



## **Social Science**

### **Assistant Professor Hill**

#### **Requirements for the Social Science Major:**

Complete 1 or 2.

1. Complete the following:
  - a. A total of 20 credits in a discipline of emphasis chosen from economics, history, political science, psychology or sociology.
    - 1) A methodology course is recommended for students with an emphasis in psychology or sociology.
    - 2) A seminar or a senior project in the form of a directed study in the discipline of emphasis is required.
  - b. Twelve credits in each of three disciplines other than the one of emphasis.
  - c. SSI 217.
2. Students seeking certification for teaching in social science must complete the following:
  - a. Twenty-one credits in history, including HIS 105, 106, 205, 206, 496 and at least one course in non-Western history (314, 326, 338, 346).
  - b. Six credits in each of the following five social science areas for a total of 30 credits. This work shall include the following courses: ECO 203 and 204, GEG 112 and 301, PSI 101, PSY 117, and SOC 109.
  - c. Three additional credits in a chosen social science cognate area for a total of nine taken from anthropology/sociology, economics, political science, psychology.

- d. Six additional credits in the social sciences taken from anthropology/sociology, economics, political science, psychology.
- e. SSI 322, 323, 324, 325.
- f. All requirements listed for Secondary Education.

### **SSI 201 Archival Practicum (2)**

Work in the college archives to continue collecting, sorting, and listing, as well as work toward the establishment of the Archival Catalog, collection of oral history; preparation of displays of archival material; answering search requests for patrons; and readings in archival practice and Doane history.

**Prerequisite:** *Permission. (Cross-referenced with HUM 201.)*

### **SSI 217 Applied Statistics for Social Science (3)**

An introduction to descriptive and inferential statistics. Areas of study include data collection and organization, measures of central tendency and variability, percentiles, probability, binomial and normal distributions, correlation, t-tests, analysis of variance, and nonparametric statistics. Application is oriented toward the social sciences.

### **SSI 322 The Teaching of the Social Sciences I (0)**

Begins the transition from student of the social sciences to teacher of the social sciences. The major emphasis is on innovative methods for facilitating learning in the social sciences in the public and private schools and the methods and procedures for evaluating student learning. **Generally taken during the sophomore year. Offered spring term.**

### **SSI 323 The Teaching of the Social Sciences II (0)**

An examination of topics in the teaching and evaluation of the middle school social science curriculum. **Generally taken during the junior year. Prerequisite:** *SSI 322 or permission. Offered fall term.*

### **SSI 324 The Teaching of the Social Sciences III (0)**

An examination of topics in the teaching and evaluation of social science curriculum. The focus is on the teaching of American history and American government. **Generally taken during the junior year. Prerequisite:** *SSI 323 or permission. Offered spring term.*

### **SSI 325 The Teaching of the Social Sciences IV (2)**

Includes topics not covered in Social Science 322, 323, 334. Various teaching approaches and methods are examined. Focus is on the Nebraska K-12 Social Studies Standards, History Standards, Geography, Civics and Government Standards, and the use of the Internet/World Wide Web for social science teaching and research. **Prerequisite:** *SSI 322, 323, 324 or permission and enrolled in the professional term. Offered fall term.*

### **SSI 421 Social Science Internship (0-12)**

On-the-job experience in social science. **Prerequisite:** *CED 205 or permission. (Pass/Fail)*

## **Sociology (SOC)**

**Associate Professor DeBoer**

**Associate Professor Gunkel**

Sociology involves the systematic study of groups and institutions. Social scientists examine the social world using a variety of approaches. Students in sociology learn about urban and rural life, family patterns and relationships, social class, social movements, crime and the criminal justice system, and contemporary social issues. The major prepares students for careers in social research, criminology, demography, gerontology, and human services. The criminology emphasis within the sociology major meets the needs of students with interests and career plans in criminal justice while providing general background in all areas of sociology in order to maximize employment opportunities. A bachelor's degree in sociology also provides students with an excellent liberal arts foundation for numerous career paths. Students graduating with degrees in sociology develop their ability to critically consider issues having to do with human social behavior, develop an understanding of the logic and techniques of examining human social behavior, develop practical skills and knowledge about work, and develop an understanding of sociological concepts, theories, ideas, and explanations.

### **Requirements for the Sociology Major:**

Complete 1 or 2.

1. General sociology major:
  - a. Thirty credits in sociology, including SOC 109, 285, 415, 496.
  - b. The cognate SSI 217.
  - c. A maximum of eight internship credits in SOC 421 may be counted toward the major with the approval of the faculty in the discipline.
2. Sociology major with an emphasis in criminology:
  - a. SOC 109, 210, 285, 310, 312, 314, 496.
  - b. Twelve credits from the following: SOC/PSY 225, 336, SOC 288, 324, 370, 421, PSY 234, 305 (a maximum of six internship credits in SOC 421 may be counted toward the emphasis.)
  - c. Complete the following cognates: BUS 242, PSY 117.

### **Requirements for the Sociology Minor:**

Complete 18-20 credits in sociology, including SOC 109 and 285.

### **SOC 109 Introduction to Sociology (3)**

An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships among individuals and groups.

**SOC 210 Introduction to Criminal Justice (3)**

A study of the criminal justice system including theories of crime and criminal justice, the causes of crime, purpose of law enforcement, and the role of the police, courts, penal institutions, probation and parole. *Prerequisite: SOC 109.*

**SOC 225 Introduction to Human Services (3)**

This course is designed to enable the student to utilize a framework to understand the dynamic interaction of society, institutions, social welfare programs and the social work profession in the process of human need fulfillment. Specific topics covered include social work philosophy, values, skills, areas of practice, careers and history. *Prerequisite: SOC 109 or PSY 117. (Cross-referenced with PSY 225.) Offered alternate years.*

**SOC 271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

**SOC 285 Social Research (4)**

An introduction to research in social phenomena as a science and craft, formulation of research problems, data-gathering, analysis, and statement of findings. *Prerequisite: SOC 109.*

**SOC 288 Deviance (3)**

Inquiry leading to knowledge of social disorganization, criminal behavior, delinquency, and power relationships in social control. *Prerequisite: One course in sociology or psychology. Offered alternate years.*

**SOC 290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

**SOC 298, 398, 498 Honors in Sociology (1-3) (1-3) (1-3)**

Opportunities for enrichment are offered to students who have demonstrated outstanding academic performance in the discipline. These opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students may complete two courses at each level.

**SOC 308 Cultural Anthropology (3)**

An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society. **This course fulfills the Cultural Perspectives requirement of the Doane Plan. (Cross-referenced with ANT 308.)**

**SOC 310 Corrections (3)**

A course including the historical development of corrections in Europe and America. Theories of punishment, prison development, administration and programming of corrections, and probation and parole will be discussed. In addition, contemporary institutions and treatment styles are examined by touring correctional institutions.

**SOC 312 Juvenile Delinquency (3)**

A course examining the historical societal response to delinquency and the

types of behavior defined as delinquent. Also examined are theories of causation, the family and delinquency, gang delinquency, the school and delinquency, police handling of delinquency, detention and juvenile court treatment. *Prerequisite: SOC 109.*

### **SOC 314 Criminal Law and Procedure (3)**

An overview of the law which governs the United States criminal justice system, including policy procedures, criminal offenses, common law crimes and criminal defenses. *Prerequisite: Sophomore standing. Offered fall term.*

### **SOC 324 Race and Nationality (3)**

A study of racial and cultural minorities with a special emphasis on intergroup, racial, and ethnic relations. This course examines myths, doctrines, and movements, and reviews the processes and consequences of conflict, discrimination and prejudice. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.**

### **SOC 336 Social Psychology (3)**

Studies in the relationships between individual and social spheres with attention to such issues as conformity, persuasion, self-justification, aggression, prejudice, and attraction. *Prerequisite: PSY 117 (or SOC 109), and sophomore standing. (Cross-referenced with PSY 336.)*

### **SOC 355 Applied Psychology and Sociology (1)**

An integrative proseminar with special attention given to the relationship between theory and practice. Readings, discussion and written assignments are used to develop an understanding of a field agency in which students are completing an internship. Students will enroll concurrently in PSY 421 Psychology Internship, or SOC 421 Sociology Internship, for three credits. Students who successfully complete this course will be able to articulate ways in which psychological and sociological theories apply in field settings. *Prerequisite: PSY 117 or SOC 109, PSY 234, one additional course in sociology or psychology, or permission. Co-requisite: SOC 421 or PSY 421. (Cross-referenced with PSY 421.) Offered spring term.*

### **SOC 366 Marriage and Family Relationships (3)**

A study of human kinship processes and the various communal forms associated with intimacy, marital bonding, and parenthood. *Offered alternate years.*

### **SOC 370 Social Stratification (3)**

The study of dimensions of social stratification, including theories of social class, social mobility, the structural determinants of social inequality, and the relationship of stratification to issues such as gender inequality, poverty, ageism and elitism. *Prerequisite: SOC 109. Offered alternate years.*

### **SOC 415 Social Theory (3)**

A course concentrating on the history of sociological thought from the 19th century to the present day. The focus is on major sociological theories including functionalism, conflict, exchange, interactionism, ethnomethodology, and feminist and post-modernist thought. *Prerequisite: SOC 109. Offered alternate years.*

**SOC 421 Sociology Internship (0-12)**

On-the-job experience in sociology. *Prerequisite: CED 205 or permission. (Pass/Fail)*

**SOC 496 Seminar in Sociology (3)**

A terminal and integrating course for majors in the discipline. *Prerequisite: Senior major in sociology or permission.*

**Spanish (SPA)****Assistant Professor Hargesheimer**

The Spanish program is designed to serve a variety of goals. It gives the liberal arts student insight into one of the world's great languages and literatures. It provides an additional marketable skill for majors in several fields, such as business, sociology, psychology, education, and communication. A major in Spanish is required for certification to teach the language in high school.

**Requirements for the Spanish Major:**

1. Complete 30 credits of Spanish, excluding SPA 101, 102, 317, 319, 321, 325.
2. A student must earn 12 to 17 credits in Spanish in an approved semester or summer abroad program, with the approval of the department. The student has the option of earning up to 24 credits for a full year abroad. *(Refer to Off-Campus Study Programs.)*
3. Students seeking certification for teaching Spanish in schools must also complete:
  - a. SPA 317, 319, 321, 325.
  - b. One additional teaching major.
  - c. All requirements listed under the catalog section Secondary Education.

**Requirements for the Spanish Minor:**

Complete 18 credits of Spanish, excluding SPA 101, 102, 317, 319, 321, 325. Advanced students complete 12 credits of Spanish beyond the intermediate level, excluding SPA 317, 319, 321, 325.

**SPA 101-102 Elementary Spanish (3) (3)**

A sequential introduction to basic spoken and written Spanish and Hispanic culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written Spanish and will demonstrate an introductory knowledge of Spanish-speaking cultures. Not open to native speakers of Spanish. SPA 101 and 102 do not count toward the major or the minor. *Prerequisite: For SPA 102, either 101 or one year of high school Spanish.*

**SPA 203-204 Intermediate Spanish (3) (3)**

Intermediate conversation and reading combined with a review and continuation of grammar study. Upon completion, the student will be able to communicate at an intermediate level in spoken and written Spanish and will demonstrate enhanced understanding of Spanish-speaking cultures.

*Prerequisite: For SPA 203, either SPA 102 or equivalent; for SPA 204, either SPA 203, or equivalent.*

**SPA 290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

**SPA 302-402 Spanish Language Enrichment (1)**

A course designed to encourage interdisciplinary study in Spanish. It is taken in conjunction with a second course in a discipline other than Spanish. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student also reads additional material in Spanish, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in Spanish, based on the reading. *Prerequisite: Permission of both faculty involved.*

**SPA 305, 306 Spanish Conversation and Composition (3) (3)**

Spanish 305 is primarily designed to increase the student's ability to communicate orally at an advanced level; upon completion, the student will demonstrate marked improvement in vocabulary, Spanish pronunciation, and oral proficiency. SPA 306 is primarily designed to increase the student's ability to communicate in writing at an advanced level. Upon completion, the student will demonstrate the ability to write narrative, letters, and expository and argumentative essays with increased accuracy in vocabulary use and grammar structures. *Prerequisite: SPA 204 or equivalent, or permission. (May be taken in reverse sequence.) SPA 305 offered fall term; SPA 306 offered spring term.*

**SPA 312 Spanish Civilization and Culture (3)**

Spain in past and present. Taught in Spanish. Students will recognize regional differences in Spain, identify key historical and cultural events, and understand current issues. *Prerequisite: SPA 305 or 306, or permission. Offered alternate fall terms.*

**SPA 314 Spanish-American Civilization (3)**

Survey of Spanish-American culture and civilization from 1492 to the present. This class gives students a broader knowledge of the Hispanic world. *Prerequisite: SPA 305, 306. Offered alternate fall terms.*

**SPA 317 The Teaching of Spanish I (0)**

This course begins the transition from student of Spanish to teacher of Spanish. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of

learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the sophomore year. Offered spring term.**

**SPA 319 The Teaching of Spanish II (0)**

This course continues the transition from student of Spanish to teacher of Spanish. Topics focus on the teaching of Spanish in the middle school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year. Offered fall term.**

**SPA 321 The Teaching of Spanish III (0)**

This course continues the transition from student of Spanish to teacher of Spanish. Topics focus on the teaching of Spanish in the high school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year. Prerequisite: SPA 319 or permission. Offered spring term.**

**SPA 325 The Teaching of Spanish IV (2)**

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas, where appropriate, to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language. **Prerequisite: SPA 321, Spanish major and enrolled in professional term, or permission. Offered fall term.**

### **SPA 421 Spanish Internship (0-12)**

On-the-job experience in Spanish. *Prerequisite: CED 205 or permission. (Pass/Fail)*

### **SPA 423 Spanish and Latin American Literature (3)**

A study of the most outstanding Spanish language writers, focusing mainly on the modern period. Upon completion of this course, the student will be familiar with literary periods and key authors from Spain, Latin America, and Hispanic U.S.; and will be able to read and discuss fiction, poetry, and drama in Spanish. *Prerequisite: SPA 312 or 314, or permission. Offered spring term.*

## **Theatre (THE)**

**Assistant Professor McKercher**

**Assistant Professor Stander**

In keeping with Doane College's mission to stimulate inquiry, enhance knowledge and promote examination and development of values and perspectives, the Theatre Department guides students to a general knowledge of basic theatrical skills required to understand and create artistic works. The Theatre Department provides students with a variety of theatrical experiences (both academic and extracurricular) to help each student form a personal perspective in the dramatic arts. As well, the Theatre Department prepares its students for professional activity and graduate study in the performing arts.

### **Requirements for the Theatre Major:**

Complete 1 or 2.

1. Complete the following:
  - a. THE 101, 103, 108, 109, 115, 217, 224, 303, 304, 421 (6 credits), 495 (3 credits).
  - b. Cognates ENG 392; PED 101 Creative Movement (or Jazz Dance).
  - c. ATV 173 each term of attendance (a minimum of four credits of ATV 173 must be applied to the major).
2. Students seeking certification for teaching in theatre must complete the following:
  - a. THE 101, 103, 108, 109, 115, 217, 303 or 304, 309, 314, 320, 322, 324, 326, 495 (3 credits).
  - b. Cognates ENG 392; PED 101 Creative Movement (or Jazz Dance).
  - c. ATV 173 each term of attendance (a minimum of four credits of ATV 173 must be applied to the major).
  - d. One additional teaching major.
  - e. All requirements listed for Secondary Education.

**Requirements for the Theatre Minor:**

Complete the following courses:

1. THE 101, 103, 108, 217.
2. One course chosen from the following: THE 207, 271, 303, 304, 311, 312, 318, 371.
3. Cognates ENG 392, PED 101 Creative Movement (or Jazz Dance).
4. A minimum of two credits in ATV 173.

**THE 101 Introduction to the Theatre (3)**

A survey of the theatre as it relates to the viewer of today with investigation of theatre forms and traditions, film, and television.

**THE 103 Acting I (3)**

An introduction to the tools of acting, concentrating on the skills of voice, movement, improvisation, and the oral interpretation of literature.

**THE 108 Introduction to Stagecraft (3)**

A study of the basic technical theatre practices with regard to scenery construction and painting, properties, lighting and sound. Practical experience with productions. *Offered fall term.*

**THE 109 Introduction to Costumes (3)**

Concentration in history of costuming and basic construction techniques. Also includes crafts for the costumer. Practical experience with productions. *Prerequisite: THE 108 or permission. Offered spring term.*

**THE 115 Makeup for the Stage (1)**

Design and process of makeup application for the theatre. Also includes wig and hair techniques. Students are required to supply their own makeup. *Offered alternate years.*

**THE 207 Advanced Acting (3)**

A concentration on the acting process and character interpretation. The course builds on the skills that have developed in Theatre 103. Recommended for students majoring in theatre or with a strong desire to develop their acting skills. *Prerequisite: THE 103 or permission.* Offered alternate years.

**THE 217 Fundamentals of Play Directing (3)**

An introduction to the basic elements and strategies of directing through discussion and scene work. *Prerequisite: THE 103, 108, or permission.* *Offered alternate years.*

**THE 224 Summer Stock Experience (3)**

Provides an introduction to working professionally in theatre. Depending upon the strengths of the students, they will be either acting or doing technical work with a company for the length of the summer season. Some companies will ask students to perform in both areas. Students will have various opportunities to audition for companies during the academic year. Upon completion of this experience, students will have a firm grasp of the expectations for entering the professional market. Theatre majors are highly encouraged to take the summer stock experience during their first year, or as sophomores or juniors. Students need permission from the theatre faculty to participate in the summer stock experience. *Prerequisite: Permission of the theatre faculty and*

*acceptance into summer stock auditions. Deadlines for acceptance vary (usually February and March). Offered fall term.*

**THE 271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and availability of instruction.

**THE 290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

Supervised, independent study of a particular topic based on interest of the student and availability and approval of the faculty.

**THE 303 History of the Theatre I (3)**

A survey of early theatre history and its drama to 1640. Students develop critical thinking skills in an aesthetic perspective. Through course assignments, students develop research techniques and reading and writing skills in the context of drama. *Prerequisite: THE 101. Offered alternate years.*

**THE 304 History of the Theatre II (3)**

A survey of the development of theatre history from 1640 to the present. Students apply critical thinking skills in an aesthetic perspective. Through course assignments, students enhance research techniques and reading and writing skills in the context of drama. *Prerequisite: THE 101. Offered alternate years.*

**THE 307 Advanced Acting (3)**

A concentration on the acting process and character interpretation. The course builds on the skills that have developed in THE 103 and 207. This course is recommended for students majoring in Theatre or with a strong desire to develop their acting skills. *Prerequisite: THE 103, 207 or permission. Offered alternate years.*

**THE 309 Theatre Management (3)**

A study of a variety of areas relating to front-house management, including: advertising, marketing, crisis management, ticket sales, working with volunteers, communication among production staff members, and techniques for developing leadership and effective managing skills. Upon completion of this course, students will have a greater understanding of how publicity works in the theatre, how an efficient box office operates, the role of marketing in the financial success of the production, how effective leadership facilitates structure and organization, and relationships between commerce and artistic product. Students begin to develop the knowledge and skills needed for a career in theatre management. *Prerequisite: Junior standing, THE 103, 108, BUS 242, 251; or permission of instructor.*

**THE 311 Advanced Scenic and Costume Design (3)**

A practical exploration of stage set and costume design. Work includes rendering, model building, drafting, and portfolio preparation. Practical experiences with productions. *Prerequisite: THE 108, 109, or permission. Offered alternate years.*

**THE 312 Light and Sound for the Stage (3)**

A concentration on specific materials and methods employed in the design, production and management of theatrical lighting and sound. Practical

experience with productions. *Prerequisite: THE 108 or permission. Offered alternate years.*

**THE 314 Actors and Playwrights (3)**

An investigation of playwriting from an actor's point of view. Students create a variety of scenes, monologues and dialogue from sources including adaptation of non-dramatic text, improvisation, and creative dramatics. Students participate in all written and performance activities and begin to identify a personal technique and writing style. A 10-minute play is completed, edited through a series of drafts, and submitted as a final project. *Prerequisite: THE 101 or 103 or permission.*

**THE 318 Advanced Directing (3)**

A course expanding and clarifying the basic techniques learned in the fundamentals course through discussion, reading, advanced scene work, and the staging of a one-act play. *Prerequisite: THE 103, 108, and 217, or permission. Offered alternate years.*

**THE 320 The Teaching of Theatre I (0)**

Begins the transition from student of theatre and drama to teacher of theatre and drama, with emphasis on innovative methods for facilitating learning theatre and drama in the public and private schools and methods and procedures for evaluating student learning. **Generally taken during the sophomore year. Offered spring term.**

**THE 322 The Teaching of Theatre II (0)**

An examination of topics in the teaching and evaluation of middle school theatre and drama curriculum. **Generally taken during the sophomore year. Prerequisite: THE 320 or permission. Offered fall term.**

**THE 324 The Teaching of Theatre III (0)**

An examination of topics in the teaching and evaluation of theatre and drama in the high school curriculum. Generally taken during the junior year. *Prerequisite: THE 322 or permission. Offered spring term.*

**THE 325 The Teaching of Speech and Theatre (2)**

A study of the building of an effective speech classroom and/or speech activity program in junior and senior high schools, with emphasis on the production and direction of reader's theatre, creative dramatics, contests, plays, debate, and methodology. *Prerequisite: Enrolled in professional term, or permission.*

**THE 326 The Teaching of Theatre IV (2)**

A study of the building of an effective theatre classroom and/or theatre activity in junior and senior high schools. Emphasis is on the production and direction of reader's theatre, creative dramatics, contests, debate, plays, and methodology. Includes topics not covered in THE 320, 322, or 324. Various teaching approaches and methods are examined. *Prerequisite: THE 320, 322, 324, enrolled in professional term, or permission. Offered fall term.*

**THE 407 Advanced Acting (3)**

A concentration on the acting process and character interpretation. The course builds on the skills that have developed in THE 103, 207, and 307. This course

is recommended for students majoring in Theatre or with a strong desire to develop their acting skills. Prerequisite: THE 103, 207, 307, or permission. Offered alternate years.

**THE 421 Theatre Internship (0-12)**

This course offers a field experience in professional theatre. Students will intern with professional companies, learning professional practices and studying current trends in the workplace. They will gain a hands-on understanding of expectations in professional theatre. Students may complete an internship in any area of theatre production. Theatre majors are highly encouraged to take an internship during their junior or, preferably, senior year. Internships may be performed during the school year or over the summer. *Prerequisite: CED 205 and permission of two theatre faculty. (Pass/Fail)*

**THE 495 Senior Project (1-3)**

The student initiates and develops a project in one of the following areas: acting, design (scenic, costume, or lighting), directing or research. The student works closely with a faculty adviser in researching, designing/writing, and completing the project. Evaluation includes a public presentation or performance in Crete, a post-presentation discussion with the theatre faculty and other appropriate cross-disciplinary faculty, and final assignment of grades by the project adviser. Planning should begin in the junior year and application must be made in writing within the first four weeks of the semester preceding the project. Three credits are required. *Prerequisite: Senior theatre major and permission.*

**ACTIVITIES**

**ATV 173 Theatre (0-1) (Pass/Fail)**



## Academic Support Center (ASC)

**Ms. Hanigan, DSS Director**

**Ms. Sookram, DLC Director**

**Ms. Francis, Academic Specialist**

**Mr. Scheele, Writing Specialist**

**Ms. Marvin, Mathematics Specialist**

The Academic Support Center consists of two separate programs: The Doane Learning Center (DLC) and Doane Student Support Services (DSS). Excluding DLC/DSS 090, up to nine DLC/DSS credits may be counted toward graduation.

Any student may enroll in the DLC program offerings. The DSS program is funded by the federal government, so participants must meet federal eligibility guidelines. Eligibility is verified by the Director of Student Support Services each fall. **Only eligible students may enroll in DSS classes.** Eligible students receive program bulletins throughout the year.

In addition to credit courses, the Academic Support Center provides peer tutoring, academic counseling, writing assistance, and a variety of workshops. Students eligible for Student Support Services may also check out computer software and attend cultural events in Lincoln (tickets and transportation provided at no cost).

*NOTE: All students must demonstrate adequate basic skills before enrolling in English 101. This requirement is met in one of the following ways:*

1. By attaining an ACT English subscore of 19 or above
2. By completing DLC 116/DSS 117 with a C- or higher
3. By completing ENG 100 with a C- or higher (for international students)
4. By transferring credits that are equivalent to DLC 116, DSS 117, or ENG 101

*NOTE: All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above. This requirement may be met in any of five ways:*

1. By attaining an Enhanced ACT math score of 19 or higher
2. By attaining an SAT math score of 500 or higher
3. By passing Doane's Computational Skills Test
4. By completing DLC/DSS 090 with a grade of C- or higher
5. By transferring credits that are equivalent to DLC/DSS 090, or college-level mathematics

**DOANE LEARNING CENTER (DLC)**

The Doane Learning Center provides instruction in college reading efficiency and writing. A student may register for any DLC course at the beginning of a term or any time prior to the first day of each session. Students receive letter grades in these courses.

**DLC 090 Computational Skills (3)**

An accelerated algebra program designed to bring students who are weak in mathematical skills to a competency level allowing for college success. Upon successful completion of the course, students will demonstrate adequate basic computational skills. *Prerequisite: Permission. (Does not apply to minimum degree requirements.)*

**DLC 103 Reading Effectiveness (1)**

A developmental mini-course designed to improve reading efficiency at the college level. Emphasis is on analyzing arguments, writing essays related to readings, and applying active reading and study techniques to texts used in college courses. Appropriate for any student interested in improving reading and study techniques for reading-based college courses.

**DLC 107 Speed Reading Techniques (1)**

A mini-course introduction to rapid reading theory and techniques. In-class drills focus on correct methods of rapid reading. Includes application of appropriate reading strategies to texts used in college courses. Special attention given to the importance of varying speed and technique depending on the reading and the reader's background knowledge. Appropriate for any student interested in application of paced reading techniques to college texts.

**DLC 116 Writing Skills (3)**

An intensive writing course designed to improve basic skills in college-level composition. *Offered fall term.*

**DOANE STUDENT SUPPORT SERVICES (DSS)**

The DSS program provides instruction in college-level study skills, writing, and basic computational mathematics. **Students must be eligible for the Student Support Services program to enroll in these courses. Eligible students may register for any DSS course at the beginning of a term or any time prior to the first day of each session. Students receive letter grades in these courses.**

**DSS 090 Pre-Algebra (3)**

An introductory algebra course that takes students' basic skills to the level of beginning college algebra. Does not count toward minimum degree requirements. Requirement: DSS program eligibility.

*NOTE: All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above. This requirement is met in one of the following ways:*

1. By attaining an Enhanced ACT math score of 19 or higher

2. By attaining an SAT math score of 500 or higher
3. By passing Doane's Computational Skills Test
4. By completing DSS 090 with a grade of C- or higher
5. By transferring credits that are equivalent to DLC/DSS 090 or college-level mathematics

**117 Thinking Skills for Writing (3)**

A course dealing with the thinking skills which underlie college-level writing and designed to improve basic writing skills through intensive practice.

**Requirement: DSS program eligibility. Offered fall term.**

**118 College Reading and Study Techniques (3)**

An introduction to the active learning techniques and critical thinking skills fundamental to college success. Topics include: establishing academic goals, managing time, preparing for exams, using active reading and study strategies, analyzing arguments, writing essays, and coping with stress. Study techniques are applied to courses in which students are enrolled. **Requirement: DSS program eligibility.**

**201 Writing the Research Paper (3)**

This course is designed to emphasize the mechanical "how-to" problems of putting a formal research paper together, with a secondary emphasis on the evaluation and handling of a variety of sources. Several shorter papers are required, culminating in a 10-15 page term paper. **Requirement: DSS program eligibility. Prerequisite: ENG 101. Offered spring term.**