIC HISTORY3 Credits

Survey of Music History will examine the history of Western Classical music, including the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th-Century periods, considering the cultural, social, economic, psychological, and political aspects of human behavior.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

MUS 328 WORLD MUSIC AND GLOBALIZATION3 Credits

The course surveys non-Western music, examines the creation and performance of music in various cultures, and analyzes 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

MUS 330 AFRICAN-AMERICAN POPULAR MUSIC 1619-19803 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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

MUS 335 RECORDING TECHNIQUES2 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.

Prerequisites: Music major and Sophomore or above status

MUS 336 JAZZ IMPROVISATION I2 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.

Prerequisites: Sophomore or above status

MUS 337 JAZZ IMPROVISATION II2 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.

Prerequisites: MUS 336 and Sophomore or above status

MUS 338 DICTION I1 Credit

This course covers the study of diction in three languages: Latin, Italian, and Spanish. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation.

Prerequisites: Sophomore or above status

MUS 339 DICTION II1 Credit

This course covers the study of diction in three languages: German, French, and English. The International Phonetic Alphabet will be used in analyzing song texts in terms of diction and pronunciation.

Prerequisites: MUS 338 and Sophomore or above status

MUS 351 MUSIC EDUCATION PRACTICUM FIELD1 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.

Prerequisites: Sophomore or above status

MUS 352 MUSIC EDUCATION PRACTICUM, FIELD1 Credit

Culmination of the MUS 251 and 351 courses. Students will complete the remaining student learning outcomes introduced in MUS 251 and 351.

Prerequisites: MUS 351 and Sophomore or above status

MUS 353 MUSIC EDUCATION PRACTICUM, VOCAL1 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 is offered in the fall of odd-numbered years.

Prerequisites: Sophomore or above status

MUS 354 MUSIC EDUCATION PRACTICUM, VOCAL1 Credit

Students will complete any remaining student learning outcomes introduced in MUS 353.

Prerequisites: MUS 353 and Sophomore or above status

Co-requisites: MUS 321

MUS 356 TECHNOLOGY FOR THE MUSIC CLASSROOM1 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 Finale, SmartMusic, Audacity, and Pyware.

Prerequisites: Sophomore or above status

MUS 357 INSTRUMENTATION & ARRANGING2 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.

Prerequisites: MUS 132 and Sophomore or above status

MUS 361 FUNCTIONAL PIANO2 Credits

Development of skills in harmonization, improvisation, sight-reading, score reading, and accompanying at the keyboard. Completion of this course with a grade of C or better will meet the piano proficiency requirement for all music majors.

Prerequisites: MUS 118 and Sophomore or above status

MUS 362 KEYBOARD SKILLS FOR THE CLASSROOM TEACHER2 Credits

Refinement of keyboard skills with direct application to the music education environment, with emphasis in harmonization, score reading and accompanying.

Prerequisites: MUS 361 or permission of the instructor and Sophomore or above status

MUS 363 ACCOMPANYING TECHNIQUES2 Credits

This course covers the basic elements of accompanying instrumentalists and vocalists at the piano. Students will be assigned collaborative repertoire appropriate to their skill level. Completion of this course with a grade of B or better will meet the piano proficiency requirement for all music programs.

Prerequisites: MUS 361 or permission of the instructor and Sophomore or above status

Add Consent: Instructor Consent

MUS 369 MUSIC AND CIVIC ENGAGEMENT3 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.

Essential Studies Outcome: ES9

Prerequisites: Sophomore or above status

MUS 390 INTERNSHIP IN MUSIC1-12 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

MUS 399 SOLO HALF-RECITAL0 Credits

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.

Prerequisites: At least one prior semester of MUS 315 and Sophomore or above status

Co-requisites: MUS 315

MUS 400 INDEPENDENT STUDY OR RESEARCH1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MUS 413 JAZZ AND POP ARRANGING2 Credits

An introduction to general arranging and composing skills, applied through writing songs and arrangements utilizing MIDI (Musical Instrument Digital Interface) Technology.

Prerequisites: Junior or above status

MUS 414 ARRANGING III1 Credit

A 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.

Prerequisites: Junior or above status

MUS 415 PRIVATE MUSIC INSTRUCTION1-2 Credits

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415A PRIVATE MUSIC INSTRUCTION/BARITONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415B PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415C PRIVATE MUSIC INSTRUCTION/BASSOON1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415E PRIVATE MUSIC INSTRUCTION/CLARINET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415F PRIVATE MUSIC INSTRUCTION/FLUTE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415G PRIVATE MUSIC INSTRUCTION/FRENCH HORN1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415H PRIVATE MUSIC INSTRUCTION/OBOE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415J PRIVATE MUSIC INSTRUCTION/PERCUSSION1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415K PRIVATE MUSIC INSTRUCTION/PIANO1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415L PRIVATE MUSIC INSTRUCTION/SAXOPHONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415M PRIVATE MUSIC INSTRUCTION/TROMBONE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415N PRIVATE MUSIC INSTRUCTION/TRUMPET1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415P PRIVATE MUSIC INSTRUCTION/TUBA1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415S PRIVATE MUSIC INSTRUCTION/VOICE1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 415U PRIVATE MUSIC INSTRUCTION/GUITAR1 Credit

Individual instruction in piano, voice, percussion, brass instruments, woodwind instruments, guitar and bass.

Prerequisites: MUS 399 and Junior or above status

Co-requisites: MUS 101

Add Consent: Department Consent

MUS 419 MUSIC BUSINESS3 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.

Prerequisites: Junior or above status

MUS 420 MUSIC PRODUCTS SEMINAR3 Credits

A study of the music products industry including manufacturing, print publishing, and sales.

Prerequisites: Junior or above status

MUS 421 ADVANCED CONDUCTING2 Credits

Advanced baton technique, score study, interpretation, rehearsal techniques, and repertoire.

Prerequisites: MUS 321 or MUS 322 and Junior or above status

MUS 423 KEYBOARD HISTORY AND LITERATURE2 Credits

The course studies the invention of the piano and its impact on Western musical culture from the 18th to 20th centuries. The course will focus on piano literature from major figures in the Classical and Romantic eras.

Prerequisites: Junior or above status

MUS 424 ADVANCED PIANO PEDAGOGY2 Credits

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.

Prerequisites: Junior or above status

MUS 430 TOPICS IN MUSIC0-3 Credits

Examines a special topic in music. Topics vary from semester to semester. May be repeated.

Prerequisites: Junior or above status

MUS 431A ELEMENTARY MUSIC METHODS3 Credits

An instructional methods course in the major field of content specialization required of music education majors pursuing content area endorsement in K-8 Vocal Music and a field endorsement in PK-12 Music.

Prerequisites: Junior or above status

MUS 431C SECONDARY VOCAL METHODS2 Credits

An instructional methods course in vocal music required of music education majors pursuing a vocal music endorsement for 7-12 or a music field endorsement for PK-12.

Prerequisites: Junior or above status

MUS 431D SECONDARY INSTRUMENTAL METHODS2 Credits

An instructional methods course in instrumental music required of music education majors pursuing music field endorsement for K-12.

Prerequisites: Junior or above status

MUS 432 TOPICS IN MUSIC HISTORY AND LIT2-3 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.

Prerequisites: Junior or above status

MUS 435 HISTORY OF JAZZ3 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.

Essential Studies Outcome: ES7

Prerequisites: Junior or above status

MUS 439 SEMINAR IN MUSIC1-3 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.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

MUS 499 SOLO FULL RECITAL0 Credits

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.

Prerequisites: At least one prior semester of MUS 415

Co-requisites: MUS 415

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.

Essential Studies (p. 111)

Core Requirements		
MUS 101	STUDENT RECITAL	0
Select one of the following:		
MUS 102	WIND SYMPHONY ¹	
MUS 103	CONCERT CHOIR ¹	
MUS 111	GUITAR ENSEMBLE ¹	
MUS 115	PRIVATE MUSIC INSTRUCTION	2
MUS 131 & 131L	THEORY I and THEORY I LABORATORY	4
MUS 132 & 132L	THEORY II and THEORY II LAB	4
MUS 199	ADMISSION TO CANDIDACY	0
MUS 215	PRIVATE MUSIC INSTRUCTION	2
MUS 231 & 231L	THEORY III and THEORY III LABORATORY	4
MUS 299	SOPHOMORE QUALIFYING EXAM	0
MUS 301	PRINCIPLES OF CONDUCTING	2
Select one of the following:		2-4

MUS 302	WIND SYMPHONY ²	
MUS 303	CONCERT CHOIR ²	
MUS 311	GUITAR ENSEMBLE ²	
MUS 315	PRIVATE MUSIC INSTRUCTION	2
MUS 327	SURVEY OF MUSIC HISTORY	3
MUS 399	SOLO HALF-RECITAL	0
Elective Chamber Ensemble (p.) ³		1-2
Select one of the following options:		17-29
Applied Music (p. 217)		
Music Industry (p. 218)		
Total Credits		45-60

- ¹ Students shall enroll in the ensemble that corresponds with their major performing instrument (e.g., voice, guitar, saxophone, etc.).
- ² Four-credit requirement for the Applied Music option; Two-credit requirement for the Music Industry option.
- ³ 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)

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.

Core Requirements		31
MUS 232	THEORY IV	2
Select one of the following: ¹		2
MUS 319B	INDEPENDENT MUSIC STUDIO TEACHING	
MUS 338 & MUS 339	DICTION I and DICTION II	
MUS 361 or MUS 363	FUNCTIONAL PIANO ACCOMPANYING TECHNIQUES	2
MUS 415	PRIVATE MUSIC INSTRUCTION	2
MUS 499	SOLO FULL RECITAL	0
Electives in Music Pedagogy (p. 218)		2
Electives in Music History (p. 218)		2
Upper Division Electives ²		5
Total Credits		48

¹ Voice majors are required to select MUS 338 DICTION I and MUS 339 DICTION II.

² Any 300-400 level MUS course.

Electives in Music Pedagogy

(Students should complete the courses in their primary instrument)

MUS 311	GUITAR ENSEMBLE	2
MUS 319A	PIANO PEDAGOGY	2
MUS 351	MUSIC EDUCATION PRACTICUM FIELD (repeatable) ¹	2
MUS 353 & MUS 354	MUSIC EDUCATION PRACTICUM, VOCAL and MUSIC EDUCATION PRACTICUM, VOCAL	2

¹ This is a one-credit repeatable course. Students should enroll for the semesters that include their major instrument.

Electives in Music History

MUS 312	CHORAL HISTORY AND LITERATURE	2
MUS 423	KEYBOARD HISTORY AND LITERATURE	2
MUS 432	TOPICS IN MUSIC HISTORY AND LIT	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.

Core Requirements		28
BIS 330	INFORMATION SYSTEMS	3
MKTG 231	PRINCIPLES OF MARKETING	3
MKTG 331	SALES TECHNIQUES	3
Select one of the following:		3
MKTG 335	ENTREPRENEURSHIP - BUSINESS START-UP	
MKTG 336	ENTREPRENEURSHIP-PROMOTIONS & ADVERTISING	
MKTG 338	BUYER BEHAVIOR	
MUS 335	RECORDING TECHNIQUES	2
MUS 336	JAZZ IMPROVISATION I ¹	2
MUS 361	FUNCTIONAL PIANO	2
or MUS 363	ACCOMPANYING TECHNIQUES	
MUS 390	INTERNSHIP IN MUSIC ²	1
MUS 413	JAZZ AND POP ARRANGING ¹	2
MUS 419	MUSIC BUSINESS	3
MUS 420	MUSIC PRODUCTS SEMINAR	3
Electives in Music History (p. 218)		2
Total Credits		57

¹ MUS 315X PRIVATE JAZZ IMPROVISATION may be substituted for MUS 336 JAZZ IMPROVISATION I. MUS 315Z PRIVATE MUSIC INSTRUCTION/SONGWRITING, and MIDI I, may be substituted for MUS 413 JAZZ AND POP ARRANGING.

² A student may elect to enroll in 1-12 credit of MUS 390 INTERNSHIP IN MUSIC, or a substitution suggested by the advisor and approved by the faculty based on the student’s career goals.

Electives in Music History

MUS 312	CHORAL HISTORY AND LITERATURE	2
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MUS 423	KEYBOARD HISTORY AND LITERATURE	2
MUS 432	TOPICS IN MUSIC HISTORY AND LIT	2-3
MUS 435	HISTORY OF JAZZ	3

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

ART 229	INTRO 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 1619-1980	3
MUS 337	JAZZ IMPROVISATION II	2
MUS 414	ARRANGING II	1

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.

Essential Studies (p. 111)

Core Requirements		
MUS 101	STUDENT RECITAL	0
Select from the following:		2
MUS 102	WIND SYMPHONY ¹	
MUS 103	CONCERT CHOIR ¹	
MUS 111	GUITAR ENSEMBLE ¹	
MUS 115	PRIVATE MUSIC INSTRUCTION	2
MUS 131 & 131L	THEORY I and THEORY I LABORATORY	4
MUS 132 & 132L	THEORY II and THEORY II LAB	4
MUS 199	ADMISSION TO CANDIDACY	0
MUS 215	PRIVATE MUSIC INSTRUCTION	2
MUS 231 & 231L	THEORY III and THEORY III LABORATORY	4
MUS 299	SOPHOMORE QUALIFYING EXAM	0
MUS 301	PRINCIPLES OF CONDUCTING	2
Select one of the following:		3
MUS 302	WIND SYMPHONY	
MUS 303	CONCERT CHOIR	
MUS 311	GUITAR ENSEMBLE	
MUS 327	SURVEY OF MUSIC HISTORY	3
MUS 361	FUNCTIONAL PIANO	2
or MUS 363	ACCOMPANYING TECHNIQUES	
Elective Chamber Ensemble (p. 219)		1
Electives in Music History (p. 219)		2

Upper Division Electives ²	5
Total Credits	36

¹ Students shall enroll in the ensemble that corresponds with their major performing instrument (e.g., voice, guitar, saxophone, etc.).

² Any 300-400 level MUS course.

Electives in Chamber Ensemble

(Courses may be taken for repeated credit)

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

MUS 312	CHORAL HISTORY AND LITERATURE	2
MUS 423	KEYBOARD HISTORY AND LITERATURE	2
MUS 432	TOPICS IN MUSIC HISTORY AND LIT	2-3
MUS 435	HISTORY OF JAZZ	3

Bachelor of Science - Education - Field Endorsement in Music (Grades PK-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, and MUS 431D SECONDARY INSTRUMENTAL METHODS. Incoming students should plan to take the theory and piano placement exams during the first week of classes.

Essential Studies (p. 111)

Professional Education (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

MUS 101	STUDENT RECITAL	0
MUS 102	WIND SYMPHONY	2
or MUS 103	CONCERT CHOIR	
MUS 114	INTRODUCTION TO MUSIC EDUCATION	2
MUS 115	PRIVATE MUSIC INSTRUCTION	2
MUS 126	EAGLE BAND (repeatable) ¹	0
MUS 131 & 131L	THEORY I and THEORY I LABORATORY	4
MUS 132 & 132L	THEORY II and 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 and THEORY III LABORATORY	4
MUS 232	THEORY IV	2
MUS 251	MUSIC EDUCATION PRACTICUM, FIELD (repeatable) ²	2
MUS 299	SOPHOMORE QUALIFYING EXAM	0
MUS 301	PRINCIPLES OF CONDUCTING	2
MUS 302 or MUS 303	WIND SYMPHONY or CONCERT CHOIR	4
MUS 315	PRIVATE MUSIC 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 (repeatable) ²	2
MUS 352	MUSIC EDUCATION PRACTICUM, FIELD (conclusion)	1
MUS 356	TECHNOLOGY FOR THE MUSIC CLASSROOM	1
MUS 357	INSTRUMENTATION & ARRANGING	2
MUS 361 or MUS 363	FUNCTIONAL PIANO or ACCOMPANYING TECHNIQUES	2
MUS 362	KEYBOARD SKILLS FOR THE CLASSROOM TEACHER	2
MUS 399	SOLO HALF-RECITAL	0
Electives in Music History (p. 220)		2
Elective Chamber Ensemble (http://catalog.csc.edu/undergraduate/programs/music/bs-education-field-endorsement-music-p-12/#electivechamberensemble)		2

Total Credits 57

¹ One semester of participation in the fall is required.

² 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 MUSIC EDUCATION PRACTICUM, FIELD. The Music Education Practicum curriculum includes units in jazz education.

Elective Chamber Ensembles

(Courses may be taken for repeated credit)

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

MUS 312	CHORAL HISTORY AND LITERATURE	2
MUS 423	KEYBOARD HISTORY AND LITERATURE	2
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	SURVEY OF INSTRUMENT REPAIR TECHNIQUES	1
MUS 413	JAZZ AND POP ARRANGING	2
MUS 421	ADVANCED CONDUCTING	2

Bachelor of Science - Education - Subject Endorsement in Vocal Music (Grades PK-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, and MUS 431C SECONDARY VOCAL 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.

Essential Studies (p. 111)

Professional Education (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

MUS 101	STUDENT RECITAL	0
MUS 103	CONCERT CHOIR	2
MUS 114	INTRODUCTION TO MUSIC EDUCATION	2
MUS 115K	PRIVATE MUSIC INSTRUCTION/PIANO ¹	2
MUS 115S	PRIVATE MUSIC INSTRUCTION/VOICE ¹	2
MUS 131 & 131L	THEORY I and THEORY I LABORATORY	4
MUS 132 & 132L	THEORY II and THEORY II LAB	4
MUS 199	ADMISSION TO CANDIDACY	0
MUS 215K or MUS 215S	PRIVATE MUSIC INSTRUCTION/PIANO ¹ or PRIVATE MUSIC INSTRUCTION/VOICE	2
MUS 216	GUITAR CLASS	1
MUS 231 & 231L	THEORY III and THEORY III LABORATORY	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 or MUS 315S	PRIVATE MUSIC INSTRUCTION/PIANO ¹ or PRIVATE MUSIC INSTRUCTION/VOICE	3
MUS 321	CHORAL CONDUCTING	2
MUS 327	SURVEY OF MUSIC HISTORY	3
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 ²	2
MUS 362	KEYBOARD SKILLS FOR THE CLASSROOM TEACHER	2
MUS 363	ACCOMPANYING TECHNIQUES	2
MUS 399	SOLO HALF-RECITAL	0
Elective Chamber Ensembles (p. 220)		2
Electives in Music History (p. 220)		2
Upper Division Electives ³		3
Total Credits		57

¹ 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 PRIVATE MUSIC INSTRUCTION/PIANO after completing MUS 361 FUNCTIONAL PIANO. Piano majors should consult the voice faculty regarding completion of MUS 115S PRIVATE MUSIC INSTRUCTION/VOICE.

² Piano majors may substitute two credits of MUS 315K PRIVATE MUSIC INSTRUCTION/PIANO for MUS 361 FUNCTIONAL PIANO with permission from the instructor.

³ Any 300-400 level music course.

Elective Chamber Ensembles

(Courses may be taken for repeated credit)

MUS 104/304	VOCAL JAZZ ENSEMBLE	1
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

MUS 312	CHORAL HISTORY AND LITERATURE	2
MUS 423	KEYBOARD HISTORY AND LITERATURE	2
MUS 432	TOPICS IN MUSIC HISTORY AND LIT	2-3
MUS 435	HISTORY OF JAZZ	3

Music Minor

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.

MUS 101	STUDENT RECITAL	0
MUS 112	MUSIC THEORY FOUNDATIONS	3
MUS 115	PRIVATE MUSIC INSTRUCTION	2
MUS 116	PIANO CLASS FOUNDATIONS I ¹	1
MUS 117	PIANO CLASS FOUNDATIONS II ¹	1
MUS 131 & 131L	THEORY I and THEORY I LABORATORY	4
MUS 199	ADMISSION TO CANDIDACY	0
MUS 215	PRIVATE MUSIC INSTRUCTION	1
MUS 327	SURVEY OF MUSIC HISTORY	3

Elective Ensembles	2
Upper Division Electives ²	4
Total Credits	21

¹ Students who test out of MUS 116 PIANO CLASS FOUNDATIONS I or MUS 117 PIANO CLASS FOUNDATIONS II may substitute MUS 118 PIANO CLASS FOUNDATIONS III, MUS 361 FUNCTIONAL PIANO, MUS 362 KEYBOARD SKILLS FOR THE CLASSROOM TEACHER, and/or MUS 363 ACCOMPANYING TECHNIQUES.

² Any 300-400 level MUS course.

Elective Ensembles

(Courses may be taken for repeated credit)

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	GITAR ENSEMBLE	1
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.

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 (p. 226)
- Bachelor of Science - Education - Subject Endorsement in Chemistry (Grades 7-12) (p. 225)
- Bachelor of Science - Education - Subject Endorsement in Earth and Space Science (Grades 7-12) (p. 226)
- Bachelor of Science - Education - Field Endorsement in Science (Grades 7-12) (p. 227)
- Bachelor of Science - Education - Middle Level Education Academic Area in Sciences (Grades 5-9) (p. 228)
- Chemistry (p. 228)
- Geoscience (p. 228)
- Physics (p. 228)
- Water Resources Management (p. 229)

Chemistry

CHEM 110 CAREERS IN SCIENCE1 Credit

Introduction for Physical Sciences majors to career options. Students will conduct independent research of selected firms or agencies. A required field trip to a major metropolitan area will provide knowledge of opportunities and challenges of the technical job market.

CHEM 121 INTRODUCTORY CHEMISTRY3 Credits

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.

Essential Studies Outcome: ES6

CHEM 131 COLLEGE CHEMISTRY I3 Credits

Principles and applications of general college chemistry. 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.

Essential Studies Outcome: ES6

Prerequisites: CHEM 121 and MATH 142

Co-requisites: CHEM 131L

CHEM 131L COLLEGE CHEMISTRY I LAB1 Credit

Laboratory experience in basic chemical concepts, including concentrations, reaction mechanisms, molecular structure and spectroscopy.

Essential Studies Outcome: ES6

Co-requisites: CHEM 131

CHEM 132 COLLEGE CHEMISTRY II3 Credits

Continuation of College Chemistry I with qualitative analysis.

Prerequisites: CHEM 131 and CHEM 131L

Co-requisites: CHEM 132L

CHEM 132L COLLEGE CHEMISTRY II LAB1 Credit

Laboratory experience in qualitative analysis.

Co-requisites: CHEM 132

CHEM 140 SURVEY OF CHEMISTRY3 Credits

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.

Essential Studies Outcome: ES6

Prerequisites: CHEM 121 and MATH 142

Co-requisites: CHEM 140L

CHEM 140L SURVEY OF CHEMISTRY LAB1 Credit

Laboratory experiences in basic chemical processes and mechanisms. Basic chemistry laboratory operations.

Essential Studies Outcome: ES6

Co-requisites: CHEM 140

CHEM 231 SURVEY OF ORGANIC CHEMISTRY3 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 are covered. Carbohydrates, lipids, enzymes, amino acids and protein synthesis are also covered at an introductory level.

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 231L

CHEM 231L SURVEY OF ORGANIC CHEMISTRY LAB1 Credit

Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy.

Co-requisites: CHEM 231

CHEM 233 ORGANIC CHEMISTRY I3 Credits

Nomenclature, reactions, multi-step synthesis, stereochemistry, mechanisms, and spectroscopy of organic compounds.

Cross-Listed: CHEM 233/CHEM 333

Prerequisites: CHEM 132 and CHEM 132L or CHEM 140 and CHEM 140L

Co-requisites: CHEM 233L

CHEM 270 TOPICS (LD):1-3 Credits

Special topics in chemistry appropriate for lower division credit. May be repeated with different emphases for up to six hours credit.

CHEM 310 CAPSTONE I: RESEARCH SEMINAR1 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.

Prerequisites: Sophomore or above status

CHEM 314 BIOTECHNOLOGY3 Credits

Hands-on procedures with discussions and readings to provide theoretical understanding and historical background of biotechnology work.

Cross-Listed: BIOL314/CHEM314

Prerequisites: BIOL 332 and Sophomore or above status

CHEM 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

CHEM 332 ANALYTICAL INSTRUMENTATION2 Credits

A one-semester course in basic instrumentation with emphasis on the clinical and commercial setting.

CHEM 332L ANALYTICAL INSTRUMENTATION LAB1 Credit

Laboratory experience in use and maintenance of scientific equipment.

CHEM 333 Organic Chemistry I3 Credits

Nomenclature, reactions, multi-step synthesis, stereochemistry, mechanisms, and spectroscopy of organic compounds.

Cross-Listed: CHEM 233/CHEM 333

CHEM 333L Organic Chemistry I Lab1 Credit

Principle laboratory operations of organic chemistry, organic synthesis, and spectroscopy.

Cross-Listed: CHEM233L/CHEM333L

CHEM 334 Organic Chemistry II3 Credits

A continuation of Organic Chemistry I.

Cross-Listed: CHEM234/CHEM334

CHEM 334L Organic Chemistry II Lab1 Credit

A continuation of Organic Chemistry I laboratory.

Cross-Listed: CHEM234L/CHEM334L

CHEM 335 BIOCHEMISTRY3 Credits

Components and reactions of living matter. Topics include metabolism of major macromolecules including carbohydrates, lipids, proteins, and nucleic acids. Enzyme functions and regulation will be studied.

Prerequisites: CHEM 231 and CHEM 231L or CHEM 333 and CHEM 333L and Sophomore or above status

Co-requisites: CHEM 335L

CHEM 335L Biochemistry Lab1 Credit

Laboratory experience in purification, quantitation, and characterization of biological molecules.

CHEM 341 QUANTITATIVE ANALYSIS3 Credits

Principles of modern analytical chemistry.

Prerequisites: CHEM 132 and CHEM 132L and Sophomore or above status

Co-requisites: CHEM 341L

CHEM 341L QUANTITATIVE ANALYSIS LAB1 Credit

Laboratory experience in quantitative analysis.

Prerequisites: Sophomore or above status

Co-requisites: CHEM 341

CHEM 342 INSTRUMENTAL ANALYSIS3 Credits

Emphasis on instrumental and radioisotopic analysis.

Prerequisites: CHEM 341 and CHEM 341L and Sophomore or above status

Co-requisites: CHEM 342L

CHEM 342L INSTRUMENTAL ANALYSIS LABORATORY1 Credit

Laboratory experience involving the use of quantitative instrumentation.

Prerequisites: Sophomore or above status

Co-requisites: CHEM 342

CHEM 390 INTERNSHIP IN CHEMISTRY1-12 Credits

Provides practical experience as a chemist in government, business or industry. Open to upper division students majoring in 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.

Add Consent: Department Consent

CHEM 400 INDEPENDENT STUDY OR RESEARCH1-3 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 of Curriculum and Academic Advancement, and Academic Vice President is required.

Add Consent: Instructor Consent

CHEM 401 CAPSTONE II: SENIOR RESEARCH1 Credit

Independent research projects based on the results presented in CHEM 310. Data collection, analysis, and presentation of scientific papers. May be repeated for a total of up to six hours of credit.

Prerequisites: Junior or above status

CHEM 410 CAPSTONE III: SEN RES/THESIS1 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.

Prerequisites: CHEM 401 and Junior or above status

CHEM 417 TOPICS IN CHEMISTRY1-3 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 CHEMISTRY3 Credits

Advanced principles of inorganic chemistry.

Prerequisites: CHEM 132, CHEM 132L, and Junior or above status

CHEM 431 PHYSICAL CHEMISTRY3 Credits

Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts.

CHEM 431L PHYSICAL CHEMISTRY LAB1 Credit

Physical Chemistry laboratory.

CHEM 433 ENVIRONMENTAL CHEMISTRY3 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.

CHEM 433L ENVIRONMENTAL CHEMISTRY LAB1 Credit

Laboratory experience in environmental chemical analysis.

CHEM 444 PHYSICAL CHEMISTRY3 Credits

Fundamental principles of thermodynamics, kinetics, and quantum mechanics as related to chemical concepts.

CHEM 444L PHYSICAL CHEMISTRY LAB1 Credit

Laboratory experience.

CHEM 464 PHYSICAL CHEMISTRY II3 Credits

Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts.

Geoscience

GEOS 110 CAREERS IN SCIENCE1 Credit

Introduction for Physical Sciences majors to career options. Students will conduct independent research of selected firms or agencies. A required field trip to a major metropolitan area will provide knowledge opportunities and challenges of the technical job market.

GEOS 129 PHYSICAL SCIENCE FOR THE ELEMENTARY AND MIDDLE GRADES TEACHER3 Credits

A laboratory oriented course intended to strengthen the physical science background of the elementary and middle grades teacher.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

GEOS 130 EARTH SCIENCE3 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.

Essential Studies Outcome: ES6

GEOS 135 PHYSICAL SCIENCE3 Credits

An integrated course in physical sciences including astronomy, earth science, geology, physics and chemistry.

Essential Studies Outcome: ES6

GEOS 137 ENVIRONMENTAL GEOLOGY3 Credits

Considers effects of human interaction with the physical environment, both in terms of natural phenomena such as earthquakes and floods, which effect human lives, and resource use, in which humans change their environment. One or more field trips will be required.

Essential Studies Outcome: ES6

GEOS 230 NATURAL HAZARDS AND DISASTERS3 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.

Essential Studies Outcome: ES6

GEOS 231 PHYSICAL GEOLOGY3 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 231L

GEOS 231L PHYSICAL GEOLOGY LAB1 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 231

GEOS 233 ASTRONOMY2 Credits

A descriptive study of the solar system, stars, and galactic systems, including theories of the origin of the universe and the solar system.

Essential Studies Outcome: ES6

GEOS 233L ASTRONOMY LABORATORY1 Credit

Laboratory experience in astronomy. Held in the evening either outdoors or in the planetarium.

Essential Studies Outcome: ES6

GEOS 234 EARTH SYSTEM HISTORY3 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 234L

GEOS 234L EARTH SYSTEM HISTORY LAB1 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.

Essential Studies Outcome: ES6

Co-requisites: GEOS 234

GEOS 246 GEOLOGY FIELD CAMP I2 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. Taught concurrently with GEOS 346 and 446.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, GEOS 234L, and Junior or above status

GEOS 270 TOPICS IN GEOSCIENCE1-3 Credits

Special topics appropriate for lower division credit. May be repeated with different emphases for up to six hours of credit.

GEOS 310 CAPSTONE I: RESEARCH SEMINAR1 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.

Prerequisites: Sophomore or above status

GEOS 320 SUPERVISED STUDY IN LAB AND FIELD METHODS1-2 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.

Cross-Listed: BIOL/CHEM/GEOS/PHYS320

Prerequisites: Sophomore or above status

GEOS 321 INTRODUCTION TO GPS1 Credit

Principles and applications of global positioning system. Emphasis is on mapping and other uses applied to geoscience field problems. Field trips may be required.

Prerequisites: Sophomore or above status

GEOS 322 INTRODUCTION TO GIS3 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. * Registered Trademark

Prerequisites: Sophomore or above status

GEOS 334 METEOROLOGY3 Credits

The physical behavior of the atmosphere including the causes of weather and the elements of forecasting.

Essential Studies Outcome: ES6

Prerequisites: Sophomore or above status

GEOS 337 PALEONTOLOGY3 Credits

A systematic survey of invertebrate phyla and vertebrate classes most important in the fossil record.

GEOS 337L PALEONTOLOGY LAB1 Credit

Examination of fossil invertebrates and vertebrates in laboratory and field.

Prerequisites: Sophomore or above status

Co-requisites: GEOS 337

GEOS 338 ROCKS AND MINERALS3 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.

Prerequisites: GEOS 231, GEOS 231L and Sophomore or above status

GEOS 346 GEOLOGY FIELD CAMP I12 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 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. Taught concurrently with GEOS 246 and 446.

Prerequisites: GEOS 246 and Junior or above status

GEOS 390 INTERNSHIP IN GEOSCIENCE1-12 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.

Add Consent: Department Consent

GEOS 400 INDEPENDENT STUDY OR RESEARCH1-3 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, School Dean, and Academic Vice President is required.

Add Consent: Instructor Consent

GEOS 401 CAPSTONE II: SENIOR RESEARCH1 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.

Prerequisites: GEOS 310 and Junior or above status

GEOS 410 CAPSTONE III: SENIOR RES THESIS1 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.

Prerequisites: GEOS 401 and Junior or above status

GEOS 426A RESEARCH MICROSCOPY1 Credit

Microscopic principles and techniques focusing on the use of microscopes in scientific inquire and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation, and types of research microscopes.

Cross-Listed: BIOL436A/GEOS426A

GEOS 426B INTRODUCTION TO SCIENTIFIC RESEARCH2 Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers.

Cross-Listed: BIOL436B/GEOS426B

GEOS 430 SPECIAL TOPICS IN GEOSCIENCE1-3 Credits

To meet special needs of Geoscience students. May be repeated with different topics and approval of instructor for a total of six credit hours.

GEOS 431 GEOLOGY OF WATER RESOURCES3 Credits

An introduction to the origin and nature of groundwater, its interaction with surface water, geological methods of groundwater exploration, and factors affecting water supply and quality. One or more field trips required.

GEOS 432 STRUCTURAL GEOLOGY3 Credits

Description and analysis of geologic structures and the regional and global tectonic forces that produce them. Possibly one or more field trips required.

Prerequisites: GEOS 231, GEOS 231L, and Junior or above status

GEOS 434 INTRODUCTION TO OCEANOGRAPHY3 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.

GEOS 435 FIELD EXPERIENCE IN GEOSCIENCE1-3 Credits

Typically a one to three week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere.

Add Consent: Instructor Consent

GEOS 436 FIELD EXCAVATION & PROCEDURES1-3 Credits

A summer workshop designed to give the student field experience in the development of paleontological sites.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

GEOS 437 WORLD ENVIRONMENTAL ISSUES3 Credits

Exploration of world environmental problems. Discussion participation setting emphasizes library research, accessing information, critical analysis of media news, and information and global perspective measures. The course culminates in student action plans that may affect environmental change.

Essential Studies Outcome: ES9

Prerequisites: Junior or above status

GEOS 438 PETROLEUM GEOLOGY3 Credits

The origin, characteristics, occurrence, exploration, and development of/ for petroleum. Possibly one or more field trips.

GEOS 439 SEDIMENTOLOGY & STRATIGRAPHY3 Credits

The origin and characteristics of sedimentary rocks.

Prerequisites: GEOS 231, GEOS 231L, GEOS 234, GEOS 234L and Junior or above status

Co-requisites: GEOS 439L

GEOS 439L SEDIMENTOLOGY & STRATIGRAPHY L1 Credit

Laboratory and field studies of sediments and sedimentary rocks.

Prerequisites: Junior or above status

Co-requisites: GEOS 439

GEOS 446 GEOLOGY FIELD CAMP III2 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 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. Taught concurrently with GEOS 246 and 346.

Prerequisites: GEOS 346 and Junior or above status

GEOS 471 ADVANCED ASTRONOMY1-3 Credits

A quantitative study of topics introduced in GEOS 233. Includes astrophotography, deep sky viewing, and planetarium.

Prerequisites: GEOS 233/, GEOS 233L, and , GEOS 233L, and Junior or above status

Bachelor of Science - Education - Subject Endorsement in Chemistry (Grades 7-12)

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. It is strongly recommended that students pursuing this endorsement complete

- MATH 138 APPLIED CALCULUS as the Essential Studies SLO #4 requirement and
- GEOS 437 WORLD ENVIRONMENTAL ISSUES to fulfill the Essential Studies SLO #9 requirement.

A final grade of "C" or better must be attained in all endorsement area courses. To obtain a departmental recommendation, the student must complete a minimum of 9 credit hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

BIOL 136 & 136L	BIOLOGICAL SCIENCE and BIOLOGICAL SCIENCE LAB	3
CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB	4
CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB	4
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
CHEM 310	CAPSTONE I: RESEARCH SEMINAR	1
CHEM 320	SUPERVISED STUDY IN LAB AND FIELD METHODS	1
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab	4
CHEM 341 & 341L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	4
CHEM 401	CAPSTONE II: SENIOR RESEARCH	1
CHEM 410	CAPSTONE III: SEN RES/THESIS	1
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
Select one of the following:		4-5
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	
PHYS 241 & 241L	UNIVERSITY PHYSICS I and UNIVERSITY PHYSICS I LAB	

Biology Electives 1

Upper division Chemistry electives 5

Total Credits 41-42

Bachelor of Science - Education - Subject Endorsement in Earth and Space Science (Grades 7-12)

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. It is strongly recommended that students pursuing this endorsement complete

- MATH 138 APPLIED CALCULUS as the Essential Studies SLO #4 requirement and
- GEOS 437 WORLD ENVIRONMENTAL ISSUES to fulfill the Essential Studies SLO #9 requirement.

A final grade of "C" or better must be attained in all endorsement area courses. To obtain a departmental recommendation, the student must complete a minimum of 9 credit hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

BIOL 136 & 136L	BIOLOGICAL SCIENCE and BIOLOGICAL SCIENCE LAB	3
CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB ¹	4
GEOS 137	ENVIRONMENTAL GEOLOGY	3
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
GEOS 233 & 233L	ASTRONOMY and ASTRONOMY LABORATORY	3
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB	4
GEOS 310	CAPSTONE I: RESEARCH SEMINAR	1
GEOS 320	SUPERVISED STUDY IN LAB AND FIELD METHODS	1-2
GEOS 334	METEOROLOGY	3
GEOS 401	CAPSTONE II: SENIOR RESEARCH	1
GEOS 410	CAPSTONE III: SENIOR RES THESIS	1
GEOS 431	GEOLOGY OF WATER RESOURCES	3
GEOS 434	INTRODUCTION TO OCEANOGRAPHY	3
Select one of the following:		4-5
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	
PHYS 241 & 241L	UNIVERSITY PHYSICS I and UNIVERSITY PHYSICS I LAB	

Biology Electives		1
Upper division Geoscience Electives		3
Total Credits		42-44

¹ CHEM 131/131L and CHEM 132/132L may be substituted for CHEM 140/140L. See Geoscience advisor.

To obtain a departmental recommendation, the student must complete a minimum of 9 hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS.

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).

Essential Studies (p. 111)

Core Requirements		
CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB	4
CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB	4
CHEM/GEOS 310	CAPSTONE I: RESEARCH SEMINAR	1
CHEM/GEOS 401	CAPSTONE II: SENIOR RESEARCH	1
CHEM/GEOS 410	CAPSTONE III: SEN RES/THESIS	1
MATH 232	APPLIED STATISTICS	3
Select one of the following options:		54-59
Chemistry (p. 226)		
Geoscience (p. 226)		
Total Credits		68-73

Chemistry Option

Core Requirements		14
CHEM 333 & 333L	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 334 & 334L	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab	4
CHEM 341 & 341L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	4
Science or Math elective (BIOL, CHEM, GEOS, PHYS, MATH)		14
Upper division Science or Math electives (BIOL, CHEM, GEOS, PHYS, MATH)		10
Total Credits		54

Students should consult with their academic advisor in Chemistry in choosing elective courses specializing in Sciences and Mathematics.

Geoscience Option

Students pursuing this option must complete MATH 151 CALCULUS I as their Essential Studies Math requirement.

Core Requirements		14
MATH 252	CALCULUS II	5
Select one of the following:		4-5
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	

PHYS 241 & 241L	UNIVERSITY PHYSICS I and UNIVERSITY PHYSICS I LAB	
Select one of the following:		4-5
PHYS 152 & 152L	COLLEGE PHYSICS II and COLLEGE PHYS II LAB	
PHYS 242 & 242L	UNIVERSITY PHYSICS II and UNIVERSITY PHYS II LAB	
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB	4
GEOS 338	ROCKS AND MINERALS	3
GEOS 431	GEOLOGY OF WATER RESOURCES	3
GEOS 432	STRUCTURAL GEOLOGY	3
GEOS 439 & 439L	SEDIMENTOLOGY & STRATIGRAPHY and SEDIMENTOLOGY & STRATIGRAPHY L	4
GEOS 246	GEOLOGY FIELD CAMP I	2
GEOS 346	GEOLOGY FIELD CAMP II	2
GEOS 446	GEOLOGY FIELD CAMP III	2
Upper division GEOS elective		3
Total Credits		57-59

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

Students must complete the following program in addition to the Professional Education and Essential Studies requirements. It is strongly recommended that students pursuing this endorsement complete

- MATH 138 APPLIED CALCULUS to fulfill the Essential Studies SLO #4 requirement and
- GEOS 437 WORLD ENVIRONMENTAL ISSUES to fulfill the Essential Studies SLO #9 requirement.

Spanish language classes are highly encouraged. To obtain a departmental recommendation, the student must complete a minimum of 9 credit hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS.

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.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4

CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB	4
CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB	4
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB	4
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4
PHYS 152 & 152L	COLLEGE PHYSICS II and COLLEGE PHYS II LAB	4
CHEM/GEOS 310	CAPSTONE I: RESEARCH SEMINAR	1
CHEM/GEOS/PHYS 320	SUPERVISED STUDY IN LAB AND FIELD METHODS	1-2
CHEM/GEOS 401	CAPSTONE II: SENIOR RESEARCH	1
CHEM/GEOS 410	CAPSTONE III: SEN RES/THESIS	1
Select one of the following concentrations:		15-18
Biology (p. 227)		
Chemistry (p. 227)		
Earth and Space Science (p. 227)		
Total Credits		51-55

Biology

Core Requirements		36
BIOL 220 & 220L	COMPARATIVE ANATOMY AND PHYSIOLOGY and COMPARATIVE ANATOMY AND PHYSIOLOGY LABORATORY	4
BIOL 241 & 241L	MICROBIOLOGY and MICROBIOLOGY LABORATORY	4
BIOL 332 & 332L	GENETICS and GENETICS LABORATORY	4
BIOL 336 & 336L	GENERAL ECOLOGY and GENERAL ECOLOGY LAB	3
Total Credits		51

Chemistry

Core Requirements		36
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab	4
CHEM 341 & 341L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	4
CHEM 433	ENVIRONMENTAL CHEMISTRY	3
Total Credits		51

Earth and Space Science

Core Requirements		36
GEOS 233 & 233L	ASTRONOMY and ASTRONOMY LABORATORY	3
GEOS 334	METEOROLOGY	3
GEOS 431	GEOLOGY OF WATER RESOURCES	3
GEOS 434	INTRODUCTION TO OCEANOGRAPHY	3

GEOS 439 & 439L	SEDIMENTOLOGY & STRATIGRAPHY and SEDIMENTOLOGY & STRATIGRAPHY L	4
Total Credits		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 Level Education Academic Area in Sciences (Grades 5-9)

A student must complete the following program in addition to the Essential Studies, Professional Education Middle Levels requirements, and one other Content Area of Specialization requirements. It is recommended for students pursuing this endorsement to take GEOS 437 WORLD ENVIRONMENTAL ISSUES 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. To obtain a departmental recommendation, the student must complete a minimum of 9 credit hours from Chadron State College in BIOL, CHEM, GEOS, or PHYS. The following course credits must be unduplicated, i.e. different from Essential Studies course credits taken:

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/middle-level-education>)

Core Requirements

BIOL 138 & 138L	GENERAL BIOLOGY: BOTANY and GENERAL BIOLOGY: BOTANY LABORATORY	4
BIOL 139 & 139L	GENERAL BIOLOGY: ZOOLOGY and GENERAL BIOLOGY: ZOOLOGY LABORATORY	4
CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB	4
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB	4
GEOS 129	PHYSICAL SCIENCE FOR THE ELEMENTARY AND MIDDLE GRADES TEACHER	3
GEOS 233 & 233L	ASTRONOMY and ASTRONOMY LABORATORY	3
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	4
Total Credits		30

Chemistry Minor

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

CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB	4
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab	4

CHEM 342 & 342L	INSTRUMENTAL ANALYSIS and INSTRUMENTAL ANALYSIS LABORATORY	4
Upper division Chemistry Elective ¹		3-4
Total Credits		19-20

¹ If the upper division elective has an accompanying laboratory, the student must complete both class and laboratory.

Environmental Emphasis

CHEM 131 & 131L	COLLEGE CHEMISTRY I and COLLEGE CHEMISTRY I LAB	4
CHEM 132 & 132L	COLLEGE CHEMISTRY II and COLLEGE CHEMISTRY II LAB	4
CHEM 231 & 231L	SURVEY OF ORGANIC CHEMISTRY and SURVEY OF ORGANIC CHEMISTRY LAB	4
CHEM 335 & 335L	BIOCHEMISTRY and Biochemistry Lab	4
CHEM 341 & 341L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	4
Upper division Chemistry Elective ²		3-4
Total Credits		23-24

² If the upper division elective has an accompanying laboratory, the student must complete both class and laboratory.

Geoscience Minor

GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
GEOS 234 & 234L	EARTH SYSTEM HISTORY and EARTH SYSTEM HISTORY LAB	4
GEOS 338	ROCKS AND MINERALS	3
GEOS 431	GEOLOGY OF WATER RESOURCES	3
GEOS 432	STRUCTURAL GEOLOGY	3
GEOS 439 & 439L	SEDIMENTOLOGY & STRATIGRAPHY and SEDIMENTOLOGY & STRATIGRAPHY L	4
Total Credits		21

Physics Minor

Students pursuing this option must complete MATH 151 CALCULUS I as their Essential Studies Math requirement.

MATH 252	CALCULUS II	5
Select one of the following:		4-5
PHYS 151 & 151L	COLLEGE PHYSICS I and COLLEGE PHYSICS I LAB	
PHYS 241 & 241L	UNIVERSITY PHYSICS I and UNIVERSITY PHYSICS I LAB	
Select one of the following:		4-5
PHYS 152 & 152L	COLLEGE PHYSICS II and COLLEGE PHYS II LAB	
PHYS 242 & 242L	UNIVERSITY PHYSICS II and UNIVERSITY PHYS II LAB	
Upper Division Electives in GEOS, CHEM or PHYS		5
Total Credits		18-20

Water Resources Management Minor

CHEM 140 & 140L	SURVEY OF CHEMISTRY and SURVEY OF CHEMISTRY LAB	4
GEOS 231 & 231L	PHYSICAL GEOLOGY and PHYSICAL GEOLOGY LAB	4
BIOL 337 or GEOS 322	ENVIRONMENTAL MANAGEMENT INTRODUCTION TO GIS	3
AGRI 348	RANGELAND HYDROLOGY	3
Select one of the following:		4
CHEM 433 & 433L	ENVIRONMENTAL CHEMISTRY and ENVIRONMENTAL CHEMISTRY LAB	
AGRI 245 & 245L	PRINCIPLES OF SOIL SCI and PRIN OF SOIL SCI LAB	
GEOS 431	GEOLOGY OF WATER RESOURCES	3
Total Credits		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).¹ 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.

Goals

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 principles 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

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.
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.

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.

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.

¹ 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 (p. 231)
- Psychology (p. 231)
- Social Psychology and Personality Systems (p. 231)

PSYC 131 INTRODUCTION TO PSYCHOLOGY3 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 PSYCHOLOGY1-3 Credits

Special topics of current interest in psychology are considered in depth. Students may take more than one special topics course for credit when topics have different course content.

PSYC 231 EDUCATIONAL PSYCHOLOGY3 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.

Prerequisites: EDUC 131 with a grade of C or better

PSYC 234 PSYCHOLOGY OF COGNITION AND LEARNING3 Credits

An introduction to the concepts, theories and research associated with cognitive psychology and learning, including attention, memory, and thinking.

Prerequisites: PSYC 131 for Psychology majors

PSYC 242 MEASUREMENT AND RESEARCH DESIGNS3 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.

Prerequisites: PSYC 131 for Psychology majors

PSYC 331 SOCIAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Sophomore or above status

PSYC 334 DEVELOPMENTAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Sophomore or above status

PSYC 350 STATISTICS FOR PSYCHOLOGISTS3 Credits

Computational and graphical techniques in descriptive and inferential data analysis including introductions to measurement scales and their revisions, distributions, measures of central tendency and variability, correlation, regression, null hypothesis; 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: PSYC 131, PSYC 242, and Sophomore or above status

PSYC 390 INTERNSHIP IN PSYCHOLOGY1-6 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

PSYC 400 INDEPENDENT RESEARCH1-3 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. Permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work required.

Prerequisites: PSYC 131 and permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work

Add Consent: Department Consent

PSYC 401 TOPICS IN PSYCHOLOGY3 Credits

Individual academic needs of those registered in this course will be accommodated. Normally, the instructor will select the topic in psychology. Permission of the advisor, the instructor, or the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work required.

Prerequisites: PSYC 131 and permission of the advisor, the instructor, and the Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work

Add Consent: Instructor Consent

PSYC 421 CULTURE AND PSYCHOLOGY3 Credits

The impact of culture on behavioral and psychological processes, with analysis of some of the antecedents of cross-cultural conflicts.

Essential Studies Outcome: ES10

Prerequisites: PSYC 131 and Junior or above status

PSYC 430 INTRODUCTION TO BEHAVIORAL NEUROSCIENCE3 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 an understanding of neuronal function, neuroplasticity, neurotransmitter systems, neuroreceptor functions, and psychopharmacology principles as they relate to normal brain function and neuropathologies.

Prerequisites: Junior or above status

PSYC 433 ABNORMAL PSYCHOLOGY3 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.

Prerequisites: PSYC 131 and Junior or above status

PSYC 435 THEORIES OF PERSONALITY3 Credits

Major theoretical orientations and research findings in personality psychology.

Prerequisites: PSYC 131 and Junior or above status

PSYC 442 HISTORY OF PSYCHOLOGY3 Credits

An examination of the historical emergence of scientific psychology emphasizing its roots in philosophy, neuroscience, methodology, and statistics.

Prerequisites: PSYC 131 and Junior or above status

PSYC 499 EMPIRICAL RESEARCH PROJECT3 Credits

An exercise in application and professional performance, majors in psychology build a psychological experiment which includes data collection and analysis and manuscript preparation with tables, figures, and narrative in APA Publication Manual (6th ed.) style.

Prerequisites: PSYC 131, PSYC 242, PSYC 350, and Junior or above status

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 CULTURE AND PSYCHOLOGY.

Essential Studies (p. 111)

Core Requirements		
PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
PSYC 234	PSYCHOLOGY OF COGNITION AND LEARNING	3
PSYC 242	MEASUREMENT AND RESEARCH DESIGNS	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
Total Credits		36

Psychology Minor

PSYC 131	INTRODUCTION TO PSYCHOLOGY	3
PSYC 234	PSYCHOLOGY OF COGNITION AND LEARNING	3
PSYC 242	MEASUREMENT AND RESEARCH DESIGNS	3
PSYC 331	SOCIAL PSYCHOLOGY	3
PSYC 334	DEVELOPMENTAL PSYCHOLOGY	3
PSYC 350	STATISTICS FOR PSYCHOLOGISTS	3
Electives from Psychological Sciences ¹		3
Total Credits		21

¹ 300 or 400 level electives from Psychological Sciences.

Social Psychology and Personality Systems Minor

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 ¹	3
Total Credits	21

¹ 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 (Grades 7-12) (p. 232)
 - Bachelor of Science – Middle Level Education Academic Area in Social Sciences (Grades 5-9) (p. 233)

SS 323 LAW AND AMERICAN SOCIETY³ Credits

Nature, functions, and limits of law and its impact on economic, political, and social institutions.

Cross-Listed: LS323/SS323

Prerequisites: Sophomore or above status

SS 390 INTERNSHIP IN SOCIAL SCIENCE¹⁻¹² 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SS 400 INDEPENDENT STUDY/RESEARCH¹⁻³ 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.

Add Consent: Instructor Consent

SS 430 TOPICS IN SOCIAL SCIENCE¹⁻³ Credits

Special topics in Social Science. May be repeated with a change of emphasis.

Prerequisites: Junior or above status

SS 495 SEMINAR IN SOCIAL SCIENCES³ 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: HIST495/SS495

Prerequisites: Junior or above status

Bachelor of Science – Field Endorsement in Social Science (Grades 7-12)

A student must complete the following program in addition to the Essential Studies Program requirements (PS 101 INTRODUCTION TO POLITICAL SCIENCE is recommended to fulfill SLO #8 of the Essential Studies Program) and Professional Education requirements.

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements

HIST 151	US HISTORY TO 1877	3
or HIST 152	US HISTORY SINCE 1877	
HIST 171	WORLD HISTORY TO 1500	3
or HIST 172	WORLD HISTORY SINCE 1500	

Historical Process Courses

Select two of the following:		6
HIST 210	POWER AND INSTITUTIONS	
HIST 220	THE GLOBAL AND IDENTITY	
HIST 230	EXCHANGE AND THE ENVIRONMENT	
HIST 240	BELIEF AND CULTURE	

Content/Context (US/Europe) Course

Select one of the following:		3
HIST 351	ANCIENT WEST	
HIST 352	EUROPE: RENAISSANCE TO WORLD WAR	
HIST 353	EUROPE SINCE 1914	
HIST 354	US COLONIAL AND EARLY REPUBLIC	
HIST 355	US IN THE NINETEENTH CENTURY	
HIST 356	US IN THE 20TH CENTURY	

Content/Context (North American West) Course

Select one of the following:		3
HIST 361	NORTH AMERICAN WEST	
HIST 362	NEBRASKA HISTORY	
HIST 363	AMERICAN INDIAN HISTORY	
HIST 364	AMERICAN ENVIRONMENTAL HISTORY	
HIST 365	HISTORY OF CANADA	
HIST 366	HISTORY OF MEXICO	

Content/Context (World) Course

Select one of the following:		3
HIST 371	ANCIENT EAST ASIA	
HIST 372	MODERN EAST ASIA	
HIST 373	HISTORY OF THE PACIFIC RIM	
HIST 374	HISTORY OF THE MIDDLE EAST	
HIST 375	HISTORY OF AFRICA	

Seminar in Process/Context Course

Select one of the following:		3
HIST 455	PROCESS IN US/EUROPEAN HISTORY	
HIST 465	PROCESS IN NORTH AMERICAN WEST HISTORY	
HIST 475	PROCESS IN WORLD HISTORY	

Select one of the following Focus Areas:

Political Science (p. 232)		9
Anthropology (p.)		

Additional Social Science Electives (p. 233) 24

SS 495	SEMINAR IN SOCIAL SCIENCES	3
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Total Credits 60

Political Science Focus Area

PS 321	U.S. POLITICS AND GOVERNMENT	3
PS 332	INTERNATIONAL POLITICS	3
or PS 341	COMPARATIVE POLITICS	

PS 400-level elective	3
Total Credits	9

Anthropology Focus Area

ANTH 231	INTRO TO CULTURAL ANTHROPOLOGY	3
ANTH 300-level elective		3
ANTH 400-level elective		3
Total Credits		9

Additional Social Science Electives

Select at least six course credits from each of four disciplines below that are not in the chosen Focus Area: 24

Discipline One:

ANTH 231 INTRO TO CULTURAL ANTHROPOLOGY
AND ANTH Upper-division Elective

Discipline Two:

ECON 231 MACROECONOMICS
ECON 232 MICROECONOMICS

Discipline Three:

GEOG 231 PHYSICAL GEOGRAPHY
& GEOG 232 and CULTURAL GEOGRAPHY

Discipline Four:

PS 321 U.S. POLITICS AND GOVERNMENT
AND PS Upper-division Elective

Discipline Five:

PSYC 131 INTRODUCTION TO PSYCHOLOGY
AND PSYC Upper-division Elective

Total Credits	24
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Bachelor of Science – Middle Level Education Academic Area in Social Sciences (Grades 5-9)

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

Essential Studies (p. 111)

Professional Education Requirements (<http://catalog.csc.edu/middle-level-education>)

Core Requirements

ECON 130	SURVEY OF ECONOMICS	3
GEOG 232	CULTURAL GEOGRAPHY	3
HIST 151	US HISTORY TO 1877	3
or HIST 152	US HISTORY SINCE 1877	
HIST 171	WORLD HISTORY TO 1500	3
or HIST 172	WORLD HISTORY SINCE 1500	
Any 300 Level History Course		3
PS 101	INTRODUCTION TO POLITICAL SCIENCE	3
or PS 369	CIVIC ENGAGEMENT: THEORY AND PRACTICE	
PS 321	U.S. POLITICS AND GOVERNMENT	3

ANTH or PS Upper division elective	3
Total Credits	24

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	HUMAN BIOLOGY and HUMAN BIOLOGY LABORATORY	3
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ECON 130	SURVEY OF ECONOMICS	3
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/SOCIAL ENVIRONMENT I	3
SW 252	HUMAN BEHAVIOR/SOCIAL ENVIRONMENT II	3
SW 271	SOCIAL WELFARE HISTORY & SERVICE DELIVERY SYSTEMS	3

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 to the Professional Social Work Program 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 (<http://www.csc.edu/documents/cpsw/sw/StudentHandbook.pdf>).

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:

a. BIOL 121 & 121L	HUMAN BIOLOGY and HUMAN BIOLOGY LABORATORY	3
ECON 130	SURVEY OF ECONOMICS	3
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/SOCIAL ENVIRONMENT I	3
SW 252	HUMAN BEHAVIOR/SOCIAL ENVIRONMENT II	3
SW 271	SOCIAL WELFARE HISTORY & SERVICE DELIVERY SYSTEMS	3

- 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.
- Completed interview with Social Work faculty and the Social Work Program Advisory Committee.
- 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 and Chadron State College, the 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 complete a criminal background check. 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 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

Please refer to the Chadron State College Termination from Social Work Program policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3504?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

- Bachelor of Arts – Comprehensive Major in Social Work (p. 237)

SW 230 TOPICS IN SOCIAL WORK1-3 Credits

Special topics in social work. May be repeated with a change of emphasis.

SW 231 PROFESSIONAL SOCIAL WORK3 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/SOCIAL ENVIRONMENT I3 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/SOCIAL ENVIRONMENT II3 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. Issued 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 analysis.

Prerequisites: SW 251

SW 271 SOCIAL WELFARE HISTORY & SERVICE DELIVERY SYSTEMS3 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.

Prerequisites: SW 231, SW 251, and SW 252

SW 330 DIVERSITY IN THE RURAL ENVIRONMENT4 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SW 331 SERVICES TO CHILDREN AND FAMILIES3 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.

Prerequisites: Sophomore or above status

SW 332 SERVICES TO ELDERLY AND DIFFERENTLY ABLED2 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: SW 435 and Sophomore or above status

SW 338 CROSS CULTURAL PRACTICE SKILLS3 Credits

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.

Prerequisites: SW 271 and Sophomore or above status

SW 339 ALCOHOL AND SUBSTANCE ABUSE3 Credits

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 chemical abuse and dual diagnosis of substance and mental illness. Ethno cultural factors in substance dependency are examined.

Prerequisites: Sophomore or above status

SW 340 MENTAL HEALTH SOCIAL WORK3 Credits

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 interventive methods, role of the interdisciplinary team, evaluation and impact of discrimination.

Prerequisites: Sophomore or above status

SW 343 RESEARCH METHODS3 Credits

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.

Prerequisites: SW 231, SW 251, SW 252, SW 271 and MATH 232 or PSYC 242 and Sophomore or above status

Co-requisites: SW 343L

Add Consent: Department Consent

SW 343L RESEARCH METHODS LAB1 Credit

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 course.

Prerequisites: Sophomore or above status

Co-requisites: SW 343

SW 371 INTERNATIONAL SOCIAL WELFARE3 Credits

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.

Essential Studies Outcome: ES10

Prerequisites: Sophomore or above status

SW 400 INDEPENDENT STUDY OR RESEARCH1-3 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 and Dean is required.

Add Consent: Instructor Consent

SW 430 TOPICS IN SOCIAL WORK1-3 Credits

Special topics in social work. May be repeated with a change of emphasis.

Add Consent: Instructor Consent

SW 431 GENERALIST METHODS LAB1 Credit

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.

Prerequisites: SW 231, SW 251, SW 252, SW 271, and Junior or above status

Co-requisites: SW 432

Add Consent: Department Consent

SW 432 METHODS I: INDIVIDUALS & FAMILIES3 Credits

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, 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.

Prerequisites: SW 231, SW 251, SW 252, SW 271, and Junior or above status

Co-requisites: SW 431

SW 433 METHODS II:THERAPEUTIC & TASK GROUPS3 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, SW 432, and Junior or above status

SW 434 POLICY ANALYSIS AND ADVOCACY3 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.

Prerequisites: Junior or above status

Co-requisites: SW 433

SW 435 METHODS III: ORGANIZATIONS AND COMMUNITIES3 Credits

SW 435 Methods III: Organizations and Communities Credit 3 hours
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.

Prerequisites: Junior or above status

Co-requisites: SW 332 and SW 434

SW 436 FORENSIC SOCIAL WORK3 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.

Prerequisites: Junior or above status

SW 459 PRE-FIELD AND ORIENTATION1 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.

Prerequisites: Junior or above status

SW 463 PROFESSIONAL SEMINAR2 Credits

Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines life long 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. Advanced professional social work program course.

Prerequisites: SW 459 and Junior or above status

Co-requisites: SW 464

SW 464 SOCIAL WORK FIELD PRACTICUM5-10 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 credit hours 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 credit hours in each of two consecutive spring semesters. Professional social work program course.

Prerequisites: SW 459 and Junior or above status

Co-requisites: SW 463

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 HUMAN BIOLOGY/BIOL 121L HUMAN BIOLOGY LABORATORY and ECON 130 SURVEY OF ECONOMICS.

Essential Studies (p. 111)

Core Requirements		
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/SOCIAL ENVIRONMENT I	3
SW 252	HUMAN BEHAVIOR/SOCIAL ENVIRONMENT II	3
SW 271	SOCIAL WELFARE HISTORY & SERVICE DELIVERY SYSTEMS	3
SW 330	DIVERSITY IN THE RURAL ENVIRONMENT	4
SW 332	SERVICES TO ELDERLY AND DIFFERENTLY ABLED	2
SW 343 & 343L	RESEARCH METHODS and 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 AND ADVOCACY	3
SW 435	METHODS III: ORGANIZATIONS AND COMMUNITIES	3
SW 459	PRE-FIELD AND ORIENTATION	1
SW 463	PROFESSIONAL SEMINAR	2
SW 464	SOCIAL WORK FIELD PRACTICUM	10
Total Credits		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	SERVICES TO CHILDREN AND FAMILIES	3
SW 338	CROSS CULTURAL PRACTICE SKILLS	3
SW 339	ALCOHOL AND SUBSTANCE ABUSE	3
SW 340	MENTAL HEALTH SOCIAL WORK	3
SW 430	TOPICS IN SOCIAL WORK	1-3
SW 436	FORENSIC SOCIAL WORK	3

Social Work faculty may offer special topics courses under SW 230 TOPICS IN SOCIAL WORK or SW 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 CONVERSATIONAL FOREIGN LANGUAGE).

Recommended Electives

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	THEORIES OF PERSONALITY	3
SPED 435	ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES	3
SW 332	SERVICES TO ELDERLY AND DIFFERENTLY ABLED	2

Policy Analysis

CA 346	INTERCULTURAL COMMUNICATION	3
ECON 231	MACROECONOMICS	3
ECON 232	MICROECONOMICS	3
LS 333	THE JUDICIARY AND CONSTITUTIONAL LAW	3

Mental Health Services

AIS 334	LAKOTA SOCIETY & CULTURE	3
PSYC 433	ABNORMAL PSYCHOLOGY	3
PSYC 435	THEORIES OF PERSONALITY	3
SW 340	MENTAL HEALTH SOCIAL WORK	3

International Social Work

AGRI 423	AGRICULTURAL POLICY	3
PS 332	INTERNATIONAL POLITICS	3
SW 371	INTERNATIONAL SOCIAL WELFARE	3

Adolescent – School Services

AIS 334	LAKOTA SOCIETY & CULTURE	3
CJ 338	COMMUNITY BASED CORRECTIONS	3
CJ 432	JUVENILE LAW	3

LS 432	JUVENILE LAW	3
SOC 332	JUVENILE DELINQUENCY	3
SPED 331	BEHAVIOR MODIFICATION AND MANAGEMENT	3
SW 331	SERVICES TO CHILDREN AND FAMILIES	3
SW 339	ALCOHOL AND SUBSTANCE ABUSE	3

Administration

AIS 334	LAKOTA SOCIETY & CULTURE	3
BA 337	BUSINESS LAW	3
LS 235	ADMINISTRATIVE LAW	3
LS 435	LAW OF BUSINESS ORGANIZATIONS	3
MGMT 230	PRINCIPLES OF MANAGEMENT	3

Child Welfare Services

AIS 334	LAKOTA SOCIETY & CULTURE	3
SPED 331	BEHAVIOR MODIFICATION AND MANAGEMENT	3
SW 331	SERVICES TO CHILDREN AND FAMILIES	3

Gerontology Services

PSYC 234	PSYCHOLOGY OF COGNITION AND LEARNING	3
PSYC 430	INTRODUCTION TO BEHAVIORAL NEUROSCIENCE	3
PSYC 433	ABNORMAL PSYCHOLOGY	3
SW 339	ALCOHOL AND SUBSTANCE ABUSE	3

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).

Student Learning Outcomes

CSC Education Unit Intended Program Outcomes

The intended program outcomes are as follows:

1. CSC/InTASC Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)
2. CSC/InTASC Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)
3. CSC/InTASC Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive

- social interaction, active engagement in learning, and self-motivation. (Communication)
4. CSC/InTASC Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
 5. CSC/InTASC Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
 6. CSC/InTASC Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
 7. CSC/InTASC Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)
 8. CSC/InTASC Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)
 9. CSC/InTASC Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
 10. CSC/InTASC Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)
 11. CSC Standard #11: Impact on Student Learning and Development. The teacher candidate works to positively impact the learning and development for all students. (Professionalism)
 12. CSC Standard #12: Professional Dispositions. The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm; and demonstrates skills in interpersonal relationship, reflective response to feedback, and displays evidence of appropriate social awareness; and practices good judgment, flexibility, problem-solving skill, professional communication and organization; and maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance. (Communication, Professionalism)
- CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.
- Bachelor of Science – Education – Field Endorsement in Special Education (Grades K-12) (p. 242)
 - Bachelor of Science – Education – Early Childhood Inclusive Field Endorsement (Birth through Grade 3) (p. 241)
- SPED 216 PRE-REFERRAL CLINICAL EXPERIENCE1 Credit**
This course promotes learning opportunities to develop the understanding of how assessment instruments and equipment are 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 Multi-Tiered Systems of Support (MTSS) strategies are used in the screening of students. These hours may be completed working in a Title I, MTSS, TAT, Head Start or other school pre-referral program.
Prerequisites: SPED 230
- SPED 230 INTRODUCTION TO THE EXCEPTIONAL LEARNER3 Credits**
Provides an overview of the exceptionalities, their definitions, prevalence, etiology, characteristics and related instructional needs and accommodations for students with 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.
Prerequisites: EDUC 131
- SPED 231 SURVEY/EFFECTS OF DISABILITIES3 Credits**
Examines the academic, social, vocational, adaptive and behavioral characteristics and related needs of persons with mild/moderate levels of exceptionalities (including gifted and talented). Emphasis is on the identification, diagnosis and instructional needs of learners with exceptionalities.
Prerequisites: SPED 230
- SPED 232 INTERPERSONAL COMMUNICATION SKILLS FOR SPECIAL EDUCATORS3 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 and school-age learners and adults with mild/moderate disabilities.
Prerequisites: SPED 230
- SPED 316 MICRITEACHING PRE/ELEM/MS SPED1 Credit**
Application of instructional techniques in a resource or inclusive classroom setting is emphasized. Various techniques of instruction are included in the design and implementation of individual and small group programs.
Prerequisites: Sophomore or above status
- SPED 316E MICRITEACHING IN PRESCHOOL/ELEMENTARY/MIDDLE SCHOOL SPECIAL EDUCATION1 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.
Prerequisites: Sophomore or above status

SPED 316S MICROTEACH SECONDARY SPEC EDUC1 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.

Prerequisites: Sophomore or above status

SPED 317 MICROTEACH IN ECE/ELEM/MS/SEC SPED2 Credits

This course is a field experience and requires a background check. This course promotes the hands-on application of methods learned in accordance with teaching students with special needs at the preschool through the secondary levels. Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 60 clock hours of clinical practice. Thirty (30) clock hours must be spent at either the Early Childhood or elementary levels, and 30 clock hours must be spent at the middle school or secondary levels.

SPED 331 BEHAVIOR MODIFICATION AND MANAGEMENT3 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 assessment 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.

Prerequisites: SPED 230 and Junior or above status

SPED 334 DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS3 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.

Prerequisites: PSYC 231, SPED 230, and Sophomore or above status

SPED 390 INTERNSHIP IN SPECIAL EDUCATION1-3 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.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

SPED 400 INDEPENDENT STUDY OR RESEARCH1-3 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, Academic Dean and Academic Vice President required.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

SPED 412 SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

SPED 412E SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

SPED 412S SPECIAL EDUCATION PRACTICES AND STRATEGIES1 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.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

SPED 432 ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES3 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.

Prerequisites: Junior or above status

SPED 433 PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT3 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.

Prerequisites: Junior or above status

SPED 435 ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES3 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 objectives 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 objectives, develop curriculum, and select appropriate teaching strategies.

Prerequisites: Junior or above status

SPED 437 SPECIAL TOPICS IN SPECIAL EDUCATION1-3 Credits

Development, implementation, and management of Inclusive Classrooms in the K-12 school environment. This course will include (a) 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.

Prerequisites: Junior or above status

SPED 438 CONSULTATION/COLLABORATION3 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 and 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.

Prerequisites: Junior or above status

SPED 439 LANGUAGE AND LEARNING DISORDERS3 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.

Prerequisites: Junior or above status

SPED 455 CHAR. LEARNING DISABILITIES3 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.

Prerequisites: Junior or above status

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.

Professional Education

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) No grade may be below a "C".

Essential Studies (p. 111)

Professional Education Courses		
EDUC 131	INTRODUCTION TO TEACHING	3
EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
EDUC 320	ECE/ELEM OBSERVATION AND PARTICIPATION	1-3
EDUC 329	ASSESSMENT FOUNDATIONS	2
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3
Early Childhood Inclusive Endorsement Courses		50
Professional Year Courses (Two Semesters)		
"Block"		12
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE ³	3
Total Credits		92-94

² May be taken concurrently with Block Professional Semester.

³ Must be take concurrently with EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING.

Early Childhood Inclusive Endorsement

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no grade below a "C".

EDUC 231	PLAY/ART/MUS FOR EARLY CHILDHO	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	TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS	2
FCS 139	HUMAN DEVELOPMENT	3
FCS 337	GUIDANCE TECHNIQUES IN HUMAN RELATIONS	3
FCS 338	PRENATAL AND INFANT PRACTICUM	3
FCS 239	PARTNERS IN EDUCATION	3
FCS 321A	CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION	2
FCS 423	PROGRAM DEVELOPMENT AND MANAGEMENT	3
FCS 448 & 448L	EARLY CHILDHOOD PRACTICUM and EARLY CHILDHOOD PRACTICUM LABORATORY	4
SPED 216	PRE-REFERRAL CLINICAL EXPERIENCE	1
SPED 317	MICROTEACH IN ECE/ELEM/MS/SEC SPED	2
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 AND LEARNING DISORDERS	3
Total Credits		50

Professional Year Courses (Two Semesters)

Comprised of the “Block” Professional semester and the Teacher Internship semester. The following courses can be taken only as part of the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a “C”:

Refer to Admission Requirements for the Professional Year.

Semester #1 – Block

EDUC 413E	ELEM/MS CURR & COUN	1
EDUC 414E	CLASSROOM MANAGEMENT	1
EDUC 415E	HUMAN REL/MULTI-CULTURAL	1
EDUC 416E	ELEMENTARY/MS ASSESSMENT	1
EDUC 417E	TEACH READING DIAGNOSIS	1
EDUC 422	TEACHING ELEM/MS SCI/HEALTH	2
EDUC 423	TEACHING PRIMARY READ & WRITIN	2
EDUC 424	TEACHING INTERM READING & WRIT	2
SPED 412E	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
Total Credits		12

Semester #2 – Teacher Internship

EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE	3
Total Credits		12

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently and may be taken only upon successful completion of the Professional Semester #1 Block. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a “C”.

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.

Bachelor of Science – Education – Field Endorsement in Special Education (Grades 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 and the Essential Studies Program requirements. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA)

The Teacher Internship experience in Special Education (K-12) requires Teacher Internship experience in a Special Education setting at the secondary level, as well as Teacher Internship experience at the elementary level; (EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE.)

Professional Education

The following courses are prerequisites to the Professional Year. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) No Professional Education Course grade may be below a C.

Essential Studies (p. 111)

Professional Education Courses		
EDUC 131	INTRODUCTION TO TEACHING	3
EDUC 224	TECHNOLOGY RESOURCES FOR LEARNING	3
EDUC 300	SECONDARY/MIDDLE SCHOOL OBSERVATION AND PARTICIPATION	1-3
EDUC 329	ASSESSMENT FOUNDATIONS	2
EDUC 433	THE MIDDLE SCHOOL ¹	3
PSYC 231	EDUCATIONAL PSYCHOLOGY	3
SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
SPED 334	DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS	3
Special Education Endorsement Courses (K-12)		42
Professional Year (Two Semesters)		
"Block"		6-12
EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
EDUC 495	EDUCATION CAPSTONE ²	3
Total Credits		81-99

¹ May be taken concurrently with Block Professional Semester

² Must be taken concurrently with EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING.

Special Education Endorsement Courses (K-12)

CTE 431	INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CTE	3
HPER 422	INTRO TO ADAPTED PHYS ED	3
PSYC 334	DEVELOPMENTAL PSYCHOLOGY	3
or FCS 139	HUMAN DEVELOPMENT	
READ 431	IMPROVEMENT OF INSTRUCTION IN READING	3
SPED 216	PRE-REFERRAL CLINICAL EXPERIENCE	1
SPED 232	INTERPERSONAL COMMUNICATION SKILLS FOR SPECIAL EDUCATORS	3
SPED 317	MICROTEACH IN ECE/ELEM/MS/SEC SPED	2

SPED 331	BEHAVIOR MODIFICATION AND MANAGEMENT	3
SPED 432	ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE 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	CHAR. LEARNING DISABILITIES	3
One Core Content course (Math, Science, Social Science, or Language Arts)		3
Total Credits		42

Professional Year (Two Semesters)

Comprised of the "Block" Professional Semester and the Teacher Internship semester. 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. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) No Professional Year Course grade may be below a C.

Semester #1/Option 1 – Elementary Block Route

EDUC 413E	ELEM/MS CURR & COUN	1
EDUC 414E	CLASSROOM MANAGEMENT	1
EDUC 415E	HUMAN REL/MULTI-CULTURAL	1
EDUC 416E	ELEMENTARY/MS ASSESSMENT	1
EDUC 417E	TEACH READING DIAGNOSIS	1
EDUC 422	TEACHING ELEM/MS SCI/HEALTH	2
EDUC 423	TEACHING PRIMARY READ & WRITIN	2
EDUC 424	TEACHING INTERM READING & WRIT	2
SPED 412E	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
Total Credits		12

Semester #1/Option 2 – Secondary Block Route

EDUC 411S	READING/WRITING IN CONTENT ARE	1
EDUC 412S	CURRICULUM AND STANDARDS	1
EDUC 414S	SECONDARY/MS CLASSROOM MGMT	1
EDUC 415S	HUMAN REL/MULTI-CULTURAL	1
EDUC 418S	SECONDARY/MS ASSESSMENT	1
SPED 412S	SPECIAL EDUCATION PRACTICES AND STRATEGIES	1
Total Credits		6

Semester #2 – Teacher Internship

EDUC 490	TEACHER INTERNSHIP - STUDENT TEACHING	9
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EDUC 495	EDUCATION CAPSTONE	3
Total Credits		12

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING and EDUC 495 EDUCATION CAPSTONE must be taken concurrently and may be taken only upon successful completion of the Professional Semester #1 Block. A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook (<http://www.csc.edu/documents/education/handbook.pdf>) for current GPA) and no Professional Year Course grade may be below a "C".

NOTE: The Praxis II Test #5354 Special Education: Core Knowledge & Application must be taken as a requisite for graduation for all candidates seeking a Special Education endorsement.

The Bachelor of Applied Sciences in Technical Occupations

Mission

The Bachelor of Applied Science 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 work with an academic advisor to develop an official plan of study to complete upper division courses that meet career and educational goals. 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

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.

Associate Degree Transfer Courses (up to 70 course credits)	70
Minimum Essential Studies Courses (p. 111) ¹	30
Minimum Upper Division Courses ²	40
Minimum Total Course Credits for Degree Completion	120

¹ 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.

² Upper division requirements may include upper division Essential Studies courses.

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 (p. 245)
- Bachelor of Science – Education – Supplemental Endorsement in Theatre (Grades 7-12) (p. 246)
- Theatre (p. 246)

TH 115 THEATRE PRACTICUM1 Credit

Participation in theatre department productions. Repeatable up to eight (8) hours.

TH 134 PRINCIPLES OF ACTING3 Credits

Study of the principles and techniques of acting with practice in theatre games, improvisation, monologues and scene work.

Essential Studies Outcome: ES5

TH 159 TECHNICAL THEATRE2 Credits

Study of the technical elements of theatrical production. This includes construction techniques, responsibilities of production team members, reading theatrical plans and paperwork. Installation and trouble shooting of lighting instruments, sound equipment, and other theatrical equipment. Students will be required to purchase supplies.

Co-requisites: TH 159L

TH 159L TECHNICAL THEATRE LAB1 Credit

Laboratory experience.

Co-requisites: TH 159

TH 222 STAGE MAKE-UP2 Credits

Theory and techniques of theatrical makeup. 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 PRACTICES2 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.

Essential Studies Outcome: ES5

TH 235 ELEMENTS OF THEATRE3 Credits

Overview of history and techniques employed in theatrical production and criticism. Lecture, demonstration, theatre projects, and attendance of theatrical performances.

Essential Studies Outcome: ES7

TH 237 BEGINNING DIRECTING3 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.

Essential Studies Outcome: ES5

Prerequisites: TH 134 and Sophomore or above status

TH 242 INTRODUCTION TO LIGHTING DESIGN2 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. Experiences in instrumentation, control of lighting, use of color, script analysis, development of light plots and related paperwork required for production.

Essential Studies Outcome: ES5

TH 242L INTRODUCTION TO LIGHTING DESIGN LABORATORY1 Credit

Laboratory experience.

Co-requisites: TH 242

TH 243 INTRODUCTION TO SET DESIGN3 Credits

Introduction to the processes used to create a set or lighting design for the stage and the process of synthesizing a design into a theatrical production. Emphasis will be on working from a production team's concept to create a design that will communicate the concept to an audience. Students will be required to purchase equipment.

Essential Studies Outcome: ES5

TH 300 INDEPENDENT STUDY OR RESEARCH1-3 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.

Add Consent: Department Consent

TH 327 FUNDAMENTALS OF VOICE & MOVEMENT3 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 in character development.

Essential Studies Outcome: ES5

Prerequisites: Sophomore or above status

TH 334 INTERMEDIATE ACTING3 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 Sophomore or above status

TH 336 THEATRE HISTORY I3 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.

Essential Studies Outcome: ES7

Prerequisites: Sophomore or above status

TH 337 THEATRE HISTORY II3 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.

Essential Studies Outcome: ES8

Prerequisites: Sophomore or above status

TH 339 CHILDREN'S THEATRE WORKSHOP4 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.

Prerequisites: Sophomore or above status

Add Consent: Instructor Consent

TH 390 INTERNSHIP IN THEATRE1-12 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.

Add Consent: Department Consent

TH 400 INDEPENDENT STUDY OR RESEARCH1-3 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.

Add Consent: Instructor Consent

TH 412 SENIOR ASSESSMENT JURY1 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 the final authentic assessment for exiting seniors in Theatre. Prerequisites: 2.5 cumulative GPA.

Prerequisites: Junior or above status

Add Consent: Department Consent

TH 429 PLAYSRIPT ANALYSIS3 Credits

Studies in the structure of the playscript and script analysis. Students will do playscript analysis for performance, directing and design with its specific relationship to production concept and/or research.

Prerequisites: Junior or above status

TH 434 ADVANCED ACTING PERIODS AND STYLES3 Credits

Study of period styles of acting from Greek Classics and Elizabethan Tragedy to Restoration Comedy and Farce.

Prerequisites: TH 134 and TH 334

Add Consent: Instructor Consent

TH 435 TOPICS IN THEATRE3 Credits

Special topics in theatre. May be repeated with a change of emphasis. Permission of instructor and program required. Areas of emphasis may include stage combat, scene painting, and acting for the camera.

Essential Studies Outcome: ES5

Prerequisites: Junior or above status

Add Consent: Instructor Consent

TH 437 DIRECTING FOR THE STAGE3 Credits

Study of the theories and techniques of stage direction. Student will direct a one-act play.

Prerequisites: TH 237 and Junior or above status

Add Consent: Instructor Consent

TH 459A ADVANCED SET DESIGN3 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 and Junior or above status

TH 459B ADVANCED LIGHTING DESIGN3 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. Students can repeat course with a change of emphasis.

Prerequisites: TH 242 or TH 243 and Junior or above status

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.

Essential Studies (p. 111)

Core Requirements		
FCS 135 & 135L	ALTERATION AND CONSTRUCTION TECHNIQUES and ALTERATIONS AND CONSTRUCTION LAB	3
TH 134	PRINCIPLES OF ACTING	3
TH 159 & 159L	TECHNICAL THEATRE and TECHNICAL THEATRE LAB	3
TH 222	STAGE MAKE-UP	2
TH 234	AUDITION TECHNIQUES AND PRACTICES	2
TH 237	BEGINNING DIRECTING	3
TH 242 & 242L	INTRODUCTION TO LIGHTING DESIGN and INTRODUCTION TO LIGHTING DESIGN LABORATORY	3
or TH 243	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	TOPICS IN THEATRE (Choose from Stage Combat, Scene Painting, or Acting for the Camera)	3
Select one of the following options:		19
Performance/Directing (p. 246)		

Technical/Design (p. 246)	
Total Credits	54

Performance/Directing Option

Core Requirements		35
Electives		
TH 300/400	INDEPENDENT STUDY OR RESEARCH	3
TH 334	INTERMEDIATE ACTING	3
TH 339	CHILDREN'S THEATRE WORKSHOP	4
TH 434	ADVANCED ACTING PERIODS AND STYLES	3
TH 435	TOPICS IN THEATRE	3
TH 437	DIRECTING FOR THE STAGE	3
Total Credits		54

Technical/Design Option

Core Requirements		35
Electives		
TH 300 & TH 400	INDEPENDENT STUDY OR RESEARCH and INDEPENDENT STUDY OR RESEARCH	3
TH 339	CHILDREN'S THEATRE WORKSHOP	4
TH 435	TOPICS IN THEATRE	3
TH 459A	ADVANCED SET DESIGN	3
TH 459B	ADVANCED LIGHTING DESIGN	3
Total Credits		51

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 (Grades 7-12)

A student must complete the following program in addition to the Essential Studies program, Professional Education requirements, and a subject/field endorsement in another discipline.

Professional Education Requirements (<http://catalog.csc.edu/secondary-education-requirements>)

Core Requirements		
TH 134	PRINCIPLES OF ACTING	3
TH 159 & 159L	TECHNICAL THEATRE and TECHNICAL THEATRE LAB	3
TH 237	BEGINNING DIRECTING	3
TH 242 & 242L	INTRODUCTION TO LIGHTING DESIGN and INTRODUCTION TO LIGHTING DESIGN LABORATORY	3
or TH 243	INTRODUCTION TO SET DESIGN	
TH 327	FUNDAMENTALS OF VOICE & MOVEMENT	3
History/Analysis Elective		
Select one of the following:		3
TH 336	THEATRE HISTORY I	
TH 337	THEATRE HISTORY II	
TH 429	PLAYSCRIPT ANALYSIS	

Production Elective		
Select one of the following:		3-4
TH 334	INTERMEDIATE ACTING	
TH 339	CHILDREN'S THEATRE WORKSHOP	
TH 300/400	INDEPENDENT STUDY OR RESEARCH	
TH 434	ADVANCED ACTING PERIODS AND STYLES	
TH 435	TOPICS IN THEATRE	
TH 437	DIRECTING FOR THE STAGE	
TH 459A or TH 459B	ADVANCED SET DESIGN or ADVANCED LIGHTING DESIGN	
Total Credits		21-22

NOTE: In addition to the above, students are required to successfully complete EDUC 480A FIELD EXPERIENCE (120 clock hours - 3 credits) in a theatre-related experience to fulfill State of Nebraska requirements for the supplemental endorsement.

Theatre Minor

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

FCS 135 & 135L	ALTERATION AND CONSTRUCTION TECHNIQUES and ALTERATIONS AND CONSTRUCTION LAB	3
TH 134	PRINCIPLES OF ACTING	3
TH 159 & 159L	TECHNICAL THEATRE and TECHNICAL THEATRE LAB	3
TH 237	BEGINNING DIRECTING	3
TH 242 or TH 243	INTRODUCTION TO LIGHTING DESIGN or INTRODUCTION TO SET DESIGN	3

History/Analysis Elective		
Select one of the following:		3
TH 336	THEATRE HISTORY I	
TH 337	THEATRE HISTORY II	
TH 429	PLAYSCRIPT ANALYSIS	

Production Elective		
Select one of the following:		3
TH 300/400	INDEPENDENT STUDY OR RESEARCH	
TH 327	FUNDAMENTALS OF VOICE & MOVEMENT	
TH 334	INTERMEDIATE ACTING	
TH 434	ADVANCED ACTING PERIODS AND STYLES	
TH 435	TOPICS IN THEATRE	
TH 437	DIRECTING FOR THE STAGE	
TH 459A or TH 459B	ADVANCED SET DESIGN or ADVANCED LIGHTING DESIGN	
Total Credits		21

Administration and Faculty

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Three student representatives, one from each of the state colleges, serve one-year terms on the Board of Trustees. They are recommended by each campus President and appointed by the Governor.

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GRADUATE CATALOG

2017 - 2019

Graduate Catalog

Chadron State College
Chadron, Nebraska

A Member of the Nebraska State College System

Welcome to the Chadron State College Graduate Catalog. Students are encouraged to use this catalog as a resource and guide to the policies, degree programs and services available at Chadron State College.

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.

Directory

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

Student Academic 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 to its 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/>.

Institutional and Program Accreditation

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

As an institution 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 Administration degree, and
- the Master of Science in Organizational Management degree.

CSC has attained the following specialized program accreditation: National Council for the Accreditation of Teacher Education through CAEP, Council on Social Work Education, Accreditation Council for Business Schools and Programs, and National Association for Schools of Music.

Education Accreditation

The National Council for Accreditation of Teacher Education (NCATE) through CAEP 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 is 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.

Music

The National Association of Schools of Music (NASM) establishes national standards for undergraduate and graduate music degrees and other credentials. Institutional Membership is gained only through a peer review process of accreditation. NASM is recognized by CHEA.

Governance and Organizational Structure

CSC 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 the Essential Studies Program and 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 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 School of Education, Human Performance, Counseling, Psychology and Social Work. Departments within the School include:

- Counseling, Psychology, and Social Work
- Education
- Health, Physical Education, and Recreation.

History

History of Chadron State College

Located in Northwest Nebraska, Chadron State College has been helping students build their futures for more than a century.

Chadron State College, founded in 1911, began as a school that primarily prepared teachers, but now the institution emphasizes a strong undergraduate baccalaureate general education and offers pre-professional programs in a variety of disciplines while being the only four-year college serving the western half of Nebraska. CSC, which is fully accredited by the Higher Learning Commission and subject-oriented accrediting agencies, also offers a limited number of master's programs in education (1956), business (1984), and organizational management (2006). In 2016, the Carnegie Foundation for the Advancement of Teaching reclassified Chadron State College under the category of Master's Colleges and Universities: Medium Programs.

CSC has witnessed growth in student programs and enrollment through the years, but the College came from humble beginnings. The State Board of Education selected Chadron as the site of its fourth normal school in 1910 and acquired 80 acres of land south of Chadron, including the grounds of the recently closed Congregational Academy. On that plot of land, the Nebraska State Normal School was founded in 1911.

In 1921, the Nebraska State Legislature changed the institution's name to Chadron State Teacher's College. As the name suggested, the focus 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.

In 1964, the State Legislature changed the name of the institution to Chadron State College. Since that time, CSC has grown into a comprehensive institution with a wide range of programs.

Presently, Chadron State College is a public, open-admissions, teaching and learning institution with an established edict to provide affordable, quality education to Nebraska students, out-of-state students, and to promote the cultural and economic growth of the region. CSC is the only four-year institution in Nebraska that serves Frontier and Remote (FAR) communities, remote and geographically isolated areas in the United States. According to the 2010 census, Chadron and other towns in the College's service area are classified as FAR level three communities because they are remote from an area of more than 10,000 people. Since only about 1.4% of the U.S. population lives in FAR level three communities and as one of the few four-year colleges located in a frontier area, CSC has a special component to its regional role. The college does encourage research related to its mission; however, student-centered learning and best instructional practices have always been the primary focus.

Vision and Mission

Vision Statement

Chadron State College aspires to be a premier 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.

Equal Opportunity Policies

Please refer to NSCS Board Policy 2700 (https://www.nscs.edu/downloads/file/14/2700_equal_educational_opportunity) (Equal Educational Opportunity Policy) and Chadron State College Employment and Education Opportunity Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details and information on how to file a report regarding discrimination or harassment.

Please refer to NSCS Board Policy 3700 (https://www.nscs.edu/downloads/file/37/3700_accommodations_for_students_with_disabilities) (Accommodations for Students with Disabilities) for further details on the College's written policy regarding the Americans with Disabilities Act (ADA).

Use of Humans and Animal Participants in Research

Please refer to Chadron State College Use of Humans and Animal Participants in Research Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3498?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

Admissions

All prospective students are encouraged to visit CSC's website.

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

For general admissions information, visit: <http://www.csc.edu/admissions/>.

To find out more about fees and matriculation, visit: <http://www.csc.edu/admissions/>.

Technology Requirements

MyCSC Student Access

CSC students are required to use the electronic resource MyCSC to access information.

From MyCSC, students will be able to:

- Check their “to do” list
- View and pay their bill
- Add and drop courses
- View, accept and decline financial aid
- Change contact information
- View their advisors
- Check their academic requirements (degree audit)

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
4. Select the “Student Dashboard” link.

EagleMail

Every student applicant is given an EagleMail account. A student’s 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.

Students can contact the IT Help Desk by calling 308-432-6311 or emailing helpdesk@csc.edu for assistance with EagleMail, including username and password difficulties.

CSC Online

If students are required to complete coursework online, then access to CSC Online will be provided. 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

Costs

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges (NSCS Board Policy 6021 (https://www.nscs.edu/downloads/file/120/6021_income_tuition_online_rate_and_dual_enrollment_rate)). Specific courses may have additional assessed fees. Online courses are assessed at combined tuition and fees flat 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 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

Federal financial aid is available to those who qualify. To apply for financial aid, go to www.fafsa.ed.gov (<https://www.fafsa.ed.gov>) and complete the application (FAFSA). Please visit www.csc.edu/start/ (<https://www.csc.edu/start/>) for more information on the application process, available funds, and qualifications. In addition, financial aid recipients are required to meet minimum academic performance standards as described in the Satisfactory Academic Progress Policies:

- Satisfactory Academic Progress Policy (Graduate - MBA) (<https://app.policyiq.com/ChadronStateCollege/Content/View/3513?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Satisfactory Academic Progress Policy (Graduate - MSOM/ME/MAE) (<https://app.policyiq.com/ChadronStateCollege/Content/View/3512?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Graduate Assistantships

A limited number of on-campus graduate assistantships, which cover tuition and provide a stipend, are available for students enrolled in a graduate degree program. Assistantships are designed to provide opportunities for supervised educational experiences at the graduate level. Students interested in graduate assistantships should contact the Graduate Studies Office at <http://www.csc.edu/graduate/officestaff.csc> for further information. Graduate assistants (GAs) should successfully complete a minimum of 18 graduate credits per academic year while serving as GAs. Please visit the CSC website for a list of current vacancies: <http://www.csc.edu/hr/jobs/?category=9>.

Advising

Although students are responsible for meeting all conditions and requirements of CSC, faculty members are engaged in program advising to assist students in attaining their academic goals. Advisors are assigned to aid students in understanding requirements and in planning their academic programs.

Registration

The *Graduate Catalog* is the authoritative source for information about program and graduation requirements and regulations.

Students are encouraged to meet with an advisor prior to registering for classes and to register during early enrollment periods to ensure course availability. The College reserves the right to cancel courses with low enrollments. Furthermore, the College reserves the right to modify the published schedule without prior notice. Undergraduate students wishing to register for graduate courses must complete a petition to the Dean of Graduate Studies.

Ultimately, students are responsible for their own academic planning; they are responsible for fulfilling degree requirements and for abiding with all regulations.

- Advising - <http://www.csc.edu/start/index.csc>
- Academic Requirements - <http://www.csc.edu/start/enrollment/requirements/index.csc>

- Changes to Class Schedules - Changes of Registration and Withdrawal Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3431?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Course Sections - http://csc.edu/registrar/general.csc#Course_Sections

Course Loads, Requirements, Schedules

A full-time load during the fall and spring semester is nine graduate semester course credits. During the fall and spring terms, twelve course credits of graduate coursework is the maximum load. The maximum load for a full-time graduate student during the summer is nine course credits. For courses offered in an 8-week format, the limit is six credits per 8-week session.

Expectations and Academic Conduct Grades

The following grades are currently used at CSC:

Letter Grade	Grade Descriptions
A	Superior performance
B	Excellent performance
C	Average performance
D	Below average performance
F	Failure to meet minimum requirements, or student failed to officially withdraw from course
I	Incomplete indicates some portion of the student's work was unfinished due to a justifiable reason. An "I" is issued at the discretion of the faculty member and the Dean of Graduate Studies. A grade for the term is recorded when the work is completed. If the work is not completed within twelve months ¹ , the instructor must submit a grade change to reflect a grade other than "I".
IP	In Progress indicates a course continuing into the next term. Grades are recorded at the end of the course.
P	Passing performance; requires previous registration as Pass/Fail.
W	Indicates official withdrawal from a course; requires notice filed by deadline.
AU	Indicates non-graded, audit participation in a course; requires previous registration for an Audit.
AD	Administrative Drop
AW	Administrative Withdrawal

¹ With the exception of the Thesis, Scholarly Project, or COUN 640 INTERNSHIP IN COUNSELING, students have one year to complete a course and have an "I" changed to a letter grade. The "IP" is issued only when the course is still in progress at grade reporting time. Once an incomplete has been granted for Thesis, Scholarly Project, or COUN 640 INTERNSHIP IN COUNSELING credits, students have a three year time limit in which to complete the course successfully. If the work is not completed within this time frame, the instructor must submit a grade change to reflect a grade other than "I".

No grade of C or lower may be transferred into a graduate program from other institutions. Additionally, grades of Pass/Fail or Satisfactory/Unsatisfactory are not accepted in a graduate program. A *maximum* of six hours of C are permitted in any graduate program. No grade of D, F, I, W, AU, or IP will count toward meeting graduation requirements. If applicable, any approved transfer credits will be converted to CSC's grading and semester credit standards.

Grade Point Average

CSC assigns quality points to letter grades as follows:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

To determine grade point average, the total number of quality points earned for each attempted course credit is divided by the total credits attempted (including semester hours passed and failed). The grade point average is computed only for courses taken at Chadron State College for non-teaching majors, but utilizes all courses from all institutions attended for teaching majors (Bachelor of Science in Education degree). Contact the Records Office at www.csc.edu/registrar for more information.

Standards of Scholarship

The candidate must maintain an academic average of at least 3.0 (B) for the entire graduate program. Not more than six course credits of graduate work with a grade of 2.0 (C) will be accepted. Higher standards may be specified by individual programs. Students who fall below this standard will be considered non-degree seeking until they raise their GPA to this minimum requirement. Only those courses contained within the student's declared degree program may be counted towards the minimum GPA. *Students who fall below this standard more than once during the course of their degree program will be dismissed from the graduate program.* Academic amnesty is not available at the graduate level.

No grade lower than 2.0 (C) will be accepted for graduate study toward the master's degree. A graduate student who has not demonstrated the ability to do satisfactory work following one semester (or two summer terms) may, upon the recommendation of an advisor and with the approval of the graduate dean and/or graduate council, be asked to withdraw from the program. For more information about this process, consult the following links:

- Petitioning for Incomplete - <http://www.csc.edu/registrar/general.csc#Petition>
- Grade Appeals Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3450?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

- Audited Course Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3428?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Academic Honesty Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

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. Please refer to NSCS Board Policy 3100 (https://www.nscs.edu/downloads/file/23/3100_conduct_and_discipline_students) (Conduct and Discipline; Students) for further information.

Class Attendance and/or Participation

Please refer to the Chadron State College Class Attendance and/or Participation policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

Petition for Waiver or Exception of College Academic Regulations

Any requests for waivers or exceptions to the graduate academic policies and regulations stated in the *Graduate Catalog* must be submitted as a written petition to the Dean of Graduate Studies. The petition will be reviewed by the Graduate Council, Dean of Graduate Studies, and/or Academic Vice President, as appropriate. A written response will be returned to petitioning students.

Appeals

Appeals of decisions pertaining to a graduate student's program may be initiated by the student and addressed to the Dean of Graduate Studies. The student should submit a dated and signed letter which addresses:

- The decision being appealed
- Date of decision being appealed
- Justification for the appeal
- Desired outcome.

Academic Policies

For information about academic policies visit the webpages listed below:

- Academic Good Standing, Probation & Suspension Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3420?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Graduation Requirements - <http://www.csc.edu/registrar/graduation.csc>.
- Family Educational Rights & Privacy Act (FERPA) (https://www.nscs.edu/downloads/file/36/3650_student_records)
- Financial Aid Return Policy (<https://app.policyiq.com/ChadronStateCollege/Content/View/3496?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)
- Student Right to Know - <http://csc.edu/ir/righttoknow.csc>

Student Services

For Information about student services, visit the webpages listed below:

- Campus Activities - <http://www.csc.edu/modules/clubs/information/campus-activities-board>
- Financial Aid - <http://www.csc.edu/start/finaid/available/>
- Health Services - <http://www.csc.edu/healthserv/>
 - CSC Clinic: <http://www.csc.edu/healthserv/clinic.csc>
 - Personal Counseling and Disability Services: <http://www.csc.edu/healthserv/counseling/index.csc>
- Housing - <https://www.csc.edu/housing/>
 - Residence Life - <http://www.csc.edu/housing/residence-life/index.csc>
- International Education Office - <http://www.csc.edu/international/office/>
- Library Learning Commons - <http://www.csc.edu/library/>
- Student Transition and Registration Team (START) - <http://www.csc.edu/start/>
- Tutoring/Learning Center - <http://www.csc.edu/learningcenter/peertutoring.csc>

Definitions of Course Delivery 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.

Additional Location Courses

These 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, TV 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.
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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 instructor, graduate dean, and Academic Vice President approval.
- Can provide graduate students with no more than six course credits; also no more than six credits may be completed in any one department (exceptions to this policy can be made only through written petition to the Dean of Graduate Studies).
- 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 is to enhance the student's educational, professional, and personal development. Contact Career and Academic Planning Services at <https://www.csc.edu/internship/index.csc> or in the Reta E. King Library Learning Commons building for more information.

Study Abroad

Students may earn credit through a CSC-sponsored international studies program. Students may

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

Contact the Office of the Dean of Essential Studies and the School of Liberal Arts in Old Admin for more information or visit the Study Abroad website: <http://www.csc.edu/justicestudies/programs/studyabroad.csc>.

Graduate Programs

Purpose of Graduate Studies

The primary purpose of the graduate program at CSC is to provide opportunities for elementary and secondary teachers, administrators, counselors, business people, and others to further their education so that they might be better qualified to fulfill their personal and professional goals. The program is established primarily for candidates for the master's degrees offered by the institution (see below). However, some courses may be open to unclassified students not intending to complete work toward a master's degree. All graduate courses require more

intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate courses.

Outcomes

To meet individual needs, students are provided with a rigorous core program of advanced courses in a reasonably flexible arrangement. Graduate students should meet or exceed the following outcomes:

1. Apply leadership principles.
2. Obtain a broader and deeper knowledge base, both within a selected field of specialization and in broader areas, such as professional effectiveness.
3. Gain intellectual stimulation and foundations for more advanced study.
4. Apply research techniques to interpret current thinking and practices in selected fields of specialization.
5. Explore the nature and significance of research.
6. Develop opportunities to apply research techniques.
7. Develop and demonstrate skills required for professional positions in education, business, counseling, and other areas.

Graduate Council and Faculty

The Graduate Council is responsible to the College administration for directing the graduate program under the regulations of the Board of Trustees of the Nebraska State Colleges. On behalf of the graduate faculty, the Council supervises all graduate work at CSC, establishes policy, and recommends to the College president all candidates upon whom graduate degrees are conferred.

Graduate faculty members may teach graduate courses, supervise and serve on supervisory committees for students working toward post-baccalaureate degrees, vote on all matters presented to the graduate faculty, serve on the Graduate Council, and vote on nominations to the Graduate Council.

Graduate Committee

The START Office and/or Faculty Advising Center provides advising prior to a student's acceptance for graduate study. A permanent advisor in a student's area(s) of concentration will be appointed when the student has been accepted into a program and has enrolled in at least one class. Upon acceptance, a permanent advisor is appointed and a committee is organized to consult with the student on his or her plan of study as well as conduct the student's oral examination for MAE, ME, and MSOM degree programs. MBA students will utilize their Academic Requirements on their MyCSC Student Dashboard.

Assessment

CSC is committed to the improvement of teaching and learning, as part of a continual effort to monitor institutional effectiveness. This effort includes the assessment of student academic achievement as made evident by nationally normed examinations, capstone courses, demonstrations of acquired proficiency in disciplinary-based skills, development of portfolios/case studies, oral examinations, surveys of students and alumni, and other assessment measures. The College requires all graduate students to participate in assessment for the duration of their enrollment.

Masters Degrees

CSC currently offers four master's degrees:

1. The Master of Arts in Education is offered to students interested in:
 - Clinical Mental Health Counseling (p. 261)
 - Educational Administration (p. 263), including options in Principalship - Elementary, Secondary or PK-12, Special Education Supervisor - Birth - 12th Grade and Curriculum/Assessment Supervisor PK-12
 - History (p. 262)
 - School Counseling (p. 265)
 - Science and Mathematics (p. 262)
2. The Master of Business Administration (p. 267) is offered to students interested in business administration
3. The Master of Education is offered to students interested in:
 - Curriculum and Instruction (Elementary) (p. 270), including a General Education option or a Field option in a concentrated subject area, including: educational technology, physical education, language arts, science, mathematics, and social science
 - Curriculum and Instruction (Secondary) (p. 270), including options in business education, physical education, career and technical education, science, educational technology, social science, and mathematics
 - Curriculum and Instruction (PK-12) (p. 270), including options in PK-12 Reading Specialist and PK-12 Special Education
 - Curriculum and Instruction (Early Childhood Special Education Birth - Kindergarten (p. 270)), which offers an added endorsement in Special Education-Early Childhood Special Education. It requires that the candidate hold or has held a certificate with a teaching endorsement.
4. The Master of Science in Organizational Management (p. 273) is offered to students interested in:
 - Human Services
 - Natural Resources
 - Sports Management.

Graduate Admission Policies

Please refer to the Chadron State College Admissions Policy (Graduate) (<https://app.policyiq.com/ChadronStateCollege/Content/View/3424?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>) for further details.

Acceptance to Graduate Study

Admission requirements are specific to the degree program being sought, and are listed under the respective degree programs in this catalog.

Plan of Study Filing (MAE, ME and MSOM)/Academic Requirements (MBA)

Plans of Study are required to be filed prior to the completion of 18 course credits with a minimum GPA of 3.0. Plans of Study must be approved and signed by the student's advisor, committee, and Dean of Graduate Studies before being submitted to the Graduate Studies Office for filing. MBA students will utilize their Academic Requirements as

their Plan of Study. All graduate students are encouraged to use their Academic Requirements on their MyCSC Student Dashboard.

Application for Graduation

The graduation application for the degree should be filed with the Records Office *prior* to the beginning of the term from which the student expects to graduate. Candidates who plan to complete requirements for graduation in December must file formal application prior to April 15th. Those who plan to graduate in the spring must file prior to November 15th. Those students who plan to complete their degree during the summer and participate in commencement in December must file prior to February 15th. Application forms are available in the MyCSC to-do list. At the time the application is submitted all indebtedness to the College and the graduation fee must be paid. Graduate degrees will be conferred upon successful candidates at the spring or winter commencement.

Application for Oral Examination (MA, MAE and MSOM)

All master's degree candidates are required to pass a final oral examination in their area of concentration. Students choosing the thesis or scholarly project option should expect oral exam questions relating to the thesis or scholarly project during the examination. Upon the successful completion of an oral examination, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

Regulations Governing Graduation

The following regulations apply to graduation from all graduate programs.

Acceptable Credits Toward Graduation

Credit earned by correspondence (self-paced) study will not be accepted in fulfilling requirements for a master's degree. Course work carrying the INS (in-service) prefix may *not* be applied toward a master's degree. A graduate student may apply up to six course credits of work taken on an independent study basis toward a master's degree program.

Transfer of Credit

A maximum of nine course credits of graduate credit may be transferred from other approved colleges or universities. All transfer credit must carry a grade of B minus or higher and be no older than seven years by completion of degree at CSC. Transfer credit with grades of P or S will not be accepted. Acceptance of transfer credit is contingent upon approval of the Graduate Committee and Dean of Graduate Studies. Transfer credit may not be counted toward meeting the minimum residence requirement. If applicable, any approved transfer credit will be converted to CSC's grading and course credit standards.

Time Limit on Coursework

All requirements for the master's degrees must be met within a period of seven years from the year the student completes the first graduate course that is to apply toward the degree. Validation of out-of-date credit: course work that has been taken at CSC prior to the specified time limit before completion of the degree is considered to be outdated. At the discretion of the Graduate Committee and/or the Dean of Graduate Studies, a limited amount of outdated course work *may* be applied to the graduate degree if a grade of B or higher was attained and if one of the following occurs:

- The equivalent CSC course is successfully repeated OR
- A written or oral examination and/or an additional assignment covering the subject matter is successfully completed as certified by an appropriate faculty member(s). If an oral examination is given, at least two graduate faculty members must be present. The Dean of Graduate Studies and the Graduate Committee chairperson will appoint the faculty member(s) to administer the examination. Details about the time and place of the examination must be registered with the Graduate Office. Approval to validate credit must be obtained through the Graduate Committee and Dean of Graduate Studies.
- Other - as determined by Graduate Committee and Dean of Graduate Studies.

Course Level Requirements

At least half of the course credits required for the master's degree must be taken in classes in which only graduate students may enroll (600-level courses or higher). Master of Business Administration students cannot have more than six credits of 500-level dual-listed courses in their degree program.

Curriculum Patterns

All graduate students seeking the degree of Master of Arts in Education or Master of Education should complete EDCl 631 RESEARCH DESIGN AND DATA ANALYSIS within the first 12 course credits of their program of study. Students seeking the degree of Master of Science in Organizational Management should complete either EDCl 631 RESEARCH DESIGN AND DATA ANALYSIS or CA 615 RESEARCH PROCESS AND PRACTICE within the first 12 course credits of their program of study. All graduate students (including those seeking the Master of Business Administration) must select one of the following plan options:

Plan I - Coursework with Oral Examination or Culminating Experience (MBA)

Plan I does not require a scholarly project or thesis. Students are required to complete the designated coursework in their area of specialization. Students choosing this option are required to pass an oral examination or culminating experience. The oral examination includes questions regarding course work and other materials relevant to the student's field of study. Approval forms are signed by the student's committee and presented to the Dean of Graduate Studies after successful completion of the oral examination. Candidates for the Master of Business Administration degree are required to successfully complete the culminating experience as directed by the Business Academy.

The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date.

Note: Plan III is not available in all departments. Contact the Graduate Studies Office for more information at <http://www.csc.edu/graduate/officestaff.csc>.

Plan II - Scholarly Project with Oral Examination

Plan II requires a scholarly project pertaining to the field of specialization. Three course credits are awarded for successful completion of the scholarly project. The project is designed in consultation with the student's graduate committee. The following are general guidelines for preparation and submission of the project and the accompanying oral examination:

After acceptance into graduate study and successful completion of EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS or its equivalent, the student should present a scholarly project proposal under the guidance of the advisor. This presentation is to be made in a formal meeting with the student's graduate committee. The scholarly project must convey conclusions on some subject directly related to the candidate's area of specialization. Although the topic does not necessarily have to be original or to seek new answers, it should attempt to establish a point previously unsupported, or verify existing knowledge. The scholarly project topic should be designed so the student receives training in techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.

Students choosing the scholarly project option must register for three credit hours:

- Registration for the course credits may be made at the beginning of any semester or summer term following the approval of the project topic
- The student is ultimately responsible for the progress of the project
- The accepted writing style is APA; however some disciplines may require their particular style
- When the student and advisor are satisfied with the project, it is to be submitted to the student's committee for review and approval
- All Plan II students must include an abstract of approximately 150 words in their scholarly project.

After acceptance of the project by the advisor and committee, an oral examination will be scheduled. Copies of the project paper and related materials must be presented to the committee members at least two weeks before the scheduled date of the oral examination. The oral examination will include questions regarding the scholarly project, coursework, and other materials relevant to the student's field of study. The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date. Approval forms will be signed by the student's committee and presented to the Dean of Graduate Studies after successful completion of the oral examination. After the candidate has successfully passed the oral examination, he or she will present one final copy of the scholarly project to his or her advisor.

Plan III - Thesis with Oral Examination

Plan III requires a thesis pertaining to the field of specialization. Six course credits are awarded for successful completion of the thesis. The following are general guidelines for preparation and submission of the thesis and accompanying oral examination:

After acceptance into graduate study and successful completion of EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS or its equivalent and at least two-thirds of total number of program credits are completed, the student presents a thesis proposal under the guidance of his or her advisor.

This presentation is to be made in a formal meeting with the student's graduate committee. The thesis must convey conclusions on a subject directly related to the candidate's area of specialization. Although the topic does not necessarily have to be original or to seek new answers, it should attempt to establish a point previously unsupported or to verify existing knowledge. The thesis topic should be designed so the student

receives training in the techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.

The student's committee will carefully scrutinize the work of the student and make recommendations either to accept, accept with modifications, or not accept the proposal. Once accepted by the committee, the proposal and an outline are submitted to the Dean of Graduate Studies for approval. Students choosing the thesis option must register for a total of six course credits. Registration for all six credits or any portion thereof may be made at the beginning of any semester or summer term following approval of the thesis proposal. Written approval from the Institutional Review Board is required if the student will be using a data collection tool that involves human or animal subjects. Students are ultimately responsible for the progress and completion of their thesis. The thesis:

- Is written under the direct supervision or guidance of the student's advisor
- Uses the APA style or a style that is discipline appropriate (the accepted writing style is APA; however, some disciplines may require their particular style)
- Must include an abstract of 150 words
- Is submitted to the student's committee for review and approval when the student and advisor are satisfied with the thesis.

After acceptance of the thesis by the advisor and committee, an oral examination will be scheduled. Copies of the thesis must be presented to the committee members at least two weeks before the scheduled date of the oral examination. The oral examination will include questions regarding the thesis, coursework, and other materials relevant to the student's field of study. The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date. Approval forms are signed by the committee after successful completion of the thesis and oral examination.

The examining committee members sign a statement verifying the outcome of the oral examination, which is presented to the Dean of Graduate Studies.

Residence Requirements

At least twelve of the course credits required for advanced degrees must be classified as "residence credit." Residence credit courses are those courses taught by a member of the CSC graduate faculty.

Oral Examination or Culminating Experience

All candidates for the Master of Education, Master of Arts in Education, and the Master of Science in Organizational Management are required to pass a final oral examination in their area of concentration. Students choosing the thesis or scholarly project option will have questions relating to the thesis or research project paper included in this examination. Candidates for the Master of Business Administration are required to successfully complete the culminating experience as directed by the Business Academy.

The student's graduate committee will conduct the oral examination. If a member of the committee is unavailable and rescheduling is inappropriate, a substitute may be appointed by the Dean of Graduate

Studies. With the candidate's knowledge, the examining committee may invite other individuals to be present at the oral examination.

The oral examination or culminating experience must be completed successfully at least *four* weeks prior to the date of graduation or granting of the degree. Students completing this step after the specified date will not be eligible for graduation until the next graduation or diploma granting date.

Prior to the oral examination, a portfolio is to be prepared by the student and distributed to all members of the examination committee. The portfolio should include such items of information as professional and educational background, courses completed, and anticipated educational and career goals.

Following successful completion of the oral examination, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

At the discretion of the orals committee, students who do not pass the oral examination or culminating experience requirements may be recommended for remediation. If students do not pass following remediation, they will be dismissed from the graduate program.

Portfolio

All candidates for the Master of Education, Master of Arts in Education, and Master of Science in Organizational Management degrees are required to compile a professional and academic portfolio in their areas of concentration. The portfolio is a purposeful, collaborative, self-reflective collection of the student's work generated during his or her graduate program. The portfolio includes a personal data sheet featuring professional and educational background information; courses completed, and anticipated educational and career goals. The procedures and content needed for portfolio construction are outlined in materials obtained from the Graduate Office.

Students submit completed portfolios for assessment by their graduate committee prior to the final oral examination. Upon review and acceptance of the student's portfolio, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

Second Master's Degree

Students holding a master's degree may seek a second master's degree in another degree area. The student should apply as stated under "Acceptance to Graduate Study." A second master's requires

- appointment of a graduate committee
- additional coursework
- acceptance into Graduate Study
- Plan of Study Filing for MAE, ME and MSOM students
- MBA students must utilize their Academic Requirements
- Applications for Graduation
- Oral Examination or Culminating Experience (MBA)

No more than twelve course credits of approved coursework from the previous degree may be applied toward a second master's degree. A grade of B- or higher must be earned and be no older than seven years by completion of second degree at CSC.

Detailed Descriptions of Program Offerings

What follows is a detailed description of each of the master's degrees offered by CSC. These descriptions provide students with a start-to-finish review of the degrees—from application to graduation.

Master of Arts in Education

The Master of Arts in Education (MAE) degree program consists of an integrated knowledge core complemented by a coherently focused academic program tailored to meet the needs of students. Based upon the communication and service core of education, this professional degree program provides an integrated master's degree for students pursuing a variety of career choices. Areas of study include

- community mental health counseling (p. 261)
- educational administration
- history (p. 262)
- school counseling (p. 265)
- science and mathematics (p. 262).

The following are criteria for acceptance into Graduate Study in the MAE Program:

- Application for admission to graduate study must be completed online on the CSC website.
- Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all MAE degree programs at CSC.
- Students must submit to CSC Admissions an official transcript from the college or university which issued the bachelor's degree and from any institutions attended afterwards, if applicable. Official transcripts must be sent directly to CSC from the college or university. Transcripts from CSC College need not be submitted.

Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.

Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Graduate Council may require students to make up any deficiencies in preparation by completing specified courses without credit toward the desired degree. Graduate study, plan of study filing, applications for graduation and oral examination are separate and independent thresholds in the degree program. Students must apply for and be approved for each step.

Note: Graduate students must complete at least 24 course credits of graduate course work after being accepted for graduate study.

Master of Arts in Education - Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program offers a Master of Arts in Education. This degree program requires the successful completion of 60 course credits of graduate education. EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS should be completed within the first 12 course credits of a student's program of study.

Graduate Counseling Program Mission

The mission of Graduate Counseling Program is to prepare quality professional counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems.

We are committed to producing ethically and culturally competent counselors who demonstrate professional leadership with a purposeful commitment to client advocacy, and social justice, for the western High Plains States and the broader pluralistic nation.

Graduate Counseling Program Objectives

As a result of successfully completing the Graduate Counseling Program, graduates will be able to:

1. **Professional Orientation and Ethical Practice:** Develop a professional identity as a counselor, demonstrate an understanding of the counseling profession, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. **Social and Cultural Diversity:** Demonstrate an understanding of the social and cultural influences, the effects of power and privilege, and the impact of acculturative experience on the counseling process.
3. **Human Growth and Development:** Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
4. **Career Development:** Develop an understanding of career development and approaches for conceptualizing the interrelationships between work, mental wellbeing, and other life roles within counseling.
5. **Counseling and Helping Relationships:** Gain significant knowledge and application of major counseling theories in the context of individual, family, group, and crisis counseling. Demonstrate effective individual counseling techniques that facilitate client growth and the ability to evaluate progress toward treatment goals.
6. **Group Counseling and Group Work:** Develop both experiential and theoretical understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. **Assessment and Testing:** Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal.
8. **Counseling Research and Program Evaluation:** Develop the ability to read, critique, evaluate, and contribute to professional research literature.

Program of Study

The Clinical Mental Health Counseling Program prepares students to work professionally in various public and private counseling agencies.

In Nebraska, as well as most states, counselors must be licensed by the state to engage in counseling or therapy. A teaching degree is *not* required for admittance into the Clinical Mental Health Counseling Program.

Courses

Listed below is the course work required by the Program:

COUN 523	DIAGNOSES AND THE DSM	3
COUN 531	COUNSELING AND COMMUNICATION SKILLS	3
COUN 532	TREATMENT ISSUES IN ADDICTIONS	3
COUN 533	COUNSELING ETHICS AND PROFESSIONAL IDENTITY	3
COUN 534	FUNDAMENTALS OF ASSESSMENT	3
COUN 535	MULTICULTURAL COUNSELING	3
COUN 536	FAMILY DEVELOPMENT	3
COUN 541	COUNSELING THEORIES	3
COUN 629	COUNSELING CHILDREN	3
COUN 630	CRISIS COUNSELING	3
COUN 631	PRINCIPLES AND PRACTICES OF MENTAL HEALTH COUNSELING	3
COUN 632	CAREER AND LIFESTYLE DEVELOPMENT	3
COUN 634	GROUP COUNSELING	3
COUN 636	FAMILY COUNSELING	3
COUN 637	ADVANCED HUMAN DEVELOPMENT	3
COUN 639A	PRACTICUM IN COUNSELING	3
COUN 639B	PRACTICUM IN COUNSELING	3
COUN 640	INTERNSHIP IN COUNSELING	6
EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS	3
Total Credits		60

Counseling Practicum

Counseling Practicum is a key course in the curriculum of the counseling program. Therefore, certain courses are instrumental for the experience of practicum. Because practicum is a developmental process, it is offered for three course credits both fall and spring. In order to register for COUN 639A PRACTICUM IN COUNSELING OR COUN 639B PRACTICUM IN COUNSELING, a student must first complete with a grade of A or B the following courses:

COUN 531	COUNSELING AND COMMUNICATION SKILLS	3
COUN 533	COUNSELING ETHICS AND PROFESSIONAL IDENTITY	3
COUN 541	COUNSELING THEORIES	3
The following courses may be taken concurrently with COUN 639A: Practicum I only:		
COUN 535	MULTICULTURAL COUNSELING	3
COUN 634	GROUP COUNSELING	3
Total Credits		15

All other courses may be taken at any point in the program prior to COUN 640 INTERNSHIP IN COUNSELING, which is the capstone course and must be the last course completed. Exceptions to this rule may be made on an individual basis. Please see your advisor.

Note: Students who are unable to finish their practicum in six course credits may need to enroll in additional credits for completion of this

requirement. The Credentialing Division of the Department of Regulation and Licensure, Nebraska Health and Human Services System, generally approves CSC counseling courses for professional counseling continuing education (CE) credit. All students enrolled in the Clinical Mental Health Counseling program must pass a comprehensive examination prior to receiving their degree. Please see your Graduate Counseling Student Handbook for information about this comprehensive examination.

Master of Arts in Education - History

Mission

The Master of Arts in Education - History combines graduate-level educational courses with advanced history courses to help students further their educational, intellectual, and professional goals.

Student Learning Outcomes

Students graduating with the MAE in History will be able to:

- Analyze a single scholarly work in a standard academic review.
- Synthesize multiple scholarly works in a historiographical essay.
- Discuss significant scholarly works in an academic forum.
- Produce lesson modules based on primary sources and scholarly literature.
- Demonstrate ability to effectively deliver lessons in the subject matter using best pedagogical practices.

History/Political Science/Anthropology Grade Requirements

All grades earned in History, Political Science, or Anthropology must be 'A' or 'B' to count towards the MAE History degree.

Courses

Listed below is the course work required by the Program:

Education Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ¹	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
Select one of the following:		3
EDAD 631	PUBLIC RELATIONS	
EDCI 635	CURRICULUM DEVELOPMENT	
EDCI 639	SYSTEMIC CHANGE: PROCESS FOR SCHOOL IMPROVEMENT	

Required Courses

Select one of the options below.	9
Option I (p. 262)	
Option II (p. 262)	

Electives

500 or 600 level courses in History/Political Science/Anthropology	18
Total Credits	36

¹ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS should be completed within the first 12 course credits of student's program of study.

Required Courses – Option I

HIST 635	RESEARCH SEMINAR IN HISTORY	3
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HIST 660	THESIS	6
Total Credits		9

Required Courses – Option II

HIST 635	RESEARCH SEMINAR IN HISTORY	3
HIST 600-level Elective		3
HIST 655	SCHOLARLY PROJECT	3
Total Credits		9

Master of Arts in Education - Science and Mathematics

Mission

The Master of Arts in Education degree program consists of an integrated knowledge core complemented by a coherently-focused academic program tailored to meet the needs of students. Based upon the communication and service core of education, this professional degree program provides an integrated master's degree for students pursuing a variety of career choices.

Student Learning Outcomes

Students graduating with the MAE in Science and Mathematics will be able to:

1. Demonstrate mathematical and scientific ability and a thorough knowledge of mathematics/science.
2. Apply mathematical and scientific knowledge in the field of mathematics/science education.
3. Communicate both about mathematics/science and by utilizing mathematics/science.
4. Use technology appropriately to do mathematics/science and then communicate about mathematics/science.
5. Apply mathematical sciences, including statistics and computer use, in other disciplines.

Courses

Listed below is the course work required by the Program:

Education Core Courses - Thesis Track

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ¹	3
EDCI 635	CURRICULUM DEVELOPMENT	3
or EDAD 631	PUBLIC RELATIONS	
MATH 533	STATISTICAL METHODS AND DATA ANALYSIS ²	3
Master's Thesis		6
MATH 535	SAMPLING TECHNIQUES ²	3

Elective Option

Education/Psychology Elective to be selected with advisor and approved by Graduate Committee	3
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Content Electives

Content Electives to be selected with advisor and approved by Graduate Committee	15
Total Credits	36

Education Core Courses - Scholarly Project Track

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ¹	3
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EDCI 635	CURRICULUM DEVELOPMENT	3
or EDAD 631	PUBLIC RELATIONS	
MATH 533	STATISTICAL METHODS AND DATA ANALYSIS ²	3
Scholarly Project		3
MATH 535	SAMPLING TECHNIQUES ²	3
Elective Option		3
Education/Psychology Elective to be selected with advisor and approved by Graduate Committee		
Content Electives		18
Content Electives to be selected with advisor and approved by Graduate Committee		
Total Credits		36

¹ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 course credits of student's program of study.

² Students who have taken the undergraduate equivalent of these courses will work with their advisors and committees to determine appropriate value-added courses.

Master of Arts in Education – Educational Administration

The Educational Administration Program at the master's degree level prepares individuals to be elementary and/or secondary school principals. This program is designed to focus on the leadership role of administrators in providing the best educational climate for students and staff. Therefore, graduate students are trained in the knowledge, skills, and dispositions necessary to be effective administrators. It is the responsibility of the students from states other than Nebraska to check with their resident state on specific state required courses needed to obtain their state's administrative endorsement/certificate and to choose their elective courses to meet these state requirements.

As visionary leaders in educational settings, the graduate candidates have integrated in their Educational Administration Program the knowledge, skills, and dispositions necessary for success in communication, thinking skills, methodology, leadership, professionalism, assessment, and inclusive learning environments.

Student Learning Outcomes (Candidate Competencies)

Candidates for the Masters of Arts in Education (MAE) in Elementary, Secondary Administration, or other specialized administrative positions will provide leadership in the school setting.

Students graduating with the MAE in Educational Administration will be able to:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (*Communication, Thinking Skills, Inclusive Learning Environments*)
2. Lead and promote a positive school culture, providing an effective standards-based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (*Methodology,*

Professionalism, Assessment, Thinking Skills, Inclusive Learning Environments)

3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (*Communication, Thinking Skills, Methodology, Professionalism*)
4. Demonstrate the knowledge, ability, and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (*Communication, Methodology, Inclusive Learning Environments*)
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (*Inclusive Learning Environments, Communication, Professionalism*)
6. Demonstrate the skill, knowledge, and ability to respond to and influence the larger political, social, economic, legal, and cultural context. (*Professionalism, Thinking Skills, Inclusive Learning Environments*)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (*Communication, Thinking Skills, Methodology, Professionalism, Assessment, Inclusive Learning Environments*)

The Master of Arts in Education - Educational Administration degree has the following options:

- Master of Arts in Education – Educational Administration - Elementary / Secondary Principal: (PK-8, 7-12, PK-12) (p. 263)
- Master of Arts in Education – Educational Administration Special Education Supervisor (Birth-Grade 12) (p. 264)
- Master of Arts in Education – Educational Administration - Curriculum Supervisor (PK-12) (p. 264)

Master of Arts in Education – Educational Administration - Elementary / Secondary Principal: (Grades PK-8, 7-12, PK-12)

Certification is based on the requirements of Nebraska Department of Education. All administrative certificates in Nebraska have a minimum requirement that includes completion of an initial Teacher Education program that requires a Student Teaching experience at either the baccalaureate or master level. Therefore, graduate candidates seeking a recommendation from the Certification Officer should understand that recommendation will be based on prior completion of an initial Teacher Education Program where an endorsement at the Elementary, Middle, or Secondary level was obtained. Candidates who do not meet Nebraska certification requirements will use the Master of Arts in Education degree as their documentation of program completion and will not receive a recommendation for certification from the Certification Officer.

For candidates having completed a Teacher Education program, it is assumed that a candidate seeking the Educational Administration (PK-8) level has completed a program in elementary teaching. If not, the candidate will be required to complete an additional nine graduate hours in improvement of instruction courses for elementary. Likewise it is assumed that a candidate seeking a secondary-level administrative endorsement has completed a program in secondary education. If not, the candidate will be required to complete an additional nine graduate hours in courses appropriate to a secondary settings. The Praxis II test

for Educational Leadership Administration and Supervision is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure. If seeking Nebraska Principal Administrative certification, candidates must meet all State of Nebraska requirements for a teaching certificate, as well as a minimum of two (2) years full-time teaching experience. Another certification requirement is 250 clock-hours of internship/field-based experiences in either approved or accredited elementary, middle or secondary schools.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ¹	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3

Administrative Requirements

EDAD 629	FUNDAMENTALS OF SCHOOL ADMINISTRATION	3
EDAD 632	SUPERVISION OF INSTRUCTION	3
EDAD 633	SCHOOL ADMINISTRATION AND LEADERSHIP	3
EDAD 638	PERSONNEL ADMINISTRATION	3
EDAD 639	PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION ²	3

Electives

Select Electives approved by Advisor and Graduate Committee from the following: 9-18

Select 9 credit hours of Electives

Select 9 credit hours of Electives for added level certification

Total Credits 36-45

¹ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

² EDAD 639 PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION Note: The EDAD programs of study meet or substantially move toward meeting the requirements for Nebraska Principal Administrative certification. If seeking certification, candidates must have met all State of Nebraska requirements for a teaching certificate, as well as a minimum of two years full time teaching experience. Two hundred fifty clock hours of experience(s) in approved or accredited elementary, middle, secondary, special education, activities director, or curriculum/assessment director practicum/internship is required for certification. To be certified in more than one focus area, the practicum/internship would be designed with at least 50% of the experiences focused in one of the two areas and 50% of the experiences focused on a second area (i.e., principal, special education supervisor, activities director, or curriculum/assessment director).

Master of Arts in Education – Educational Administration Special Education Supervisor (Birth-Grade 12)

This focus area is designed for an Education Administration candidate who holds a Special Education endorsement and desires preparation in administering Special Education programs. Two years of successful teaching experience is a prerequisite for certification. The Praxis II test

for Educational Leadership Administration and Supervision and Special Education: Core Knowledge and Application are required for graduation.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ³	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3

Administrative Requirements

EDAD 629	FUNDAMENTALS OF SCHOOL ADMINISTRATION	3
EDAD 632	SUPERVISION OF INSTRUCTION	3
EDAD 633	SCHOOL ADMINISTRATION AND LEADERSHIP	3
EDAD 638	PERSONNEL ADMINISTRATION	3
EDAD 639	PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION	3

Special Education Requirements

SPED 531	PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT	3
SPED 535	ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES	3
SPED 536	ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES	3
SPED 539	LANGUAGE AND LEARNING DISORDERS	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTIONAL DISABILITIES	3

Total Credits 42

³ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

Master of Arts in Education – Educational Administration - Curriculum Supervisor (Grades PK-12)

The Praxis II test for Educational Leadership Administration and Supervision is required for graduation.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ⁴	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3

Administrative Requirements

EDAD 629	FUNDAMENTALS OF SCHOOL ADMINISTRATION	3
EDAD 632	SUPERVISION OF INSTRUCTION	3
EDAD 633	SCHOOL ADMINISTRATION AND LEADERSHIP	3
EDAD 638	PERSONNEL ADMINISTRATION	3
EDAD 639	PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION ⁵	3

Curriculum Electives		
EDUC 639	ADVANCED METHODS OF PERFORMANCE ASSESSMENT	3
Select Electives approved by Advisor and Graduate Committee.		6
Total Credits		36

⁴ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

⁵ EDAD 639 PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION Note: The EDAD programs of study meet or substantially move toward meeting the requirements for Nebraska Principal Administrative certification. If seeking certification, candidates must have met all State of Nebraska requirements for a teaching certificate, as well as a minimum of two years full time teaching experience. Two hundred fifty clock hours of experience(s) in approved or accredited elementary, middle, secondary, special education, activities director, or curriculum/assessment director practicum/internship is required for certification. To be certified in more than one focus area, the practicum/internship would be designed with at least 50% of the experiences focused in one of the two areas and 50% of the experiences focused on a second area (i.e., principal, special education supervisor, activities director, or curriculum/assessment director).

Masters of Arts in Education – School Counseling Grades PK-8, 7-12, PK-12

The School Counseling Program offers a Masters of Arts in Education degree. This degree program requires the successful completion of 39 credit hours of graduate education.

Note: EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS should be completed within the first 12 hours of a student's program of study.

Graduate Counseling Program Mission

The mission of the Graduate Counseling Program of Chadron State College is to prepare quality professional counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems.

We are committed to producing ethically and culturally competent counselors who demonstrate professional leadership with a purposeful commitment to client advocacy, and social justice, for the western High Plains States and the broader pluralistic nation.

Graduate Counseling Program Objectives

As a result of successfully completing the Graduate Counseling Program, graduates will be able to:

1. *Professional Orientation and Ethical Practice:* Develop a professional identity as a counselor, demonstrate an understanding of the counseling profession, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession (Visionary Leaders: Professionalism, Leadership).
2. *Social and Cultural Diversity:* Demonstrate an understanding of the social and cultural influences, the effects of power and privilege, and the impact of acculturative experience on the counseling process (Visionary Leaders: Inclusive Learning Environments).

3. *Human Growth and Development:* Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
4. *Career Development:* Develop an understanding of career development and approaches for conceptualizing the interrelationships between work, mental well being, and other life roles within counseling.
5. *Counseling and Helping Relationships:* Gain significant knowledge and application of major counseling theories in the context of individual, family, group, and crisis counseling. Demonstrate effective individual counseling techniques that facilitate client growth and the ability to evaluate progress toward treatment goals (Visionary Leaders: Communication, Thinking Skills).
6. *Group Counseling and Group Work:* Develop both experiential and theoretical understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment and Testing:* Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal (Visionary Leaders: Assessment).
8. *Counseling Research and Program Evaluation:* Develop the ability to read, critique, evaluate, and contribute to professional research literature (Visionary Leaders: Methodology).

Program of Study

The School Counseling Program prepares students to work professionally as school counselors. CSC offers three academic paths toward school counseling endorsement in Nebraska.

Path 1: Students holding a valid Teaching Certificate (including the NE State Human Relations and Special Education Training Requirements) seeking an MAE in School Counseling must complete: (a) the 39-hour School Counseling Master of Arts in Education program, and (b) the Praxis Professional School Counselor (5421) Subject Assessment.

Path 2: Students without an undergraduate degree in teacher education, or a valid teaching certificate, seeking an MAE in School Counseling must complete: (a) the 39-hour School Counseling Master of Arts in Education program, (b) the 12-hour School Counseling Alternative Option coursework, (c) the Nebraska State Human Relations Requirement, (c) the Nebraska State Special Education Training Requirement, and (d) the Praxis Professional School Counselor (5421) Subject Assessment.

Path 3: Students without an undergraduate degree in teacher education, or a valid teaching certificate, seeking an MAE in Clinical Mental Health Counseling must complete: (a) the 60-hour Clinical Mental Health Counseling Master of Arts program, (b) COUN 635: School Counseling, (c) COUN 640: Internship in the school setting (3 credit-hours), (d) the 12-hour School Counseling Alternative Option coursework, (e) the Nebraska State Human Relations Requirement, (f) the Nebraska State Special Education Training Requirement and, (g) the Praxis Professional School Counselor (5421) Subject Assessment.

COUN 640 INTERNSHIP IN COUNSELING, requires affirmation by the graduate student under oath that he/she has no felony or misdemeanor convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.11D). Furthermore, enrollment in COUN 640 INTERNSHIP IN COUNSELING requires a student's affirmation under oath that he or she does not have any order or determination currently in effect by a court or any other government body of criminal charges

because of insanity; or of incapacitation and in need of a guardian; or of an inability to manage his or her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or because he or she is currently an in-patient or resident in a mental health facility due to a determination by a qualified mental health professional (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 1004.01L).

Courses

Course requirements for the Master of Arts in Education-School Counseling Program:

COUN 531	COUNSELING AND COMMUNICATION SKILLS	3
COUN 533	COUNSELING ETHICS AND PROFESSIONAL IDENTITY	3
COUN 534	FUNDAMENTALS OF ASSESSMENT	3
COUN 535	MULTICULTURAL COUNSELING	3
COUN 536	FAMILY DEVELOPMENT ¹	3
COUN 541	COUNSELING THEORIES	3
COUN 632	CAREER AND LIFESTYLE DEVELOPMENT	3
COUN 634	GROUP COUNSELING	3
COUN 635	SCHOOL COUNSELING	3
COUN 637	ADVANCED HUMAN DEVELOPMENT	3
COUN 639A	PRACTICUM IN COUNSELING	3
COUN 640	INTERNSHIP IN COUNSELING ²	3
EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS	3
Total Credits		39

¹ Students can elect to take COUN 536 FAMILY DEVELOPMENT OR COUN 629 COUNSELING CHILDREN OR COUN 630 CRISIS COUNSELING.

² For PK-8 school counseling endorsement, students must take one 450-hour elementary school counseling internship. For 7-12 school counseling endorsement, students must complete one 450-hour secondary school counseling internship. Students seeking PK-12 school counseling endorsement must complete a 900-hour internship. Regardless of the number of hours, students should register for COUN 640 INTERNSHIP IN COUNSELING. Students may need to take additional credits for completion of this requirement.

School Counseling MAE students who wish to **also** obtain a Clinical Mental Health Practitioner license from the State of Nebraska **will need to complete** the following courses:

COUN 523	DIAGNOSES AND THE DSM	3
COUN 532	TREATMENT ISSUES IN ADDICTIONS	3
COUN 629	COUNSELING CHILDREN	3
COUN 630	CRISIS COUNSELING	3
COUN 631	PRINCIPLES AND PRACTICES OF MENTAL HEALTH COUNSELING	3
COUN 636	FAMILY COUNSELING	3
COUN 639B	PRACTICUM IN COUNSELING	3
COUN 640	INTERNSHIP IN COUNSELING ¹	1-6

¹ See Practicum/Internship Coordinator for internship requirements.

Contact a Counseling faculty member for additional information.

Course requirements for the **School Counseling Alternative Option**:

EDUC 531	COMPUTER BASICS AND ISSUES OF TECHNOLOGY IN SCHOOLS	3
EDUC 639	ADVANCED METHODS OF PERFORMANCE ASSESSMENT	3
EDCI 635	CURRICULUM DEVELOPMENT	3
READ 530	READING AND WRITING IN THE MIDDLE/ SECONDARY SCHOOLS	3
or READ 535	READING AND THE AT-RISK STUDENT	
Total Credits		12

The State of Nebraska requires all endorsement candidates to acquire Human Relations Skills Training and Special Education Training Requirements. The following is a list of CSC courses to fulfill this requirement.

Nebraska Human Relations Skills Requirement:

COUN 535	MULTICULTURAL COUNSELING	3
Total Credits		3

Nebraska Special Education Training Requirement:

SPED 230	INTRODUCTION TO THE EXCEPTIONAL LEARNER	3
or SPED 532	SURVEY OF SPECIAL EDUCATION	
Total Credits		3

School Counseling Endorsement

To be recommended for School Counseling endorsement, the student must have

- Met all course and credit requirements for endorsement
- Met all graduation requirements for the appropriate degree or added endorsement program
- Successfully pass the Praxis Professional School Counselor (5421) Subject Assessment

A candidate seeking an additional endorsement after completing his or her degree program must complete the appropriate course work and officially notify the Certification Officer upon completion of the endorsement program/course work.

Graduation Without Endorsement or Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for endorsement or certification. This provision is for students who do not qualify for or are removed from their curricular program. However, there are times when, because of illness or other extreme situations, a candidate will decide not to complete all professional requirements. In this situation, the candidate should contact his or her advisor, and then complete a formal request to the Graduate Dean to be allowed to graduate without completing all endorsement or certification requirements. The Graduate Dean and the Vice President for Academic Affairs will determine the merit of the request. If permission is granted, an appropriate amended plan of study will be determined.

Any candidate who graduates without a recommendation for certification will not be recommended for school counseling endorsement or certification in any state. If, at some future time, the student wishes

to complete certification requirements, he/she must first reapply for readmission to the CSC graduate program.

Master of Business Administration

CSC's Master of Business Administration (MBA) degree is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Mission

Deliver a program designed for supervisory and mid-level managers which develops practices consistent with the adaptability required for high performance management.

Student Learning Outcomes

Students graduating with the MBA will be able to:

1. Attain a career, career advancement, or entrance into an additional or advanced graduate program in business or a related field.
2. Demonstrate critical thinking skills in the area of business.
3. Effectively practice their profession upon graduation by integrating the core business functions.

Measurement Instruments

The Department of Business will use a combination of instruments to measure the effectiveness of the learning outcomes for students in the MBA program. These instruments include but are not limited to:

- stakeholder surveys,
- internship data,
- course evaluations, and
- a culminating experience during the last semester of the student's program.

Application for Admission

Individuals applying for admission into the MBA program at CSC shall meet the following entrance requirements:

1. Application for admission to graduate study must be completed online on the CSC website.
2. Applicants must possess an earned baccalaureate degree. Those having graduated from an unaccredited institution may be accepted conditionally, provided all other college and departmental requirements have been met.
3. Students must submit to Admissions an official transcript from the college or university which issued bachelor's degree and from any institutions attended afterwards, if applicable. (To be considered an official transcript, it must be sent directly to CSC from the college or university.) Transcripts from CSC need not be submitted.
4. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
5. Admission may be determined by one of two methods:
 - Acceptance: The student must have passed the MBA entrance exam at a minimum level established by the Business

Department. (All MBA students will also be expected to complete a required exit exam prior to graduation.) OR

- Conditional Acceptance: Students who do not attain the minimum entrance exam score will be conditionally accepted for a semester until they successfully complete the business leveling course at the minimum set by the department to satisfy the Common Professional Components. Please contact the Graduate Studies Office for additional information regarding the leveling course.

Courses

Listed below is the course work required by the Program:

Note: MBA students cannot have more than six credits of 500-level dual-listed courses in their degree program.

Required Courses

ACTG 632	MANAGERIAL ACCOUNTING	3
BIS 632	INFORMATION SYSTEMS FOR MANAGERS	3
ECON 637	MANAGERIAL ECONOMICS	3
FIN 631	CORPORATE FINANCE	3
MGMT 620	HIGH PERFORMANCE LEADERSHIP	3
MGMT 630	ORGANIZATIONAL BEHAVIOR	3
MGMT 634	BUSINESS STRATEGY	3
MGMT 639	LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS	3
MKTG 630	MARKETING MANAGEMENT	3

Elective Courses

Select nine credits from the following: ¹		9
ACTG 533	GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING ²	
ACTG 537	ADVANCED COST MANAGEMENT ACCOUNTING ²	
ACTG 543	ADVANCED FINANCIAL ACCOUNTING ²	
ACTG 560	TOPICS IN ACCOUNTING	
BA 560	TOPICS IN BUSINESS	
BA 660	THESIS	
BA 690	INTERNSHIP IN BUSINESS	
ECON 560	TOPICS IN ECONOMICS	
FIN 632	FINANCE FOR MANAGERS	
FIN 560	TOPICS IN FINANCE	
MGMT 560	TOPICS IN MANAGEMENT	
MGMT 610	HUMAN CAPITAL MANAGEMENT	
MKTG 560	TOPICS IN MARKETING/ENTREPRENEURSHIP	
MKTG 635	ENTREPRENEURSHIP-NEW VENTURE CREATIONS	

Total Credits 36

- ¹ Topics courses may be repeated for a total of nine credits with a change in emphasis.
- ² Dual-listed course. Please see note above.

Master of Education

Nationally Accredited by the National Council for Accreditation of Teacher Education Now called CAEP (Council for the Accreditation of Educator Preparation)

CSC's Master of Education (MEd) degree is accredited by National Council for Accreditation of Teacher Education (NCATE) now known as CAEP. The MEd degree is designed for individuals holding an initial teaching certificate at either the baccalaureate or master level. Teaching certificates from the State of Nebraska are at one of the following levels:

- Initial, valid for five years.
- Standard, renewable every seven years.
- Professional, renewable every ten years and is NOT required for continued endorsement.

The following programs will normally entitle recipients to be certified at the professional level for positions in teaching and/or administration. *A degree in teacher education, which included student teaching, is a requirement for Nebraska Certification.*

Mission

The mission of the CSC Educator Preparation program, founded on educating visionary leaders, is to prepare candidates to use current best practices that positively impact P-12 student learning. Candidates will develop advanced knowledge and skills, as appropriate to their specific program of study, in the area of

- Curriculum and Instruction (p. 270)

Philosophy

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Department at CSC 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 Department 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 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 (candidate) will serve others after graduation in their role as an educator.

CSC believes the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to participate actively in the learning environment and to process knowledge through methods appropriate to their individual learning styles. CSC's model is based to a great extent on the constructivist theory of learning. Various methods of instruction are planned to be consistent with sound theory and current research findings. Individual faculty members are free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for 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 subject matter are not diminished in the teaching effort which will produce the greatest positive change.

The Visionary Leader Model

Our profession's quintessential traditions and tool, and are made aware of the best contemporary educational research and developments. CSC bequeaths 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:

1. Essential Studies,
2. Specialty Studies,
3. Professional Studies.

One circle, professional studies, consists of seven components that make up the conceptual framework for the Education Department. These components are:

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

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

1. **Assessment**
Successful candidates will understand both formal and informal strategies to assess the learner's intellectual, social and physical development. The candidate will be able to design and assess learning activities utilizing the data collected from those assessment measures to make instructional and/or curricular decisions to improve student learning.
2. **Communication**
Successful candidates will demonstrate effective communication skills with all constituents, while respecting diversity and engaging students in the learning enterprise through motivation and constructive learning applications.
3. **Inclusive Learning Environments**
Successful candidates will develop and maintain a physically inclusive and emotionally safe classroom environment conducive to effective learning, which encourages the voicing of student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.
4. **Methodology**
Successful candidates will demonstrate the active willingness to model and use skills and knowledge to promote learning activities that are consistent with identified learning objectives, using varied methodological and technology driven modalities. Similarly,

candidates are constructing their own beliefs about effective teaching practices.

5. Professionalism

Successful candidates will demonstrate conduct befitting a professional educator, to include the following dispositions:

- regular self-reflection;
- positive ethical behavior;
- respectful attitude;
- proper mode of dress;
- effective classroom management skills;
- appropriate knowledge of subject matter;
- and seeks the opportunity to grow professionally.

6. Thinking Skills

Thinking skills apply to all subjects and to student learning at all levels. Candidates at all levels will recognize and demonstrate activities that elicit critical thought beyond recall and comprehension.

7. Leadership

Successful candidates recognize and demonstrate leadership traits that promote the engagement of individuals in a professional and ethical manner to lead toward common goals.

- Mentally incompetent to stand trial
- Acquitted of criminal charges because of insanity
- An incapacitated person
- In need of a guardian or conservator, or
- Unable to manage his or her property/affairs due to mental illness, mental deficiency, or chronic use of drugs or chronic intoxication are the kind of behaviors which are likely to disqualify a candidate from participation in practicum experiences and other Department of Education programs.

Nebraska State Department of Education Policy Pertaining to Students with Felony or Misdemeanor Convictions

The Nebraska Department of Education policy requires that a person with felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct shall not be allowed to participate in pre-teacher internship, laboratory and/or classroom field experiences or intern experiences without approval by the Board of Education. To comply with this policy, the CSC Department of Education will require each student to affirm under oath that he/she does not have any convictions in the above-named areas prior to each field experience placement and to submit proof of a current background check. If a candidate does have any felony or misdemeanor conviction(s), he/she is required to meet with the CSC Certification Officer as soon as possible. Students with questions pertaining to convictions should also contact this Education Department office.

Student Learning Outcomes

Each set of specific student learning outcomes for each advanced level program is listed under the corresponding program in the following pages.

Moral Character and Safety Concerns

Education is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Teachers, administrators, and school counselors are responsible for the education, safety and well being for anyone in their charge. Therefore, the CSC Department of Education is interested in training future teachers and other school professionals who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our College and our program.

With this in mind, should the College discover behavior which, in its reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential of risk to young persons and others in the educational community, the Department of Education reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behavior shall be adequate foundation to deny any candidate or potential candidate from participation in any practicum; pre-practicum; teacher, administrator, or counselor internship or similar field experiences; since the interests and safety of the children and young people present in the classroom, schools and other venues where these field experiences take place are paramount.

Problematic behaviors, which the Department of Education reasonably determines render the candidate a risk to the educational community, or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions. Similarly, behaviors which result in a finding by a court or other governmental body that the individual is:

- A mentally ill and dangerous person

Certification or Added Endorsement Programs

To be recommended for Teacher Licensure or certification, the student must have

1. Met all course and credit requirements for endorsement in their specialization fields
2. Received departmental approval and recommendation
3. Met all graduation requirements for the appropriate degree or added endorsement program
4. If required for a program or added endorsement, have passed the Praxis II exam

Education administration candidates must take the Praxis II examination for school administration (5411 Educational Leadership Administration and Supervision [ELAS]). A candidate seeking an additional endorsement after completing his or her degree program must complete the appropriate course work and officially notify the Teacher Certification Officer upon completion of the endorsement program/course work.

State of Nebraska Teaching Profession: Code of Ethics

CSC Education Program students (at the initial and advanced levels) are required to abide by the Nebraska Teaching Professional Code of Ethics; see: <http://nppc.nol.org/ethics.pdf>. Students not abiding by the principles outlined in the Code of Ethics will not be recommended for teacher or administrative licensure by CSC.

Graduation Without Certification

Not all Master of Education programs lead to Certification. Certification is based on the requirements of Nebraska Department of Education. All teaching or administrative certificates in Nebraska have a minimum requirement that includes completion of an initial Teacher Education program that requires a Student Teaching experience at either the baccalaureate or master level. The Nebraska Department of Education also requires a minimum of 2 years successful teaching as a requisite to earning a certificate in many teaching and administrative endorsements (see specific programs). Therefore, graduate candidates seeking a recommendation from the Certification Officer should understand that recommendations will be based on meeting the Nebraska Department of Education requirements for the program in which the candidate is completing. Candidates who do not meet Nebraska certification requirements will use the Master of Education degree as their documentation of program completion and will not receive a recommendation for certification from the Certification Officer.

Program Changes

CSC 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 candidates majoring in programs leading to an endorsement and/or certification are subject to any program rule changes that may occur while a candidate is enrolled. If a candidate has not completed their program of study within three years following the program change, he/she will be required to adjust his or her program to reflect the change.

Application for Admission

The following are criteria for acceptance into Graduate Study in the MED program:

1. Application for admission to graduate study must be completed on forms available online on the CSC website.
2. Options for admission for candidates seeking Educational Administration who have completed a Teacher Education Preparation program including student teaching, and resulting in an endorsement to teach:
 - Curriculum/Assessment Supervisor PK-12
 - Principal-Elementary PK-8
 - Principal PK-12
 - Principal-Secondary 7-12
 - Special Education Supervisor Birth-12 (requires candidate to hold a Special Education endorsement)
3. Option for admission for candidates who **have not** completed a Teacher Education Preparation program which includes student teaching and resulting in a teaching endorsement, must choose the following option:
 - Educational Administration: Non-Certified.
4. Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all Master of Education degree programs at Chadron State College.
5. Students must submit to Admissions an official transcript from the college/university which issued bachelor's degree and from any institutions attended afterwards, if applicable. (In order to be considered an official transcript, it must be sent directly to Chadron

State College from the college or university.) Transcripts from Chadron State College need not be submitted.

6. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
7. Experience requirements:
 - MEd.: School Administrators – 18-24 credits of professional education courses is a prerequisite for admission. The Certification Officer should be consulted to determine whether a satisfactory Core Basic Skills score and courses in Special Education and Human Relations may be required.
 - MEd.: School Counseling and Curriculum and Instruction – a teaching certificate is required for admission.
8. Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Dean of Graduate Studies may require students to make up any deficiency in preparation by completing specified courses without credit toward the desired degree.
9. A student whose goal is to teach Dual Credit courses at the high school level must complete 18 hours of graduate course work in the desired subject area. Broad field content options will not lead to Dual Credit certification. Speak with Admissions if that is your purpose in seeking this degree.

Acceptances to graduate study, plan of study filing, application for graduate and oral examination are separate and independent steps in the degree program. Students must apply to be approved for each level. Note: Graduate students must complete at least course credits of graduate course work after being accepted for graduate study.

The Dean of Graduate Studies will examine documents submitted and make one of the following determinations:

- Acceptance: The Dean of Graduate Studies approves the application and the student advances into Graduate Study. If the Dean has areas of concern, those concerns will be stated. Additional coursework or other appropriate requirements may be required.
- Conditional Acceptance: The Dean recognizes certain deficiencies and may require additional coursework, evaluative testing or other appropriate requirements. The student may then advance to Graduate Study on a conditional basis and progress is monitored.
- Non-Acceptance: The Dean of Graduate Studies does not approve the application at this time and the student does not advance into Graduate Study. Reasons for non-approval and possible avenues toward acceptance will be stated.

Master of Education - Curriculum and Instruction

The Curriculum and Instruction program at the master's degree level prepares candidates to build upon their undergraduate preparation as teachers. Persons enrolled in this program are committed to the design, development, and delivery of classroom instruction. Courses prepare candidates

- to identify and use research-based practices in elementary, middle-level, or secondary schools;
- to design curriculum for a variety of levels; and
- to understand the broader functions of schooling in the United States.

The program is a blend of theoretical and practical knowledge that can be immediately applied to the classroom setting.

As visionary leaders in educational settings, graduate-level candidates integrate in their Curriculum and Instruction Program the knowledge, skills, and dispositions necessary for success in communication, thinking skills, methodology, leadership, professionalism, assessment, and inclusive learning environments.

Student Learning Outcomes (Candidate Competencies)

Candidates for the MEd in Elementary and Secondary Curriculum and Instruction will provide leadership in the school setting.

Students graduating with the MEd in Curriculum and Instruction will be able to:

1. Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. (*Methodology, Inclusive Learner Environments*)
2. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*Methodology, Thinking Skills*)
3. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*Methodology, Professionalism, Assessment*)
4. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*Inclusive Learning Environments, Methodology*)
5. Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*Communication, Professionalism*)
6. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*Assessment, Methodology*)
7. Improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. (*Professionalism, Methodology*)
8. Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political, and legal forces on public education. (*Professionalism, Communication, Inclusive Learning Environments*)

Master of Education - Curriculum and Instruction - Elementary – General Education Option

Note that this degree program does not lead to an Elementary Education Teaching Endorsement or Elementary Classroom Certification. This option is designed for elementary or middle school educators who desire to expand their breadth of knowledge at the K-8 level.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ¹	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3
EDUC 639	ADVANCED METHODS OF PERFORMANCE ASSESSMENT	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3

Required Elementary Performance Courses

EDCI 632	IMPROVEMENT OF INSTRUCTION IN HEALTH AND SCIENCE IN ELEMENTARY/MIDDLE SCHOOLS	3
EDCI 634	IMPROVEMENT OF INSTRUCTION IN MATHEMATICS IN ELEMENTARY/MIDDLE SCHOOLS	3
EDCI 636	IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES IN ELEMENTARY/MIDDLE SCHOOLS	3
EDCI 637	IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS IN ELEMENTARY/MIDDLE SCHOOLS	3
READ 531	IMPROVEMENT OF INSTRUCTION IN READING	3

Electives

Select an Elective Course, Scholarly Project or Thesis		3
Total Credits		36

¹ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS should be completed within the first 12 credits of a student's program of study.

Master of Education - Curriculum and Instruction - Elementary – Field Option (Concentration in a Subject Area)

Note that this degree program does not lead to an Elementary Education Teaching Endorsement or Elementary Classroom Certification, or to an endorsement of certification in any of the field concentration areas. A student may pursue a master's in education with a field concentration consisting of 9 to 12 course credits to be selected in consultation with his or her advisor. Three to six course credits of the 36 total credits may consist of a scholarly project, thesis, action research, or practicum/ internship. This option is designed for middle school educators or for elementary educators who desire to expand their breadth of knowledge of a particular field of concentration at the K-8 level.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ²	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3
EDUC 639	ADVANCED METHODS OF PERFORMANCE ASSESSMENT	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3

Advisor Consultation Option

Select one of the following in consultation with advisor:		3
READ 531	IMPROVEMENT OF INSTRUCTION IN READING	
EDCI 632	IMPROVEMENT OF INSTRUCTION IN HEALTH AND SCIENCE IN ELEMENTARY/MIDDLE SCHOOLS	
EDCI 634	IMPROVEMENT OF INSTRUCTION IN MATHEMATICS IN ELEMENTARY/MIDDLE SCHOOLS	
EDCI 636	IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES IN ELEMENTARY/MIDDLE SCHOOLS	
EDCI 637	IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS IN ELEMENTARY/MIDDLE SCHOOLS	

Field of Concentration

Select 15 credit hours in any of the following concentration areas:		15
Educational Technology		
Language Arts		
Mathematics		
Physical Education		
Science		
Social Science		
Total Credits		36

² EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS should be completed within the first 12 credits of a student's program of study.

Master of Education - Curriculum and Instruction - Secondary

A student whose goal is to teach Dual Credit courses at the high school level must complete 18 hours of graduate course work in the desired subject area. Broad field content options will not lead to Dual Credit certification. Speak with your advisor if that is your purpose in seeking this degree.

Note that this degree program does not lead to an endorsement or additional certification in any of the Secondary Content Subject Areas. This option is designed for middle school educators or for secondary educators who desire to expand their breadth of knowledge in a particular content subject area at the 5-12 level.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ³	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3
EDUC 639	ADVANCED METHODS OF PERFORMANCE ASSESSMENT	3
READ 532	READING IN THE CONTENT FIELDS	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3

Content Area Courses

Select with advisors approval 15 credit hours from the following areas of specialization:		15
Business Education		

Career and Technical Education		
Educational Technology		
Mathematics		
Physical Education		
Science		
Social Science		
Total Credits		36

³ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

Master of Education - Curriculum and Instruction – Special Education-Early Childhood Special Education (Birth – Kindergarten)

This program offers an added endorsement in Special Education-Early Childhood Special Education. It requires that the candidate hold or has held a certificate with a teaching endorsement. The Prazis II test is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ⁴	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 638	SCHOOL LAW	3

Endorsement Courses

COUN 637	ADVANCED HUMAN DEVELOPMENT	3
FCS 520	LOSS ACROSS THE LIFESPAN	3
FCS 532	PLAY BASED LEARNING IN EARLY CHILDHOOD	3
FCS 537	FAMILY STRENGTHS	3
FCS 540	SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES	3
FCS 690	INTERNSHIP	3
SPED 538	CONSULTION/COLLABORATION	3
SPED 539	LANGUAGE AND LEARNING DISORDERS	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3
SPED 640	ASSESSMENT AND DIAGNOSIS OF YOUNG CHILDREN	3

Total Credits		42
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⁴ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

Title 92, Chapter 24: 006.59D2. This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester hours requirement.

Praxis II test 5691 Special Education: Preschool/Early Childhood is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Master of Education - Curriculum and Instruction – Reading Specialist (Grades PK-12)

This program offers an added endorsement in Reading Specialist. It requires that the candidate holds or has held a certificate with a teaching endorsement and has 2 years teaching experience. The Praxis II test for Reading Specialist is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ⁵	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3

Reading Endorsement Courses

READ 531	IMPROVEMENT OF INSTRUCTION IN READING	3
READ 532	READING IN THE CONTENT FIELDS	3
READ 533	PHILOSOPHIES, APPROACHES, AND TECHNIQUES FOR TEACHING READING	3
READ 535	READING AND THE AT-RISK STUDENT	3
READ 634	LINGUISTIC FOUNDATIONS OF READING INSTRUCTION	3
READ 635	DIAGNOSIS AND CORRECTION	3
READ 636	PRACTICUM IN READING	3
READ 638	SEMINAR IN READING: ISSUES, TRENDS AND PROGRAMS	3

Electives

Select one of the following:		3
READ 530	READING AND WRITING IN THE MIDDLE/ SECONDARY SCHOOLS	
EDCI 637	IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS IN ELEMENTARY/MIDDLE SCHOOLS	
ENG 538	ADOLESCENT LITERATURE	

Total Credits 39

⁵ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

Master of Education - Curriculum and Instruction – Special Education (Grades K-12)

This program offers an added endorsement in Special Education. It requires that the candidate holds or has held a certificate with a teaching endorsement. Students may opt to complete the first 39 credits to earn a master's degree; however, to earn the endorsement for Special Education

(SPED) twelve additional credits from the list below must be completed. The Praxis II test for Special Education is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS ⁶	3
EDCI 633	EDUCATIONAL PHILOSOPHY	3
EDCI 635	CURRICULUM DEVELOPMENT	3
EDCI 638	SCHOOL LAW	3
READ 635	DIAGNOSIS AND CORRECTION	3

SPED Courses

COUN 637	ADVANCED HUMAN DEVELOPMENT	3
SPED 516	CLINICAL EXPERIENCE IN APPRAISAL OF EXCEPTIONAL CHILDREN	3
SPED 531	PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT	3
SPED 535	ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES	3
SPED 536	ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES	3
SPED 538	CONSULTION/COLLABORATION	3
SPED 539	LANGUAGE AND LEARNING DISORDERS	3
SPED 630	CHARACTERISTICS OF BEHAVIORAL AND EMOTOTIONAL DISABILITIES	3

SPED Courses to Complete the Endorsement

SPED 555	CHARACTERISTICS OF LEARNING DISABILITIES	3
Select three of the following:		9
SPED 532	SURVEY OF SPECIAL EDUCATION	
READ 535	READING AND THE AT-RISK STUDENT	
CTE 531	INTRODUCTION TO SPECIAL NEEDS PROGRAMS IN CAREER AND TECHNICAL EDUCATION	
HPER 522	INTRODUCTION TO ADAPTED PHYSICAL EDUCATION	

Total Credits 51

⁶ EDCI 631 RESEARCH DESIGN AND DATA ANALYSIS, should be completed within the first 12 credits of a student's program of study.

The Praxis II test for Special Education is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Master of Science in Organizational Management

Mission

The Master of Science in Organizational Management degree is designed to serve the needs of the CSC service region by providing a master's level education designed to prepare individuals for management, administrative, supervisory, or leadership positions within corporate, government, or not-for-profit settings. This degree is offered by the

Nebraska State College System with online courses available not only from CSC, but also from Wayne State College and Peru State College.

Student Learning Outcomes

Students graduating with the MS in Organizational Management will be able to:

1. Compare and contrast research types and state their relationship to results and outcome.
2. Synthesize a research design scenario.
3. Describe a successful application of the functions of management/ leadership.
4. Differentiate between the characteristics of a successful and unsuccessful leader/manager.
5. Explain the relationship between organizational structure and appropriateness of leadership style.
6. Analyze the leadership/management styles needed to maximize organizational performance in different situations.
7. Apply knowledge of leadership theory and practice in a research/ statistics activity.
8. Integrate management and leadership knowledge and skills into focus area.
9. Synthesize knowledge of organizational management into focus area.

Application for Admission

Following are criteria for acceptance into Graduate Study in the MS program:

1. Application for admission to graduate study must be completed online on the CSC website.
2. Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all MS degree programs at CSC.
3. Students must submit to Admissions an official transcript from the college or university which issued the bachelor's degree and from any institutions attended afterwards, if applicable. (In order to be considered an official transcript, it must be sent directly to CSC from the college or university.) Transcripts from CSC need not be submitted.
4. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
5. Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Dean of Graduate Studies may require students to make up any deficiency in preparation by completing specified courses without credit toward the desired degree.

Acceptance to Graduate Study, Plan of Study Filing, and Applications for Graduation and Oral Examination are separate and independent levels in the degree program. Students must apply and be approved for each level.

Note: The graduate student must complete at least 24 course credits of graduate coursework after being accepted for graduate study.

Courses

Listed below is the course work required by the Program:

Research Design and Methods Courses

CA 615	RESEARCH PROCESS AND PRACTICE	3
or EDCI 631	RESEARCH DESIGN AND DATA ANALYSIS	
MATH 533	STATISTICAL METHODS AND DATA ANALYSIS	3
or PSYC 538	BEHAVIORAL STATISTICS	
Total Credits		6

Organizational Management and Leadership Courses

Select four of the following:		12
CTE 632	ORGANIZATIONAL LEADERSHIP	
CA 610	THEORIES OF CONFLICT RESOLUTION AND MEDIATION	
CA 630	ORGANIZATIONAL COMMUNICATION	
MGMT 610	HUMAN CAPITAL MANAGEMENT	
MGMT 620	HIGH PERFORMANCE LEADERSHIP	
MGMT 630	ORGANIZATIONAL BEHAVIOR	
MGMT 639	LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS	
MATH 631	MATHEMATICS FOR MANAGEMENT	
PSYC 541	ADVANCED ORGANIZATIONAL PSYCHOLOGY	
Total Credits		12

Thesis, Scholarly Project, Internship

Select six credits from the following:		6
Thesis		
Scholarly Project (3) and Internship (3)		
Internship		
Total Credits		6

Program Focus Areas

Human Services

Research Design and Methods Courses		6
Organizational Management and Leadership Courses		12
Select one of the following NOT already taken in Organizational Management and Leadership area:		3
BIS 632	INFORMATION SYSTEMS FOR MANAGERS	
CA 610	THEORIES OF CONFLICT RESOLUTION AND MEDIATION	
CTE 552	PROGRAM DEVELOPMENTS, IMPLEMENTATION AND ASSESSMENT	
MATH 631	MATHEMATICS FOR MANAGEMENT	
MKTG 630	MARKETING MANAGEMENT	
Electives: In consultation with advisor, select and additional nine (9) credits which complement the desired learning outcome of the student.		9
Thesis, Scholarly Project, Internship		6
Total Credits		36

Natural Resources

Research Design and Methods Courses		6
Organizational Management and Leadership Courses		12

Select one of the following NOT already taken in Organizational Management and Leadership area:

BIS 632	INFORMATION SYSTEMS FOR MANAGERS	3
CA 610	THEORIES OF CONFLICT RESOLUTION AND MEDIATION	3
CTE 552	PROGRAM DEVELOPMENTS, IMPLEMENTATION AND ASSESSMENT	3
MATH 631	MATHEMATICS FOR MANAGEMENT	3
MKTG 630	MARKETING MANAGEMENT	3

Electives: In consultation with advisor, select an additional nine (9) credits which complement the desired learning outcome of the student. 9

Thesis, Scholarly Project, Internship 6

Total Credits 36

Sports Management

Research Design and Methods Courses 6

Organizational Management and Leadership Courses 12

HPER 637 SPORTS MANAGEMENT 3

Electives: In consultation with advisor, select an additional nine (9) credits which complement the desired learning outcome of the student. 9

Thesis, Scholarly Project, Internship 6

Total Credits 36

Administration and Faculty Board of Trustees of Nebraska State Colleges

Hon. Gary Bieganski, Chadron

Hon. Matt Blomstedt, Lincoln

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