Graduate Studies Catalog
2009+2010
Introducing Doane College

History
For 137 years, Doane College has occupied a distinguished place among the liberal arts colleges of the Midwest.

The history of Doane College dates from 1857, when the General Association of Congregational Churches, in its first annual meeting at Fremont, Nebraska, resolved to lay the foundation of a literary institution of a high order in Nebraska. Fourteen years later, and after several unsuccessful attempts to establish Congregational schools across the state, an academy was founded in Crete on May 22, 1871.

The efforts of the local Congregational pastor and Thomas Doane, chief civil engineer for the Burlington and Missouri River Railroad, were instrumental in advancing the idea of the Academy.

On July 11, 1872, Doane College preempted the old Crete Academy. The college was officially incorporated at that time as a non-profit institution governed by an independent, self-perpetuating Board of Trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools since 1913. The college is authorized to conduct all affairs considered essential to the liberal arts enterprise wherever it is carried on, including teaching, research, academic study, and granting degrees.

Doane is historically affiliated with the church, now called the United Church of Christ (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

Doane College Presidents
Doane College has been led by a succession of enlightened presidents. Doane’s first president, David Brainerd Perry, served from the official founding of the college in 1872 until 1912. He was followed by:

<table>
<thead>
<tr>
<th>President</th>
<th>Terms</th>
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<tbody>
<tr>
<td>Arthur B. Fairchild</td>
<td>1912-1914 (acting)</td>
</tr>
<tr>
<td>William O. Allen</td>
<td>1914-1918</td>
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<tr>
<td>John N. Bennett</td>
<td>1919-1925</td>
</tr>
<tr>
<td>Edwin B. Dean</td>
<td>1925-1936</td>
</tr>
<tr>
<td>Bryan S. Stoffer</td>
<td>1937-1942</td>
</tr>
<tr>
<td>Bryant Drake</td>
<td>1942-1947</td>
</tr>
<tr>
<td>David L. Crawford</td>
<td>1948-1954</td>
</tr>
<tr>
<td>Donald M. Typer</td>
<td>1954-1966</td>
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<tr>
<td>Philip R. Heckman</td>
<td>1967-1987</td>
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<tr>
<td>Frederic D. Brown</td>
<td>1987-2005</td>
</tr>
<tr>
<td>Jonathan M. Brand</td>
<td>2005-</td>
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</tbody>
</table>
The Purpose of Doane
The purpose of Doane College is to educate students to serve and to lead in the state, the nation, and the world.

Mission Statement
Doane College, a comprehensive college in the liberal arts tradition, offers an academic curriculum to stimulate inquiry, enhance knowledge, and promote examination and development of values and perspectives through majors and the liberal arts. The college prepares students by offering academic and cocurricular opportunities to develop abilities and skills needed in and out of the workplace. Doane also provides opportunities for students, faculty and staff to develop and practice leadership skills.

Doane College is a private, independent, coeducational college serving both traditional and nontraditional students.

The college continues its historical relationship with the United Church of Christ and its tradition of promoting free inquiry.

The college offers instruction in the liberal arts and related professional and pre-professional areas leading to the bachelor of arts, bachelor of science, and master’s degrees.

At both the undergraduate and graduate levels, Doane is committed to student-centered education characterized by close student-teacher relationships.

The college serves students through residential campus programs, adult education programs, and graduate programs. Doane seeks to attract students, faculty and staff with diverse geographic, racial, ethnic, religious, economic and cultural backgrounds.

Mission
As the college pursues its mission, students will demonstrate the ability:
I. To read, listen, write and speak effectively.
II. To think critically.
III. To integrate theories with practice.
IV. To collect and process information by selecting methods to improve understanding and solve problems.
V. To use problem-solving skills effectively.
VI. To work with others.
VII. To act ethically and to lead responsibly.
Accreditation Statement
Doane College is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL, 60602-2504. NCA may be reached by phone at 800-621-7440 or via the Internet: www.ncacihe.org.

In addition, the Teacher Education unit at Doane College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; 202.466.7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. Doane is also accredited by the Nebraska Department of Education, 301 Centennial Mall South, P.O. Box 94987, Lincoln, NE, 68509-4987; 402.471.2295; and by other standardizing agencies.

Assessment Statement
Doane values the participation of undergraduate and graduate students in its institution-wide program to assess student achievement. This program is part of the institution’s responsibility to monitor student outcomes and assure the continuing quality of a Doane degree. Multiple strategies are used to gather information about student achievement throughout the college experience. Information collected as a part of the assessment program is used for assessment purposes only and is not used to evaluate individual performance. The college protects the confidentiality of data collected.

Doane College Memberships
American Association of Colleges for Teacher Education
Association of Independent Colleges and Universities of Nebraska
Association of Nebraska Interterm Colleges
College Entrance Examination Board
Council for the Advancement and Support of Education
Council of Independent Colleges
Great Plains Athletic Conference
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
Nebraska Association of Colleges and Universities
Nebraska Independent College Foundation
Nebraska Independent College Library Consortium
Graduate Study Standards

Purpose
The purposes of graduate standards at Doane College are to guide program development and to establish criteria for program evaluation.

These criteria are designed to maintain flexibility to allow for diversity and change, to incorporate appropriate strategies for adult learners, and to develop and promote innovative approaches to learning.

The foundation of graduate studies at Doane is based on a practitioner/scholar model that includes:

- Programs based on an awareness of and respect for information and experience brought from the field by participants in the learning community.
- Participants actively involved in individual program design.
- Individual learning objectives met through the reciprocal exchange between theory and practice.
- Content and context recognized as both having importance.
- Learning promoted as a process of study-action-reflection.

Admission Standards
Standards are individualized by program as approved by the faculty and in accordance with discipline-specific accrediting bodies.

Faculty Standards
- Under the supervision of a Dean, each degree program will consist of both resident and adjunct professors.
- A minimum of three resident faculty members who hold the terminal degree are involved in a degree program.
- Adjunct faculty are expected to hold the terminal degree or a minimum of a master’s degree with exceptional expertise in the area of instruction.

Course Standards
- Standards focus on the quality of the experience and the professional growth of the participants.
- Course standards are developed to meet outcome standards for each degree program (e.g., instructor/student contact, individual/group research demands, and field or practicum experiences) used singularly or in combination to establish quality, growth, and competency.
Outcome Standards
The Master of Education (M.Ed.) program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Master of Arts in Counseling (MAC) program is designed to meet regional standards.

(Standards approved by the Doane College faculty, April 25, 1996).
General Information

Full-Time Student
Full-time students in either the Master of Arts in Counseling or Management programs are defined as those enrolled for at least three credit hours during a term of instruction. Students in the Master of Education program are considered full-time if they are enrolled for at least six credit hours during a term of instruction.

Counseling students may enroll for one or two credit hours of internship per term and be considered enrolled full-time. Management students may enroll for one or two credit hours of the Leading Edge or Research coursework and be considered enrolled full-time.

Numbering System for Graduate Courses
All courses for each of the graduate degree programs are offered at the 600 and 700-level. Some special courses for continuing education are offered periodically for students who have completed a baccalaureate degree. These students may not be seeking a graduate degree, but need advanced work. Courses numbered at the 500-level cannot be used to meet the requirements of an advanced degree.

Admission of International Students
Doane College is authorized under federal law to enroll non-immigrant alien students. Candidates for admission from foreign countries must present original and complete educational credentials. The ability to speak and write correct grammatical English is imperative. All applicants are required to take the test of English as a Foreign Language (TOEFL) and have the scores sent to Doane. If the credentials indicate satisfactory preparation for admission, acceptance may be granted.

Before the certificate of eligibility (i.e., form I-20) may be issued, a student must be accepted as a full-time, degree-seeking student and provide evidence of financial support while enrolled at Doane College. That status of continuous, full-time enrollment must continue until the degree is granted. If, in any term, a student fails to enroll and attend classes, the Bureau of Citizenship Services will be notified, and the student will be suspended from the college. Under special extenuating circumstances, a student may appeal to the Vice President for Academic Affairs for waiver of this policy.

At the beginning of each term, all costs for tuition, fees, and books must be paid in full. Students from foreign countries should be advised that immigration rules do not normally permit students to be employed while residing in this country. Doane regrets that student financial assistance is not available for students who are not citizens of the United States or its possessions.
It is required that all international students carry health insurance. Students who cannot show evidence of health insurance will have the college-approved minimal policy added to their costs.

**Veterans**

Doane College courses are approved by the Nebraska State Department of Education for veterans and other persons eligible for Veterans Administration benefits. Doane also participates in the Yellow Ribbon program.

Doane submits enrollment verification each term, after census, to the Veterans’ administration. After this submission benefits can be received. Any change in enrollment (dropping or adding hours) must be reported to the VA. It is the student’s responsibility to notify the ir Doane VA representative of any change in enrollment. Repeated courses that are used to improve the student’s GPA cannot be included in the credit hours reported to the VA. A required class that is failed can be repeated one time for purposes of VA assistance.

**The Grading System**

Letter grades are used to evaluate a student’s performance in coursework. These letter grades become part of the student’s permanent record. The grade of “A” is used to indicate superior performance, the grade of “B” is used to indicate adequate performance, and grades of “C,” “D,” and “F” are used to indicate performance that is below the minimal expectations for graduate students. A course in which the grade earned is below a “B-” cannot be used to fulfill any graduate degree requirement.

**Withdrawals**

The grade of “W” (Withdrawal) indicates that a student was doing passing work and was permitted to withdraw from a course any time prior to the last class meeting without academic penalty.

**Incompletes**

The grade of “I” (Incomplete) may be given to students who, for nonacademic reasons beyond their control, are unable to fulfill the requirements of a course. It is the responsibility of the student to inform the instructor of the desire to receive an Incomplete. Incompletes are awarded at the discretion of the instructor, subject to approval by the program Dean, and are not the prerogative of the student. Conditions to be met for removing an Incomplete are established by the instructor. If the Incomplete is not removed by the deadline, the student will receive an “F” grade. Any requests to extend the deadline should be made to the Dean of the program (after obtaining permission from the instructor). Requests must include a specific date for completion of the coursework.

To qualify for a grade of “I,” a student must:

1. Have completed most of the major assignments of a course.
2. Be passing the course (aside from assignments not completed) in the judgment of the instructor.
3. Have extenuating circumstances for not completing the course.
**In Progress**
The grade of “IP” (In Progress) is used when a graduate course has requirements extending beyond the normal ending date of the term in which the student is enrolled. This “IP” grade must be replaced with an appropriate letter grade assigned by the instructor.

**Audits**
Graduate students may audit an available course, but they must receive permission from the Dean of their program to do so. Students do not receive any graduate credit for the audited course, and the grade assigned is an “AU.” Any course audited by a graduate student may not be changed to a credit course. The cost to audit a course is one half of the regular tuition charge per credit hour. Additional fees may be assessed, depending on the course.

**Grade Point System**
Cumulative grade point averages are computed by dividing the total grade points earned by the total number of GPA credits. Grades of Withdraw (W), Pass (P), Audit (AU), Incomplete (I), and In Progress (IP) are not included in this calculation.

**Grade Reports**
Students’ grades in all courses are filed with the Registrar. At the end of each term, final grades are reported to students on the Doane Web site via WebAdvisor and are recorded on the transcript.

**Grade Changes**
After grades are submitted to the Registrar’s Office, students are not allowed to submit any extra work or to ask for a reexamination in order to raise a grade.

A grade which has been reported by the instructor to the Registrar and recorded cannot be changed except in the case of an error in the grade. In the case of a successful student appeal under the established grade appeals policies (see program handbooks for details), a grade is changed by the Registrar upon notification by the Vice President for Academic Affairs.

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**Grade Point System**
The college calculates grade point averages by assigning grade points to the respective grades as follows

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Per Credit</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Grade Points Per Credit</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Grade Point System / 13
Repeated Courses
The following guidelines apply if the student receives a grade below a “B-” in a graduate course:

1. The course must be repeated in order to receive credit toward the degree.
2. A student is allowed to repeat the course only once.
3. The original grade is used in computing the graduate cumulative grade point average until the course is repeated and a grade is given.
4. After the course is repeated, only the second grade is used in computing the student’s graduate cumulative grade point average.
5. Term averages are computed in the usual manner.
6. All courses taken and grades earned are permanently recorded on the student’s transcript.

Academic Integrity
The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Withdrawal from Courses
Graduate students are expected to complete courses for which they have registered, unless unusual circumstances require withdrawal. Mere cessation of class attendance does not constitute withdrawal, either academically or with respect to tuition charges. Students desiring to withdraw from classes must complete the proper withdrawal forms from the Office of Graduate Studies. Failure to follow this procedure results in a grade of “F” instead of a “W.” In no case is withdrawal possible after the last class meeting.

Administrative Withdrawal
A student may be administratively withdrawn from any program by the Dean if it is determined that the student: 1) poses a significant danger or threat of physical harm to the person or property of others; 2) interferes with the rights of other members of the Doane College community; or 3) is unable to meet the institutional requirements for continued enrollment. Except in emergency situations or in the case of financial noncompliance, a student shall, upon request, be accorded a hearing by the appropriate committee prior to a final decision concerning his/her continued enrollment at Doane College.

Academic Standing
A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher. Refer to individual programs for additional information.

Academic Probation
A degree-seeking graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions for retention. Please refer to individual programs for additional information.
**Academic Suspension**
A graduate student may be dismissed from Doane College for any of the following reasons:
1. Failure to return to good academic standing after the specified probationary period (two eight-week terms for MAC and MAM; one semester for M.Ed.).
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second course grade below a “B-”.
4. Breach of academic integrity.

*In all cases, the student is notified of the suspension in writing by the Dean of the program.*

*For the right of appeal, consult the individual program for additional information.*

**Academic Dismissal**
A graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

**Application for Degree**
Each candidate for a master’s degree must signify his/her intention to complete the requirements by a particular graduation date by submitting a completed “Application for Degree” form. Since this form is used to check completion of requirements and order the diploma, the form must be returned to the Office of Graduate Studies by mid-October for December completion, mid-February for May completion, and mid-June for August completion.

For Master of Arts in Counseling graduates, the form must be returned 60 days prior to the anticipated date of completion. Failure to meet these deadlines will delay graduation. Requests for the application should be made to the Office of Graduate Studies.

**Commencement**
Commencement is held once a year at the end of the spring term on the Crete campus.

**Award of Degree/Issuance of Diplomas**
Degrees at Doane College are awarded and diplomas are issued three times a year—at the end of the spring term in May, August 15, December 20.

Candidates for the August degree in the MAC and MED programs may participate in the May ceremony if the following criteria are met:

- **MAC Program** – no more than six internship credits plus the related P.I.D. credit OR one three-credit course is incomplete.
- **MED C & I Program** – no more than one three-credit elective course is incomplete and the student is pre-registered for the summer course that has not been completed. EDU-604 must be complete.
- **MED EDL Program** - no more than one EDU-prefixed courses is incomplete and the students is pre-registered for the summer course that has not bee completed. All EDL prefixed courses must be complete.
To meet the criteria to participate in the May graduation ceremony, students must:

• Notify the Graduate Office of their intention no later than March 1.
• Agree to finish the incomplete requirement(s) the summer following graduation, no later than July 31, or permission from the division Dean.

The diploma will not be issued until all program materials are returned and any outstanding financial obligations to the college are satisfied.

**Transcripts**
The Registrar’s Office issues official transcripts of a student’s academic record only after the student has granted permission in writing and paid $5.00 per transcript. Transcripts are not issued for students who have financial obligations to the college. Students who request transcripts should include their student ID number, program of enrollment, and signature with the written request. Generally, the transcripts will be issued within three days, except during periods at the beginning or following the end of a term, when at least one week is needed for issuance.

Copies are not made of transcripts or records on file from other institutions. Any additional copies of those documents must by requested by the student directly from the original issuing institution.

When students graduate or discontinue attendance at Doane College, subsequent credits from other colleges do not become a part of their Doane College transcript.

**NOTE:** Grades are not posted to the transcript until the entire term is complete.

Transcript requests should be sent to: Registrar’s Office, Doane College, 1014 Boswell Avenue, Crete, NE 68333-2430. Checks should be made payable to Doane College.

**Business Regulations**
All accounts must be paid in full before the beginning of classes. In addition to cash and check payments, Doane accepts VISA, Mastercard, and Discover for settlement of accounts. Deferred payment is available for graduate-level courses through FACTS Tuition Management. (Call the Graduate Office for more details or visit the Web site at www.doane.edu.) Students are not eligible to attend classes until registration has been approved by the Registrar and the Business Office. Registration may be refused to any student whose previous term account is not current. No refund of charges will be made to students dismissed from the college. Registration will be cancelled for students who are delinquent in their payments. No transcripts will be issued to students who have an outstanding balance or who have failed to pay off any indebtedness to the college.
Official Business Day
The college’s official business day, as defined for federal financial aid delivery purposes, is 8:30 a.m. to 3:00 p.m., Central time.

Refunds
Registration constitutes a financial contractual agreement between Doane College and the enrollee. If a student withdraws from Doane prior to the official beginning of a term, all tuition and fees are refunded. After the term begins, students who withdraw are refunded a portion of tuition and fees for all courses in which the student is enrolled on or after census day. (Census day is listed on the college calendar as the last day for registration.) The amount of refund and the manner in which it is calculated depends on the student’s status at Doane.

For students who are not first-time attendees of Doane, the refund is determined by the number of days that have passed from the official beginning of the term, using the following schedule:

Eight-Week Term
0-7 days: 100%
8-15 days: 25%
After 15 days: 0%

Semester Schedule
0-10 days: 100%
11-21 days: 50%
22-28 days: 25%
29-35 days: 10%

Master of Education classes often do not follow the standard semester schedules of Doane College. Each student must be aware of semester beginning dates, because tuition refunds are based on the semester dates instead of the beginning and ending dates of particular education graduate classes. The first class meeting may be later than the deadline for any tuition refund, depending on the Doane College calendar.

Tuition and fee refunds are generally based on the last documented date of attendance or the official withdrawal date. For a student who does not officially withdraw, the refund is generally based on the last date of class attendance, as determined by the college.

After census day, no refund is made unless a complete withdrawal occurs. No refunds are made for students dropping credits or classes, or students dropping from full-time to part-time status.

Federal law requires a specific calculation be used for those students who are Federal Title IV recipients, and who withdraw from the institution during the first 60 percent of the period for which they have been charged. (Institutional costs are defined as charges that Doane College assesses a student for education expenses that are paid to Doane College directly.) If a student drops after the 60% point in the enrollment period, the percentage earned is 100%. There is no refund, nor is there a calculation of Title IV Assistance earned. Doane College retains 100% of all charges.
The following education expenses are considered institutional costs:

- All charges for tuition, fees, room and board (if contracted with Doane College)
- Expenses for required course materials, if the student does not have a “real and reasonable opportunity” to purchase the required course materials from any place but Doane College.

The total amount of all institutional costs must be used in the calculation of a refund, including the calculation of unpaid charges, if they are specifically designated as excludable.

Excludable costs are defined as costs that the regulations permit Doane College to exclude from the total amount of institutional charges when calculating the refund. They include:

- An administrative fee
- Documented costs of unreturnable equipment
- Documented costs of returnable equipment, if not returned in good condition within 20 days of withdrawal.

Refunds are based upon the official start of the term and the withdrawal date. At Lincoln and Grand Island, except for graduate courses in education, a term is defined as one complete eight-week period, including seminars. The official registration and withdrawal process must take place during the appropriate time frame for the student to be considered for a refund. In some cases the actual start date of a course may be after a refund is no longer available.

If a withdrawing student received federal financial aid, a portion of any refund calculated must be returned to the federal student aid program(s) used. Doane College restores funds to the student aid programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan Program
4. Federal Parent (PLUS) Loan
5. Federal Pell Grant Program
6. Academic Competitiveness Grant
7. National SMART Grant
8. Federal SEOG Program
9. TEACH Grant

Funds are restored to each program up to the total amount disbursed for the term before any funds are replaced in the next program.

Credit Balance Refunds

Federal loans that are forwarded by electronic fund transfer (EFT) and applied to students’ accounts, are done so after the first scheduled class meeting. Credit balances may be requested from the Business Office at any time after the second class meeting. Refund checks will be issued about one week after the request is approved.
Library Facilities
Following matriculation, each student is permitted free usage of the library at the main campus of Doane College in Crete and has access to the Internet, through the computer laboratory, for assistance in literature searches.

Bookstore
The Doane College Lincoln campus houses a bookstore, which stocks and orders required texts for the Master of Arts in Counseling and Management programs. Master of Education books are ordered from Specialty Books at www3.specialty.books.com/doane.

Access/Services for Students with Disabilities
The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that “no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.” This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the college of any special circumstances that would affect their ability to compete equally in the college environment. To assist the college in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Title IX Policy Statement
It is the policy of Doane College not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane College, 1014 Boswell Avenue, Crete, NE 68333 or to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., 20202.
Access to College Records
The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as “FERPA” or the “Buckley Amendment”) is designed to protect the confidentiality of students educational records and to give students access to their records to assure accuracy. FERPA outlines four rights with respect to students Education Records. They are:

1. ACCESS TO EDUCATION RECORDS: students have the right to inspect and review their Education Records within 45 days of the day the College receives a written request for access, anytime after their matriculation.

2. REQUEST FOR AMENDMENT OF EDUCATION RECORDS: students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading or in violation of their privacy rights.

3. DISCLOSURE OF EDUCATION RECORDS: this right protects confidentiality of student records and requires the student’s signature to release academic records, such as transcripts. Some exceptions exist such as school officials who've been determined to have a legitimate educational interest, or information determined to be directory information. Examples of directory information include: name, addresses, email, telephone numbers, major and/or minor fields of study, degree sought, expected date of completion of degree requirements and graduation, degrees conferred, awards and honors (e.g. Dean’s list), full or part time enrollment status, dates of attendance, or photograph.

4. COMPLIANCE: students have the right to submit complaints concerning the College’s compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 202024605, email address: ferpa@ed.gov,

For more information on FERPA, or to view the entire FERPA policy, please visit the Registrar’s web page or office

Drug Free Policy
The college prohibits smoking inside the classrooms or in the building. In compliance with the Drug Free Schools and Communities Act of 1986, as amended in 1989, Doane College explicitly prohibits unlawful possession, use, or distribution of illicit drugs and/or alcohol by students or employees on the premises or as part of any of its activities. Beverage alcohol may only be used in conjunction with specifically authorized functions by those of legal drinking age.

There are applicable legal sanctions in Nebraska for unlawful possession or distribution of illicit drugs and alcohol.
Financial Aid

Applying for Financial Aid
Financial aid consists of federal loans that provide funds for students to assist them in paying for educational expenses. At Doane College, funds are awarded to students based on their financial need. Financial aid that is based on need must be applied for and reviewed annually.

A new student applying for financial aid should:
1. Complete the application for admission and submit it along with the non-refundable application fee.
2. Complete the Free Application for Federal Student Aid (FAFSA). Doane’s Title IV code is 002544. Doane College encourages students to complete the FAFSA electronically, web address is www.fafsa.ed.gov. In order to file electronically, the student needs to request a pin number (PIN) from the Department of Education. (The PIN is the electronic signature when completing the FAFSA.) The web address to request a PIN is www.pin.ed.gov.

A continuing student applying for financial aid should:
1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Doane’s Title IV code is 002544. This application must be completed annually. Commitments for financial aid based upon financial need are made annually. Doane’s preferred date for filing is March 1. Students who file after this date cannot be assured the same availability of funds.
2. Preregister for classes each term.

Requirements and Availability of Financial Aid
All types of financial aid are normally awarded for an academic year and credited equally to each term’s charges. Each term, the Financial Aid Office examines the records of students receiving financial aid to determine if they are fulfilling the necessary requirements for the aid items awarded to them.

1. Federal Subsidized and/or Unsubsidized Stafford Loans are awarded proportionately for each term. Loan proceeds are issued in multiple disbursements during the academic year, generally each term. Loan funds are generally advanced after census day.
Student loan proceeds will be less than the loan amount due to a deduction of up to a 1.5% percent guarantee fee and origination fee on all Federal Subsidized and Unsubsidized Stafford Loans. These fees help cover the costs of the loan programs and are returned to guarantee agencies that participate in the program and to the federal government.

2. Aid is awarded proportionately for each term as determined by the provider.

3. Federal Stafford Loan Maximums: Graduate and professional students may borrow up to the Federal Stafford cumulative maximum of $138,500.

4. Financial aid awards are generally based on full-time enrollment. If a student changes to part-time status, it may affect his/her financial aid package.

5. Students receiving any additional scholarships or tuition assistance from any outside source or employer must report this resource to the Financial Aid Office. All resources available must be included in the financial aid award. In some instances, it may be necessary to adjust other financial aid.

Verification

Any student filing for federal financial aid may be selected for verification. This is a process mandated by the federal government in which students are asked to provide certain documents so the Financial Aid Office can verify the accuracy of the information used on the aid application (FAFSA). Students need to provide:

1. Student Aid Reports (SAR’s), if Doane was not listed.

2. A signed copy of the student’s tax returns and W-2 forms from the most recent calendar year, if applicable.

3. Signed and completed verification worksheet provided by the school.

4. Title IV certifications, as required.

5. Documentation of untaxed income or benefits received by the student and/or student’s family, if requested.

6. Other documents as requested by the Financial Aid Office.

A student’s application that is selected for verification is not considered for any federal aid until all requested documents are received. Once verification is complete, students are considered for any funds available.

If an award changes as a result of the verification process, the student receives a revised award letter. Students who are required to make corrections on their Student Aid
Reports (SARS) as a result of verification will either:

1. Ask the Financial Aid Office to submit the corrections to the processing agency, or
2. Obtain the corrections from the Financial Aid Office and submit them to the processing agency.

In either case, the student receives a corrected set of Student Aid Reports (SARs). If corrections are made electronically, students will receive copies of the corrected report received by the Financial Aid Office.

Required disclosures:
http://www.doane.edu/FinAid/Fed-discreq_gp.asp

Satisfactory Academic Progress for Financial Aid

The Education Amendment of 1980 requires Doane College to define and monitor standards of satisfactory academic progress for students receiving federal financial aid from one or more of the following programs: 1) Federal Pell Grant, 2) Federal SEOG [Supplemental Educational Opportunity Grant], 3) SSIG/SSAP [State Student Incentive Grant/State Scholarship Award Program], 4) Federal Work-Study [FWS], 5) Federal Perkins Loan, 6) Federal Stafford Loan, 7) Federal PLUS [Parents Loan to Undergraduate Students], 8) Federal TEACH Grant.

Standards of Satisfactory Academic Progress are established for two reasons: 1) To encourage students to meet and maintain the college’s minimum academic standard or grade point average, and 2) to ensure students’ progress toward a degree.

Procedures

A graduate student not maintaining good academic standing is subject to academic probation or dismissal at the end of any term. A student is considered to be in good academic standing if he/she is maintaining a graduate cumulative grade point average of 3.00 or higher and has no more than one course grade lower than a “B-”. Specific conditions of probation or suspension are communicated in writing to the student by the appropriate Dean.

In addition to these standards which apply to all students, federal aid recipients must also meet the following standards to continue receiving aid.

1. For financial aid purposes, students enrolled in a program of study are considered in good standing if they are in good standing according to the aforementioned guidelines.

2. All terms of attendance are evaluated, including those for which no financial aid is received. All terms are evaluated in the same manner.

3. Students may receive Title IV aid according to the following stipulations, or until a master’s degree is earned, whichever comes first:
   a. A student is expected to complete the Master of Arts in Management program by the time 54 credits have been attempted.
b. A student is expected to complete the Master of Arts in Counseling program by the time 69 credits have been attempted.

c. A student is expected to complete the Master of Education program by the time 54 credits have been attempted.

A student must be in good standing academically as previously defined and must receive credit for a minimum of 75 percent of the total number of credits attempted as registered for at the end of the add period (Census Day). This is monitored on a cumulative basis each term. Only credits which are passed (grades A through D, and P) are counted as credits earned. Grades of I, IP, and IF are not counted as credit earned until they are replaced by a satisfactory letter grade. It is the student’s responsibility to notify the Financial Aid Office when I’s or IP’s are completed. Withdrawals “W” and repeated courses for which credit was previously earned do not count as credit received. Grades of I, IP, and F are included in credits attempted. A grade of “W” is also included in credits attempted for purposes of financial aid.

4. Any transfer student who has not previously enrolled at Doane College is usually considered to be making satisfactory academic progress if admitted to a degree program, and is monitored from the point of enrollment at Doane. If a student was not making satisfactory progress at the previous institution, the Director of Financial Aid may review the case and put the student on probation or suspension at Doane.

The percentage of credits passed over credits attempted are calculated on only those credits taken at Doane College. If a student already attending Doane College takes classes at another institution and transfers them to Doane, these credits are not calculated in the percentage. The student may appeal, and the case is reviewed on a case-by-case basis by the Director of Financial Aid in conjunction with the Financial Aid Committee.

5. The Doane College Standard of Satisfactory Progress may be waived for students receiving financial aid for the first time under the following circumstances:

a. Death of a relative;
b. Personal injury or illness of the student;
c. Special circumstances as determined by the in-
stitution. The Financial Aid Office may request special documentation for these situations. The Director of Financial Aid, in conjunction with the Financial Aid Committee, makes the determination if the student is eligible for consideration for waiver of satisfactory academic progress under the guidelines outlined in the Doane College Policies and Procedures Manual for Student Financial Aid.

Financial Aid Probation
Students who are not in good standing or do not have standing consistent with graduation or are not earning the minimum percentage of total credits attempted are placed on financial aid probation status for the ensuing term of the student’s enrollment. Students are allowed to retain their financial aid during the probationary term. A student receives two probationary terms while at Doane if he/she is enrolled in either the Master of Arts in Management or Master of Arts in Counseling program and one probationary semester if he/she is enrolled in the Master of Education program.

Financial Aid Suspension
Financial aid suspension occurs following the final term of probation or any subsequent term after the final probationary term if the student fails to achieve the required grade point average or the minimum 75 percent of total credits attempted. Students do not receive federal financial aid during financial aid suspension.

Reinstatement
Reinstatement of financial aid occurs at the end of any grading period in which the minimum percentage of credits attempted is achieved and the student meets the required grade point average and attains standing consistent with graduation requirements. Students may, at their expense, take courses to attempt to reinstate their eligibility for financial aid.

Appeals
If extenuating circumstances have affected a student’s progress, a student may appeal the decision to suspend or terminate financial aid. Requests for appeals must be made in writing to the Director of Financial Aid and should state reasons for the appeal. Financial aid appeals must be received by the Financial Aid Office as outlined in the notification letter. Decisions regarding financial aid suspension and granting of appeals are made by the Director of Financial Aid in conjunction with the Academic Standing Committee.

If a student does not meet the Doane policy of Satisfactory Academic Progress, the Director of Financial Aid may review individual files to determine if extenuating circum-
stances exist which warrant an extension of eligibility for the student. This is done only if, in the professional judgment of the Director of Financial Aid, conditions outside the student’s control exist which have impaired his/her ability to perform academically at Doane College. It is the student’s responsibility to bring these extenuating circumstances to the attention of the Director of Financial Aid with a written petition. A judgment will not be made on this petition until the student complies with all requests for documentation of any unusual circumstances. Petitions are considered only in situations which are considered to be extreme and beyond the norm of those experienced by the general Doane student.
Federal Disclosure Information

According to federal regulations, institutions must disclose certain information to enrolled students, prospective students, parents and employees. Below is a list of available disclosures, a brief description, department to contact and phone number. Much of this information is also available on the Doane College Web site: www.doane.edu/federaldisclosures.

| Disclosure | Rights Under Family Education Rights and Privacy Act (FERPA) |
| Description | Student’s right to review educational records |
| Contact | Registrar’s Office – 402.826.8251 or 402.466.4774 |
| More Information | Doane website, Registrar page |

| Disclosure | Federal student deferments for Peace Corps or volunteer services |
| Description | Eligibility to defer loan payments for services performed in these areas |
| Contact | Financial Aid Office – 402.826.8260 or 402.466.4774 |
| More Information | Financial Aid Office, your student loan lender and/or student loan guarantor |

| Disclosure | Financial assistance available |
| Description | Types of financial aid programs available at Doane College |
| Contact | Financial Aid Office – 402.826.8260 or 402.466.4774 |
| More Information | College catalog, Financial Aid web page |

| Disclosure | Institutional Information |
| Description | Information about the school costs, policies and procedures |
| Contact | Office of Admission – 402.826.8222 |
| More Information | College catalog, Financial Aid web page, various recruiting brochures |

| Disclosure | Completion rate, graduation rate |
| Description | Number of students who start and graduate from Doane |
| Contact | Director of Institutional Research - 402.826.6776 |
| More Information | Office of Institutional Research |

<p>| Disclosure | Campus Security Report |
| Description | Doane College crime statistics |
| Contact | Associate Dean of Student Leadership and Director of Campus Safety – 402.826.8295 |
| More Information | Doane web site, Crime and Security Data |</p>
<table>
<thead>
<tr>
<th>Disclosure</th>
<th>Equity in Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Information on Doane’s intercollegiate athletic teams</td>
</tr>
<tr>
<td>Contact</td>
<td>Doane College Athletic Director – 402.826.8583</td>
</tr>
<tr>
<td>More Information</td>
<td>Athletic Department</td>
</tr>
</tbody>
</table>

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<tr>
<th>Disclosure</th>
<th>Drug-Free Workplace and Drug-Free Awareness Program</th>
</tr>
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<tbody>
<tr>
<td>Description</td>
<td>Information on Doane's drug-free workplace policy</td>
</tr>
<tr>
<td>Contact</td>
<td>Director of Human Resources – 402.826.8200</td>
</tr>
<tr>
<td>More Information</td>
<td>College catalog, student handbook</td>
</tr>
</tbody>
</table>

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<tr>
<th>Disclosure</th>
<th>Satisfactory Academic Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Minimum standards for maintenance of federal dollars at Doane College</td>
</tr>
<tr>
<td>Contact</td>
<td>Financial Aid Office – 402.826.8260 or 402.466.4774 Doane College Academic Dean’s Office – 402.826.8221</td>
</tr>
<tr>
<td>More Information</td>
<td>College catalog, Financial Aid web page</td>
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<tr>
<th>Disclosure</th>
<th>Doane College Student Employment Information</th>
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<tbody>
<tr>
<td>Description</td>
<td>Doane College student employee handbook and guidelines</td>
</tr>
<tr>
<td>Contact</td>
<td>Financial Aid Office – 402.826.8260</td>
</tr>
<tr>
<td>More Information</td>
<td>Financial Aid web page, Doane College student employment handbook</td>
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<tr>
<th>Disclosure</th>
<th>Study Abroad</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>Information on academic and financial opportunities for study abroad through Doane College</td>
</tr>
<tr>
<td>Contact</td>
<td>Academic Dean’s Office – 402.826.8221 Financial Aid Office – 402.826.8260</td>
</tr>
<tr>
<td>More Information</td>
<td>College catalog</td>
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<tr>
<th>Disclosure</th>
<th>Section 207 of Title II Higher Education Act</th>
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<tbody>
<tr>
<td>Description</td>
<td>Annual report on teacher preparation</td>
</tr>
<tr>
<td>Contact</td>
<td>Office of the President – 402.826.8253</td>
</tr>
<tr>
<td>More Information</td>
<td>College catalog, Teacher Education web page, DTEPH book</td>
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<th>Disclosure</th>
<th>Title VI, Title IX, and Section 504</th>
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<td>Description</td>
<td>Compliance of Civil Rights Act 1964, Education Amendments of 1972, and Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>Contact</td>
<td>Office of Human Resources – 402.826.8200</td>
</tr>
<tr>
<td>More Information</td>
<td>Employee handbook, student handbook</td>
</tr>
</tbody>
</table>
Academic Calendar 2009-10

Doane College Semester Calendar
August 24 Monday Fall Semester begins
September 21 Monday CENSUS DAY for Fall Semester
December 11 Friday Fall Semester ends
January 27 Monday Spring Semester begins
February 5 Friday CENSUS DAY for Spring Semester
May 13 Thursday Spring Semester ends
16 Sunday COMMENCEMENT

Doane College Eight-Week Calendar
August 17 Monday Autumn Term begins
24 Monday CENSUS DAY for Autumn Term
September 7 Monday Labor Day — No class meetings
October 17 Saturday Autumn Term ends
19 Monday Winter I Term begins
26 Monday CENSUS DAY for Winter I Term
November 26-28 Thurs.-Sat. Thanksgiving – No class meetings
December 19 Saturday Winter I Term ends
January 11 Monday Winter II Term begins
18 Monday CENSUS DAY for Winter II Term
March 13 Saturday Winter II Term ends
15 Monday Spring Term begins
22 Monday CENSUS DAY for Spring Term
May 15 Saturday Spring Term ends
16 Sunday COMMENCEMENT
24 Monday Summer Term begins
31 Monday Memorial Day - No class meeting
June 1 Tuesday CENSUS DAY for Summer Term
July 24 Saturday Summer Term ends
## Doane College Semester Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>30</td>
<td>Monday</td>
<td>Fall Semester begins</td>
</tr>
<tr>
<td>September</td>
<td>10</td>
<td>Monday</td>
<td>CENSUS DAY for Fall Semester</td>
</tr>
<tr>
<td>December</td>
<td>17</td>
<td>Friday</td>
<td>Fall Semester ends</td>
</tr>
<tr>
<td>January</td>
<td>26</td>
<td>Wednesday</td>
<td>Spring Semester begins</td>
</tr>
<tr>
<td>February</td>
<td>4</td>
<td>Friday</td>
<td>CENSUS DAY for Spring Semester</td>
</tr>
<tr>
<td>May</td>
<td>12</td>
<td>Thursday</td>
<td>Spring Semester ends</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Sunday</td>
<td>COMMENCEMENT</td>
</tr>
</tbody>
</table>

## Doane College Eight-Week Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>16</td>
<td>Monday</td>
<td>Autumn Term begins</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Monday</td>
<td>CENSUS DAY for Autumn Term</td>
</tr>
<tr>
<td>September</td>
<td>6</td>
<td>Monday</td>
<td>Labor Day — No class meetings</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Saturday</td>
<td>Autumn Term ends</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Monday</td>
<td>Winter I Term begins</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Monday</td>
<td>CENSUS DAY for Winter I Term</td>
</tr>
<tr>
<td>November</td>
<td>25-27</td>
<td>Thurs.-Sat.</td>
<td>Thanksgiving – No class meetings</td>
</tr>
<tr>
<td>December</td>
<td>18</td>
<td>Saturday</td>
<td>Winter I Term ends</td>
</tr>
<tr>
<td>January</td>
<td>10</td>
<td>Monday</td>
<td>Winter II Term begins</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Monday</td>
<td>CENSUS DAY for Winter II Term</td>
</tr>
<tr>
<td>March</td>
<td>12</td>
<td>Saturday</td>
<td>Winter II Term ends</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Monday</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday</td>
<td>CENSUS DAY for Spring Term</td>
</tr>
<tr>
<td>May</td>
<td>14</td>
<td>Saturday</td>
<td>Spring Term ends</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Sunday</td>
<td>COMMENCEMENT</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Monday</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Monday</td>
<td>CENSUS DAY for Summer Term</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>Monday</td>
<td>NO CLASSES - Independence Day</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Saturday</td>
<td>Summer Term ends</td>
</tr>
</tbody>
</table>
Register of Trustees, Faculty & Administration

Board of Trustees
The government of the college is vested in a self-perpetuating Board of Trustees, whose regular members serve for four years and are eligible for re-election. Three additional members represent the alumni and serve for a single three-year term. The board meets twice a year. In the interim, the Executive Committee acts for the board. Administration of the college is by the president, the cabinet, and the faculty.

Officers of the Board
Ken E. James '69, 1989-, Chair, Partner, Consulting Actuary, Hewitt Associates, Lake Forest, Illinois
Jill Smith, J.D. '74, 1997-, Vice-Chair, Senior Counsel, Mayo Clinic, Rochester, Minnesota
Allison Petersen, 2004-, Secretary, Walton, Nebraska
Kerry S. Craven, 2008-, Assistant Secretary, Executive Assistant to the President, Doane College, Crete, Nebraska
Julie Schmidt, 2006-, Treasurer, Vice President for Finance and Administration, Doane College, Crete, Nebraska
Jonathan M. Brand, J.D., 2005-, Ex Officio, President, Doane College, Crete, Nebraska

Trustees
Marian Andersen, 1979-, Omaha, Nebraska
Jack E. Barker '61, 1996-, President (Retired), Mountain States Employers Council, Littleton, Colorado
Richard Bartlett '88, 2007-, Lakeside Capital, LLC, Overland Park, Kansas
John J. Bauer '81, 2006-, Vice President, Warner Bros. Entertainment Inc., Burbank, California
Patrick Beans '79, 2007-, Vice President & CFO, National Research Corporation, Lincoln, Nebraska
C. Donald Brodie, 2000-, Member, Doan(e) Family Association of America, Inc., Ontario, Canada
Barbara R. Cole '63, 2008-, Director of Pediatric Nephrology (Retired), Washington University, Mt. Pleasant, SC
Donn H. Crilly, M.D. '50, 1980-, Vascular Surgeon (Retired), Superior, Nebraska
Ray Croghan '72, 1994-, Owner, Croghan Investments, Longmont, CO
Vernon R. Daniels '78, 2006-, Juvenile Court Judge, Douglas County Court, Omaha, Nebraska
George A. Drake, Ph.D., 1995-, Emeritus President/Professor, Grinnell College, Grinnell, Iowa
Kenneth E. Fridrich '59, 1969-, Managing Director–Marketing/Pension Services (Retired), The Principal Financial Group, Tucson, Arizona
Toni M. Ganzel, M.D., 2005-, Senior Associate Dean for Students and Academic Affairs, University of Louisville School of Medicine, Louisville, Kentucky


William T. Griffin, M.D., 1998-, General Surgeon (Retired), Omaha, Nebraska

George F. Haddix, Ph.D. ’62, 1999-, CEO, PKWARE, Inc., Ralston, Nebraska

Edward G. Heilman, J.D. ’67, 1989-, Attorney at Law, Palm Desert, California

Daniel Jackman ’89, 2006-, Director, DBA International, Bangkok, Thailand

James H. Keene III, 1993-, President, Humboldt Specialty Mfg. Co., Omaha, Nebraska

Eugene A. Klingler, Jr., M.D. ’57, 1976-, Medical Director, Manhattan Ambulatory, Manhattan, Kansas


Kenneth J. McCumber ’68, 1999-, Sr. Vice President- Sales (Retired), Airborne Express, Bend, Oregon

Dennis E. Nelson ’67, 1988-, President, DENCO Group, Marblehead, Massachusetts

John P. Nelson, 1992-, Chairman, Silverstone Group, Omaha, Nebraska

Dean L. Petersen ’47, V12, 1996-, President/Owner, NE Bulk Transports, Inc., and Fitch Trucking, Inc., Walton, Nebraska

Kim M. Robak, J.D., 1995-, Partner, Ruth Mueller and Robak, LLC, Lincoln, Nebraska

Lisa Roskins 2008-, CEO, The Burlington Capital Group, LLC., Omaha, NE

Enrique E. Sanchez ’74, 2005-, Manager, Contracting Division, Panama Canal Authority, Panama, Republic of Panama

Paul M. Schelstraete ’70, 2007-, President, City Bank & Trust Co., Crete, Nebraska

John M. Vasak, Ph.D. ’67, 1997-, Director, Division Operations, The MITRE Corporation, Vienna, Virginia

Lois Chab Weyers ’67, 2005-, Educator (Retired), Green Bay Public Schools, DePere, Wisconsin

Earl L. Wright, 1987-, President and CEO, AMG National Trust Bank, NA, Englewood, Colorado

Otis E. Young, 1972-, Retired Senior Minister, First Plymouth Congregational UCC, Lincoln, Nebraska
Emeriti Trustees

Jacob H. Dering, 1982-2008, Pharmacist, Crete, Nebraska
Donald F. Dillon, 1988-2007, Chairman Fiserv, Brookfield, WI
Gilbert R. Eggen ’51, 1962-80, Former Assistant Vice-President,
    Northwestern Bell Telephone Co., Vancouver, Washington
Melvin E. Emeigh ’58, 1977-01, Allstate Insurance, Sierra Vista, Arizone
Robert R. Haack ’51, 1976-06, Former Vice President of Finance and
    Comptroller, Northwestern Bell Telephone Co., Rio Verde, Arizona
Mary Keef, 1996-05, Mary Keef - Jack Keef Ford - Lincoln-Mercury,
    Lincoln, Nebraska
Linda Mann, Ph.D., 2001-07, Dean (Retired), College of Communication
    and Fine Arts, Grossmont College, Sante Fe, New Mexico
Arleen Michael, 1975-95, Professor of Education (Retired), University of
    Nebraska at Omaha, Carmichael, California
Wilfred W. Nuernberger ’50, 1969-84, Judge (Retired), Lancaster County
    Juvenile Court, Lincoln, Nebraska
Donald W. Nyrop ’34, 1983-88, 1993-03, President of Northwest
    Airlines (Retired), Edina, Minnesota
Walter J. Olsen ’52, 1983-2008, Minister (Retired), United Church of Christ,
    Mequon, Wisconsin
Eleanor M. “Mac” Sack ’48, 1993-07, Crete, Nebraska
William E. Shoemaker ’68, 1975-04, Private Investor, Cambridge,
    Nebraska
Peter Sura ’66, 1979-96, Senior Management ABN AMRO Bank of
    Amsterdam (Retired), Konstanz, Germany
Thomas F. Tonniges, M.D. ’72, F.A.A.P., 1991-06, Medical Director,
    Boystown Pediatrics, Omaha, Nebraska
Robert A. Wanek, 1988-04, Wanek Development Corporation
    and City Bank & Trust Company, Crete, Nebraska
Doane College President
Jonathan M. Brand, 2005-, B.A., J.D.

Presidents Emeriti
Philip R. Heckman, 1967-1987, B.S., M.S., Ph.D.

Dean of the Faculty
Maureen F. Franklin, 1984-, B.A., M.A., Ph.D.

Dean, Master of Arts in Counseling
Thomas J. Gilligan, 1996-, B.A., M.A., Ph.D.,

Dean, Master of Arts in Management
Janice Hadfield, 1986-, B.A., M.A.

Dean, Master of Education in Curriculum & Instruction

Dean, Master of Education in Educational Leadership
Jed Johnston, 2002-, B.S., M.S., Ed.D.

Graduate Faculty
Master of Arts in Counseling
Thomas J. Gilligan, 1996–, Professor of Psychology and Dean, Master of Arts in Counseling
Loras College, B.A.; Aquinas Institute, M.A.; United States International University, Ph.D.
Jean Kilnoski, 2006–, Instructor in Counseling and Assistant Dean, Master of Arts in Counseling
University of Georgia, M.Ed.; Doane College, M.A.

Adjunct Faculty
Gerry Allen, 1995–, University of Nebraska at Omaha, B.A., M.A.
Peter Allman, 1994–, University of Nebraska, B.S., M.A.
Donald Belau, 2004–, University of Nebraska-Lincoln, B.S.; University of Nebraska-Kearney, M.S., Ed.S.; University of Nebraska-Lincoln, Ph.D.
Sandy Broz, 2008–, Wayne State, M.S.E.; University of South Dakota Ed.D.
Lynette S. Erickson, 2009–, Wartburg College, B.A.; Doane College, M.A.
Janet L. Johnson, 2009–, Doane College, B.A, M.A.
Gina Larson, 1999–, University of Nebraska-Lincoln, M.A.
Beverlee Linder, 1994–, Doane College, B.S., M.A.
Ina Sivits Luhring, 2009–, Ball State University, B.A., M.A.; Doane College, M.A.
Sue Outson, 1999–, University of Nebraska-Lincoln, B.A., M.A.
Gianene K. Prentice, 1998–, Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.A.
Owen Saunders, 2000–, University of Utah, B.S.; Augustana College, M.A.; University of South Dakota, Ed.D.

Kathryn Speck, 1999–, Doane College, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

Robin Welch, 1996–, Phillips University, B.A.; Phillips University, M.Div.; McCormick Theological Seminary, D. Min.

Ray Zeisset, 1998–, Westmar College, B.A.; University of Illinois, M.A., Ph.D.

Master of Arts in Management

Leslie D. Manns, 1992–, University of North Dakota, B.A., M.A.; University of Nebraska-Lincoln, Ph.D.

Dana L. Miller, 1994–, Director The Leading Edge and Thesis/Portfolio Capstone Programs, Master of Arts in Management

Adjunct Faculty

Gerry Allen, 1995–, University of Nebraska at Omaha, B.A., M.A.

Randy Blair, 2004–, Texas Tech, B.A.; Doane College, M.A.M.

Jim Blue, 2005–, University of Nebraska, M.S.W.

Mike Britten, 2006–, Central Michigan University, B.S.; Western Michigan University, M.A.; University of Nebraska - Lincoln, Ph.D.

Mary Sue Carter, 2002–, Southwest Missouri State University, B.S.; University of Missouri – Columbia, M.A.; Texas A&M University, Ph.D.

Karla Cooper, 2005–, Southeast Missouri State University, B.A., M.S., M.Div.

Don Dickerson, 1987–, Spring Hill College, B.S., St. John’s University, M.S.; Loyola University, M.Div.; University of Wyoming, Ph.D.

Rebecca J. Duncan, 1992–, University of Nebraska-Lincoln, B.A.; Boston College, M.A.; Saint Louis University, Ph.D.

Lee Elliott, Kearney State College, B.A., Fort Hays State University, M.S.

Donald Fritz, 2007–, Kearney State College, B.A.; University of Nebraska - Lincoln, M.Ed, Ph.D.

Stacie Goding, 2006–, Hastings College, B.A.; University of Nebraska - Lincoln, J.D.

Larry Hadfield, 1988–, University of Memphis, B.S.; Auburn University, M.A.

Ted Hill, 2006–, University of Nebraska - Lincoln, MBA

Steve Joel, 2001–, Kansas State, Ph.D.

Bill Kostner, 1997–, University of Nebraska - Lincoln, MBA

Tim O’Brien, 2007–, University of Nebraska - Lincoln, B.S.; Doane College, M.A.M.

Susan Rocker, 2005–, University of Nebraska - Lincoln, B.A.; Doane College, M.A.A.

Elmer Smith, 2001–, University of Nebraska-Lincoln, B.S., M.Ed, Ph.D.

Gary Tunnison, 2003–, University of Nebraska-Lincoln, B.S., M.S., Ph.D.

Stephen Wang, 1995–, University of Nebraska-Lincoln, B.A., M.L.S.
**Master of Education**

**Lyn C. Forester**, 1992–, *Professor of Education and Dean of the Master of Education in Curriculum and Instruction Program*
University of South Carolina, B.A.; University of Oklahoma, M.Ed.; Oklahoma State University, Ed.D.

**Jed Johnston**, 2002–, *Associate Professor of Education and Dean of Master of Education in Educational Leadership Program*
University of Nebraska-Lincoln, B.S; University of Nebraska at Omaha, M.S; University of Nebraska-Lincoln, Ed.D.

**Doug Christensen**, 2009–, *Professor of Practice in Educational Leadership Program*
Midland Lutheran College, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

**Frank C. Daniels**, 1993–, *Associate Professor of Education*
University of Wisconsin-River Falls, B.S.; University of Wisconsin-Madison, M.S.; University of Nebraska-Lincoln, Ph.D.

**Rodney Diercks**, 1997–, *Associate Professor of Education*
Chadron State College, B.S.; Doane College, M.Ed.; University of Nebraska-Lincoln, Ph.D.

**Kay L. Hegler**, 1974–, *Professor of Special Education*
South Dakota State University, B.S.; University of Nebraska-Lincoln, M.S., Ph.D.

**Marilyn A. Johnson-Farr**, 1993–, *Dwight E. Porter Professor of Education*
Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.Ed., Ph.D.

**Linda Kalbach**, 2004–, *Assistant Professor of Education*
University of Northern Colorado, B.A.; Fort Hays University, M.A.; University of Nebraska-Lincoln, Ph.D.

**Thomas N. King**, 1992–, *Professor of Secondary Education*
Westminster College, B.A.; Phillips University, M.Ed.; Oklahoma State University, Ed.D.

**Julie A. Kozisek**, 1980–, *Professor of Education*
Doane College, B.A.; University of Nebraska-Lincoln, M.S., Ph.D.

**Sue Rasmussen**, 2006–, *Assistant Professor of Educational Leadership*
University of Nebraska-Kearney, B.A.; University of Nebraska-Kearney, M.S.

**Denise L. Wehrs**, 1996–, *Instructor in Education*
Doane College, B.A., M.Ed.
Administration and Staff

Jonathan M. Brand, 2005–, President
Maureen F. Franklin, 1984–, Vice President for Academic Affairs, Dean of the Faculty
Lyn Forester, 1992–, Dean of Graduate Studies in Education — Curriculum and Instruction Program
Thomas J. Gilligan, 1996–, Dean of Master of Arts in Counseling Program
Janice Hadfield, 1986–, Dean of Master of Arts in Management Program
Jed Johnston, 2002–, Dean of Graduate Studies in Education — Educational Leadership Program
Julie Schmidt, 2006–, Vice President for Finance and Administration, Treasurer

Greg Baker, 2006–, Bookstore Assistant
Wilma Daddario, 1992–, Assistant Dean of Graduate Studies in Education
Denise Ellis, 2004–, Registrar
Vicki Frerking, 2008–, Lincoln Campus Receptionist
Sandy Gecs, 2006–, Associate Registrar
Mary Graham, 1998–, Graduate Office Secretary, Master of Education
Tracey Haller, 2008–, Financial Aid Counselor
Chris Jones, 2008–, Graduate Office Secretary, Master of Arts in Counseling and Master of Arts in Management
Jean Kilnoski, 2006–, Assistant Dean, Master of Arts in Counseling
Glenda Kjolhede, 1978–, Student Accounts Supervisor
Dana L. Miller, 1994–, Director The Leading Edge and Thesis/Portfolio Capstone Programs, Master of Arts in Management
Kerry Fina, 2008–, Academic Advisor Master of Arts in Management, Instructional Technology Specialist
Shawn Soper, 2006–, Helpdesk Manager
Mary Theobald, 2006–, Assistant Director of Financial Aid
Peggy Tvrdy, 2008–, Director of Financial Aid
Christen Winton, 2008–, Administrative Assistant, Grand Island
Cindy Wockenfuss, 2009–, Accounts Receivable Assistant
Jennifer Worthington, 2008–, Director of Grand Island Campus
Degrees Awarded

Class of 2008 — August Graduates
August 15, 2008

Master of Arts in Counseling
Erica M. Alvarado, Lincoln, NE
Dwight Edward Brown, Jr., Lincoln, NE
Brian Philip Crouse, Hastings, NE
Angela Marie Lore, Lincoln, NE
Kari M. Narjes, Alliance, NE
Michael J. Salas, Lincoln, NE
Judy Lynne Schwarz, Beatrice, NE
Sara Brittany Balka White, Lincoln, NE

Master of Arts in Management
Jeffrey J. Anderson, Lincoln, NE
Jesse W. Arter, Lincoln, NE
Helen Abdali-Soosan Fagan, Lincoln, NE
Robert D. Gill, Jr., Lincoln, NE
Donna L. Gould, Lincoln, NE
Amanda Jo Husmann, Gibbon, NE
Brian Michael Kruse, Lincoln, NE
Casey Paul Lammers, Omaha, NE
Kaci K. Richter, Lincoln, NE

Master of Education in Curriculum and Instruction
Nicole Jean Addison, Lincoln, NE
Amy L. Almquist, Grand Island, NE
Tana K. Ambrose, North Platte, NE
Susan Elaine Anderson, Hartington, NE
Jayne Friedrichsen Applegate, Council Bluffs, IA
Elizabeth A. Babbitt, Omaha, NE
Lani Nicole Baca, Bennington, NE
Sarah A. Bachman, Giltner, NE
Kelly L. Baehr, Cortland, NE
Mary A. Berning, Lincoln, NE
Deann Michelle Berry, Fremont, NE
Gregory W. Betts, Omaha, NE
Dawn M. Bodyfield, Omaha, NE
Tracy Leigh Borden, Omaha, NE
Niklos Merlin Broekemeier, Omaha, NE
Vonda Kay Brown, Fremont, NE
Nicole S. Bruck, North Platte, NE
Cheyanna R. Bucknell, Lincoln, NE  
Bobbi Jo Byerly, Grand Island, NE  
Beau A. Caddell, Omaha, NE  
Amy J. Chambers, Norfolk, NE  
Laura C. Chan, Omaha, NE  
Nicole Ann Comer, Beatrice, NE  
Kaitlyn J. Connolly, Omaha, NE  
Jill Nicole Conyers, Omaha, NE  
Clint D. Czarnick, Lincoln, NE  
M. Olutola Dada, Omaha, NE  
Rebecca J. Daeges, Omaha, NE  
Jamie Rae Davis, Omaha, NE  
Michael Joseph Davis, Omaha, NE  
Rebecca Ann Dean, O’Neill, NE  
Roxane Marie Dietze, Lincoln, NE  
Stephanie Jean Drake, Lincoln, NE  
Lee Martin Dreyer, Lincoln, NE  
Nikkia Anne Dunkel, Lincoln, NE  
Kelleen Sue Hesman Eigsti, Panama, NE  
Casey Ada Fagan, Council Bluffs, IA  
Jennifer M. Flemings, Seward, NE  
Mindi J. Fowler, Omaha, NE  
Julia R. French, Lincoln, NE  
Stella R. Friesen, Lincoln, NE  
Michele L. Gerdes, Wymore, NE  
Kristin Rachele Gierke-Knott, Omaha, NE  
Melissa Marie Goldax, Omaha, NE  
Mary Judith Goltl, Omaha, NE  
Tami J. Hacker, North Platte, NE  
Christine M. Hanson, Omaha, NE  
Sara L. Harding, Council Bluffs, IA  
Cory Lee Hartman, Seward, NE  
Brett P. Heaton, Sioux City, IA  
Stephanie Jo Heitmann, Omaha, NE  
Jered Sheen Hellman, Omaha, NE  
Kyle Evan Hemje, Lincoln, NE  
Katrina S. Henderson, North Platte, NE  
Winter Lynn Heuertz, Omaha, NE  
Nicole Marie Hilderbrand, David City, NE  
Angela D. Hiskett, Beatrice, NE  
Heidi Lynn Hochstetler, Lincoln, NE  
Ashley A. Hoelting, Omaha, NE  
Amy Louise Hoffman, Crofton, NE  
Stephanie Ann Hoffmann, Lincoln, NE  
Kristin L. Holstein, Omaha, NE  
Erin J. Honnens, Lincoln, NE  
Sara Lynn Horner, Fremont, NE
Stacy Lynn Hotovy, Seward, NE
Sally L. Hunt, Firth, NE
Amanda Jo Jacobsen, Seward, NE
Jill Pauline Janke, Omaha, NE
Beth Ann Johnson, Franklin, NE
Eric Andrew Johnson, Lincoln, NE
Nancy J. King, La Vista, NE
Joni Kirchner, Norfolk, NE
Angela Beth Knowlton, Waterloo, NE
Michael Joseph Koenig, Omaha, NE
Denise A. Kolc, Yutan, NE
Jeffrey R. Korus, Grand Island, NE
Rosita Maria Krauel, Bellevue, NE
Sharon M. Kudlacek, Gretna, NE
Catherine Marie Kuhr, Mead, NE
Rebecca Jane Lenser, Duncan, NE
Megan Ann Lesoing, Lincoln, NE
Michelle Leigh Lingenfelter, Norfolk, NE
Katherine A. Livingston, Council Bluffs, IA
Catherine Lyon, Omaha, NE
Nichole A. Markel, Council Bluffs, IA
Colette Ann Martin, Underwood, IA
Rebecca Anne Massie, Lyons, NE
Landon James McCormick, Omaha, NE
Jennifer Lynn McGimpsey, Omaha, NE
Michelle Renee Moore, North Platte, NE
Lisa Marie Muhs, Pierce, NE
Angela Carol Mundil, Omaha, NE
Joshua Francis Murtaugh, Lincoln, NE
Karen Lynn Nelsen, Fremont, NE
Mary Jo Nordby, Ewing, NE
Elizabeth B. Norris, Bellevue, NE
Michelle Louise Panko, Kearney, NE
Kimberly Dawn Parde, Beatrice, NE
Beth A. Peitzmeier, Omaha, NE
Danielle M. Philmon, Omaha, NE
Jessi Jo Potter, Lincoln, NE
Sandy A. Prentis, Omaha, NE
Katie L. Provancha, Lincoln, NE
Rebecca A. Rech, Lincoln, NE
Lacey Ann Retzlaff, Omaha, NE
Jill Rene Richardson, Fremont, NE
Lisa René Riha, Lincoln, NE
Cynthia L. Royer, Gretna, NE
Gail Saathoff, Trumbull, NE
Carmen Reneé Schickert, Gretna, NE
Samantha Loren Schwasinger, Lincoln, NE
TiLynn K. Scott, Grand Island, NE
Jason Thomas Settles, Omaha, NE
Amy Janice Smeall, Bellevue, NE
Anthony J. Smith, David City, NE
Jamie J. Smith, Arlington, NE
Diane Lee Sorensen, Omaha, NE
Michelle L. Strickland, Maxwell, NE
Gina Lynn Stukenholtz, LaVista, NE
Christina J. Sullivan, Omaha, NE
Gerald A. Swanda, Elkhorn, NE
Shaun Michael Tevis, Gretna, NE
Michelle K. Thimm, Bellevue, NE
Patty A. Throne, Omaha, NE
Stacey A. Troxel, Hickman, NE
Jewell C. Greco Tweedt, Council Bluffs, IA
Mary Elizabeth Unger, Lincoln, NE
Rebecca S. Waind, Grand Island, NE
Sally L. Wallace, O’Neill, NE
Jill DeAnne Walters, North Platte, NE
Farah Blue Ward, Council Bluffs, IA
Mary Helen Wenz, Palmyra, NE
Michelle Jean Wilt, Wahoo, NE
Julianne Windeshausen, Fremont, NE
Jamie Lynn Wood, Lincoln, NE
Scott D. Zimmerman, Lincoln, NE

Master of Education in Educational Leadership
Michael Christopher Bailey, Omaha, NE
Carrie Lynn George, Papillion, NE
Randi Rochelle Jensen, Burwell, NE
Mark A. McClanahan, Lincoln, NE
Elizabeth A. Miller, Lincoln, NE
Andrew C. Pinkall, Omaha, NE
Jayson David Stoddard, Hastings, NE
Aaron Michael Taylor, Bellevue, NE
Class of 2009 - May Graduates
May 17, 2009

Master of Arts in Counseling
Shelley Kaye Baldassano, Lincoln, NE
Kylee Gayle Bischoff, Lincoln, NE
Lindsey Nichole Brown, Lincoln, NE
Lindsey Kay Colburn, Lincoln, NE
Shaun M. Connors, Lincoln, NE
Michelle L. Czapla, Lincoln, NE
Pamela Echols Conroy, Lincoln, NE
Ingrid Regina DeVries, Lincoln, NE
Coral Elizabeth Frazell, Bennet, NE
Anne M. Gilligan-Muth, Lincoln, NE
Brenda Ann Hertzog, Lincoln, NE
Emily Jane Hoegh, Lincoln, NE
Jennifer A. Holt, Lincoln, NE
Anthony Kelley, Lincoln, NE
Stephanie Anne Kentopp, Lincoln, NE
Laura Caroline Kersten, Hallam, NE
Rachel M. Koepke, Aurora, NE
Kerri Jean Krueger, Plymouth, NE
Mary Denise Lautenschlager, Lincoln, NE
Tony Paul Lindquist, Lincoln, NE
Lindsay Kay Mannschreck, Lincoln, NE
Sheena Sandra McLaughlin, Lincoln, NE
Kristi D. Moser, Crete, NE
Tiffany Ann Neely, Abilene, TX
Geralee Kay Olson-Triplett, Lincoln, NE
Michael L. Renner, Crete, NE
Valarie Kay Scheil, Bradshaw, NE
Greta Anne Shanahan, David City, NE
Kalene Louise Sherffius, Lincoln, NE
Abbey Leigh Siebler, Lincoln, NE
Teresa J. Stevens, Lincoln, NE
Stephanie Ann Widoe, Lincoln, NE

Master of Arts in Management
Amber Ranee Allen, Lincoln, NE
Tiffany Ann Bahm, Lincoln, NE
Brian T. Blair, Lincoln, NE
Brandon Brooke Brega, Webster City, IA
Michelle L. Burnett, Lincoln, NE
Amber Leigh Carper, Lincoln, NE
Brett Adair Dangler, Lincoln, NE
Verla M. Dorn, Beatrice, NE
Colette Kay Ehlers, Lincoln, NE
Seyed-Mojtaba Fatemi, Lincoln, NE
Julie Elizabeth Ferri, Sioux Falls, SD
Kerry Fina, Lincoln, NE
Lindsey Paige Fisher, Lincoln, NE
Ezekiel William Fogarty, Seward, NE
Loretta May Goodwin, Lincoln, NE
Derek J. Gottula, Omaha, NE
Joshua Boyd Hardy, Lincoln, NE
Kody P. Harris, Grand Island, NE
Katherine Ann Havlat, Pleasant Dale, NE
Kayla Marie Heitman, Lincoln, NE
Crystal Claire Henke, Lincoln, NE
Matthew P. Honke, Roca, NE
Dustin Michael Huenink, Lincoln, NE
Brandy Renae Johnson, Lincoln, NE
Mary E. Johnson, Lincoln, NE
Alicia Lee Jordan, Lincoln, NE
Jennifer Marie Katz, Lincoln, NE
Rebecca S. Klein-Hunke, Crete, NE
Marian R. Kraft, Bellevue, NE
Kaleb G. Kubicek, Lincoln, NE
Grady Robert Milhon, Lincoln, NE
Tina K. Miller, Beatrice, NE
Molly Kay Murphey, Lincoln, NE
Derrick Douglas Niederklein, Lincoln, NE
Kimberly Ann Peschong, Omaha, NE
Laura Elizabeth Rehor, Omaha, NE
Gretta Ann Salerno, Lincoln, NE
Lorri F. Savidge, Lincoln, NE
Kimberly Lynn Schmidt, Lincoln, NE
Dale H. Schoening, York, NE
Amanda Slusarski, Lincoln, NE
Knel D. Sohl, Lincoln, NE
Eric M. Spies, Omaha, NE
Amber Rae Staehr, Lincoln, NE
Dawn Michelle Steffen, Lincoln, NE
Nolan Wayne Stewart, Grand Island, NE
Michelle Elizabeth Stolte, Omaha, NE
Jessica D. Stucker, Lincoln, NE
Ashley Ann VanDiemen, Lincoln, NE
Michaela Marie Wallace, Lincoln, NE
Master of Education in Curriculum and Instruction

Kristy A. Acton, Firth, NE
Julie Adamson, Elkhorn, NE
Jessica Dawn Ankerson, Hickman, NE
Katharine Lynn Dowling Ausdemore, Minden, IA
Amy L. Bacome, Omaha, NE
Traci A. Baller, Hartington, NE
Amanda Christine Barkmeier, Lincoln, NE
Megan Leigh Barnett, Grand Island, NE
Emily J. Beach, Lincoln, NE
Michael Craig Beach, Lincoln, NE
Alicia Ann Frerichs Beck, Lincoln, NE
Sara J. Bierhaus, Grand Island, NE
Sara N. Bivens, Omaha, NE
Lindsey Lea Bliemeister, Omaha, NE
Erin D. Bouwens, Lincoln, NE
Courtney Christine Brock, Lincoln, NE
Kathrina A Christen, Wahoo, NE
Jeffrey D. Cole, Waverly, NE
Tyler S. Colvin, Pawnee City, NE
Jill Marie Corman, Grand Island, NE
Katie Kaylene Damgaard, Bellevue, NE
Julie Kay Danker, Minden, IA
Jacinda Ann Aleis Despines, Papillion, NE
Nancy Kunasek Deuel, Norfolk, NE
Amanda Marie Droescher, Norfolk, NE
Kari Jean Ekberg, Grand Island, NE
Rosanne Marie Entzminger, Lincoln, NE
Lance Paul Erickson, Lincoln, NE
Davina Ann Faimon, Omaha, NE
Jennifer L. Finley, Omaha, NE
Chad L. Frerichs, Pilger, NE
Kathy Teston Gaines, Lincoln, NE
Jennifer J. Gaston, Omaha, NE
Kari Ann Hanssen, Omaha, NE
Jessica L. Harders, Crete, NE
Marilyn Kay Havekost, Scribner, NE
Kristen Renee Heidemann, Diller, NE
Nicole A. Hobza, Yutan, NE
Carla J. Holmes, North Platte, NE
Kristine Marie Ideus, Johnson, NE
Geri Jean Kaufman, Gretna, NE
Rosa M. Kennedy, Omaha, NE
Christopher C. Kessell, Omaha, NE
Laralee Hawthorne Kibler, Lincoln, NE
Jeanette M. Kleppinger, Omaha, NE
Sarah Ann Schellpeper Klinetobe, Stanton, NE
Kiley Ann Koester, Geneva, NE
Angela Kay Kopecky, Malcolm, NE
Chandra A. Kosmicki, Boelus, NE
Brittany Lea Kozisek, Papillion, NE
Melissa Dawn Kriz, Grand Island, NE
Courtney Rae Kuhn, Colorado Springs, CO
Lisa M. Langenberg, Norfolk, NE
Letrisha D. Lind, Lincoln, NE
Teresa A. Linders, Atkinson, NE
Andrew John Loch, Omaha, NE
Cynthia A. Lorentzen, Brainard, NE
Aaron Jay Lueders, Wichita, KS
Bonnie Lee Lunzmann, Hickman, NE
Alysia Diane Mayfield, Omaha, NE
Hilary Jo McDonald, Elkhorn, NE
Meredith Hypatia Meyer, Lincoln, NE
Shellie Ann Meyer, Grand Island, NE
Diane Genell Miller, Grand Island, NE
Rebecca J. Munson, Norfolk, NE
Peggy Leanne Murray, Omaha, NE
Michael J. Nanfito, Hastings, NE
Linda M. Nikkel, Council Bluffs, IA
Rebecca J. Noble, Omaha, NE
Carae L. Oehlerking, Elmwood, NE
Brian A. Petermann, Lincoln, NE
Brittani Leigh Potadle, Lincoln, NE
Tina Marie Powell, Omaha, NE
Patricia M. Powers, Hastings, NE
Sean Christian Pralle, Gretna, NE
Amy J. Raddish, Omaha, NE
Nathan Charles Renter, Lincoln, NE
Brooke D. Robbins, Lincoln, NE
Nathan L. Rock, Scottsbluff, NE
Jennifer L. Rodysill, Lincoln, NE
Andrea N. Roenfeld, Papillion, NE
Janet Marie Rolofson, Greenwood, NE
Kyle Wayne Royuk, Lincoln, NE
Amy B. Rueth, Omaha, NE
Brook Marie Ruhter, Lincoln, NE
Sarah Suzanne Ryan, Bellevue, NE
Renae Frances Salisbury, Omaha, NE
Christa Ann Scar, Omaha, NE
Jacob Joseph Schillinger, Lincoln, NE
Danielle Marie Schmidt, Plymouth, NE
Joy Marie Schmidt, Norfolk, NE
Marc Lee Schultz, Omaha, NE
Michelle Joyce Seger, Omaha, NE
Megan E. Simsic, Lincoln, NE
Jamie A. Skorupa, Elkhorn, NE
Nicole Marie Pippin Smith, Bellevue, NE
Kathryn S. Steenblock, Omaha, NE
Janet Gail Steffen, Beatrice, NE
James T. Stromberg, Omaha, NE
Scott M. Svatos, Lincoln, NE
Stephanie N. Svehla, Lincoln, NE
Lara Ann Tangeman-Morrow, O’Neill, NE
Erin M. Taukiuvea, Kearney, NE
Shandi Leigh Tobias, McPherson, KS
Laura Ann Topf, Omaha, NE
Miranda Jo Tudehope, La Vista, NE
Christopher M. Uridil, Hastings, NE
Janeen Mary Ward, Lincoln, NE
Benjamin John Welsch, Hastings, NE
Heather Nicole Werner, Norfolk, NE
Michelle Jennifer Whisler, Omaha, NE
Kathryn Ann Whitman, Lincoln, NE
Lisa Kim Williams, Malvern, IA
Abigail L. Workman, Lincoln, NE
Sara J. Zegers, Aurora, NE

Master of Education in Educational Leadership
Jill Leigh Able, Lincoln, NE
Diane M. Beninato, Omaha, NE
Julie M. Biehl, Lincoln, NE
Kelly A. Bjorkman, Lincoln, NE
Julee R. Boeshart, Bellevue, NE
Ryan John Broshar, Omaha, NE
Melissa L. Cochrane, Lincoln, NE
Britnie R. Cox, Omaha, NE
John M. Deeney, Omaha, NE
Elizabeth N. Flynn, La Vista, NE
Carrie A. Foster, Lincoln, NE
Justin Michael Frederick, Lincoln, NE
David Shawn Fritson, Elkhorn, NE
Deborah Lynn Garrison, Elkhorn, NE
Philip A. Goddard, Lincoln, NE
Douglas L. Gross, Wilber, NE
Justin David Haberman, Blair, NE
James R. Hanlon, Omaha, NE
John R. Harris, Wahoo, NE
Stephen R. Hillis, Hartington, NE
Matthew Todd Hoffman, Dorchester, NE
Sara E. Holland, Bellevue, NE
Clay William Hollmann, Lincoln, NE
Amber Marie Johnson, Bellevue, NE
Jessica Anne Kent, Elkhorn, NE
Christopher L. Kuncl, Omaha, NE
Mariel Lind-Mandelko, Omaha, NE
Sara Jeanne Mann, Lincoln, NE
Rhonda J. Martin, Elkhorn, NE
Robert William Mason, Omaha, NE
Dade Mitchell McDonald, Elkhorn, NE
Elizabeth A. McGuire, Omaha, NE
Darus David Mettler, Norfolk, NE
Amy M. Murray, Blair, NE
Ryan J. O’Grady, Blair, NE
Jeanette M. Parrella, Grand Island, NE
Laurinda M. Petersen, Elkhorn, NE
Shannen Elaine Peterson, Omaha, NE
Tracey Lynn Snow Peterson, Lincoln, NE
Sagrario M. Rangel, LaVista, NE
Traci L. Rezac, Grand Island, NE
Cheryl R. Richter, Lincoln, NE
Brent J. Schade, Omaha, NE
Sarah A. Schau, Pacific Junction, IA
Shelley Lynne Schmitz, Papillion, NE
William A. Schulenberg, Lincoln, NE
Jason Patrick Shanahan, Waverly, NE
Andrew A. Sherman, Lincoln, NE
Brittany Lyn Sidders, Omaha, NE
Michael R. Sortino, Omaha, NE
Ryun K. Theobald, Wilber, NE
Amy Kathryne Thompson, Malvern, IA
Kristin Lynn Tipler, Omaha, NE
Brandi L. Uher, Omaha, NE
Adriana Vargas, Omaha, NE
Bradley Allan Wellmann, Bellevue, NE
Kimberly Claire White, Lincoln, NE
Dawn M. Wright, Lincoln, NE
Master of Arts in Management

Mission of the Program
The mission of the Master of Arts in Management (MAM) program is to develop effective managers who:
- Communicate and collaborate with others effectively;
- Understand the ethical dimension of business decisions;
- Apply economic, financial, and managerial theories to meet organizational goals;
- Develop skills of leadership that apply to either for-profit or not-for-profit organizations;
- Present and implement solutions to address business problems and meet goals.

Program Design
There are four options available for students:
- The Non-thesis option, requiring 24 credits of core courses, five elective courses (15 credits), and three credits of The Leading Edge, for a total of 42 credits.
- The Non-thesis with emphasis option, requiring 24 credits of core courses, five emphasis courses (15 credits) and three credits of The Leading Edge, for a total of 42 credits.
- The Thesis option, requiring 24 credits of core courses, three elective courses (9 credits), three credits of one research methods course, and three credits of the thesis course, for a total of 39 credits.
- The Thesis with emphasis option, requiring 24 credits of core courses, five courses in an emphasis area (15 credits), one research methods course (3 credits), and three credits of the thesis course, for a total of 45 credits.

The required core courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 601</td>
<td>International Business and Economics</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 602</td>
<td>Human Resource Management</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 603</td>
<td>Ethics and Social Responsibility</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 604</td>
<td>Advanced Organizational Behavior</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 605</td>
<td>Management and Regulatory Law</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 606</td>
<td>Financial Issues for Managers</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 607</td>
<td>Strategic Management</td>
<td>(3)</td>
</tr>
<tr>
<td>Bus 680</td>
<td>Foundations of Research</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Doane credits completed at the 500 level may not be used to fulfill degree requirements.

*Students who have completed at least six undergraduate credits in human resource management coursework with a B or better will not complete BUS 602 Human Resource Management. Instead those students will choose another approved 3-credit graduate course not required for the CORE or chosen emphasis.

**Students who have completed undergraduate coursework in Regulatory Law/Compliance with a B or better will not complete BUS 605 Management and Regulatory Law. Instead those students will choose another approved 3-credit graduate course not required for the CORE or chosen emphasis.
Requirements for the Master of Arts in Management with Leadership emphasis:

1. Complete 24 credits of core courses
2. Complete BUS 609, 620, 622
3. Complete two of the following courses: BUS 608, 615, 652, 697, or other approved electives
4. Complete either a or b:
   a. Non-thesis option: Complete The Leading Edge (BUS 785, 786, 787, 788)
   b. Thesis option (BUS 681 or 682, and BUS 795, 796, and 797).

Requirements for the Master of Arts in Management with International Business emphasis:

1. Complete 24 credits of core courses
2. Complete Business 617, 630, 632
3. Complete two of the following courses: Business 608, 643, 698, or other approved electives
4. Complete either a or b:
   a. Non-thesis option: Complete the Leading Edge (BUS 785, 786, 787, 788)
   b. Thesis option (BUS 681 or 682, and BUS 795, 796, and 797).

Requirements for the Master of Arts in Management with no emphasis:

1. Complete 24 credits of core courses
2. Complete either a or b:
   a. Non-thesis option: Complete The Leading Edge (BUS 785, 786, 787, 788) plus five approved elective courses.
   b. Thesis option (BUS 681 or 682, and BUS 795, 796, and 797) plus three approved elective courses.

Summary of Costs for the 2009-10 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When textbooks or materials are required for the course, a fee is automatically billed to the student and must be paid at the first class session.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Application Fee (non-refundable one-time fee)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Tuition (per credit hour)</td>
<td>291.00</td>
</tr>
</tbody>
</table>
Application Procedure
Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Arts in Management program. Such students must complete an application form and pay a $30.00 application fee before beginning the first graduate course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

Admission Requirements
A basic requirement for admission into the Master of Arts in Management program is a baccalaureate degree from an accredited institution. When questionable evidence regarding character or personality appears in an applicant’s materials, Doane College reserves the right to evaluate such factors as criteria of admission.

Admission decisions are communicated in writing to all applicants as soon as practical after all criteria have been met. Admission decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.

Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Degree-Seeking Students
Level I - Program Admission
Admission to the program at this level requires:

1. A completed application form
2. Payment of a $30 non-refundable processing fee
3. Official transcripts from all post-secondary institutions attended
4. Three recommendations from current or former instructors, employers, and/or supervisors (a form is provided by Doane College)
5. Essay detailing the applicant’s career goals, and how graduate school will help reach those goals
6. Signed Family Educational Rights and Privacy Act (FERPA) statement (a form is provided by Doane College)

All materials should be submitted to: Office of Graduate Studies in Management, Doane College, 303 North 52nd Street, Lincoln, NE 68504. The application must be received before registering for the first class. All other materials are required by the end of the first term of enrollment.
Level II - Full Graduate Standing
Level II admission to the program requires:
1. Completion of Level I Admission, plus,
2. A minimum 3.0 cumulative grade point average at the conclusion of the first 12 credits of graduate work in the program (with a minimum grade of B- on each course). These 12 credits must include BUS 680 Foundations of Research.
3. Positive evaluation by the Dean and faculty.

International Students
In addition to the general requirements for admission to graduate study, international students must present the following:
1. A minimum score of 600 on the Test of English as a Foreign Language (TOEFL). (The Dean may waive this requirement for students from English-speaking countries.)
2. A writing sample, such as an essay or term paper.
3. A personal interview with a designated representative of Doane College.

Non-Degree-Seeking Students
The non-degree-seeking option exists to serve those students not wanting to pursue a graduate degree at Doane College or those students who want to begin graduate study before seeking formal admittance to the degree program. In order to be admitted to the program as non-degree-seeking, a student must complete the application form and pay the non-refundable $30.00 application fee.

Readmission
Admission materials are destroyed after one year for applicants who have been admitted to the program but have not registered for any coursework at Doane College within that year. In order to re-enter the graduate program after that period, a student must submit a new application (including the $30.00 non-refundable application fee).

The records of former students who have not registered for courses in a graduate program for more than two years will be moved to inactive files. Such students must contact the office of the Dean to reactivate their files before registering. Readmitted students who are seeking a degree must meet the degree requirements operative at the time of readmission. If a student has been dismissed from the program, no new application for admission (either as a degree-seeking student or a non-degree-seeking student) will be considered until at least two calendar years have passed.
Enrollment Procedures
Enrollment in courses is conducted in two stages. The first stage is preregistration, which is completed four weeks prior to the beginning of the class. This process reserves a seat in the desired class for the student. The second stage is formal registration, which is completed the week prior to the beginning of the class. The student completes the formal registration process by confirming his/her classes and paying tuition and fees associated with the class(es). Students who do not complete the formal registration process are administratively removed from the roster. Students receiving financial aid must meet specified registration dates as determined by the Financial Aid Office.

Academic Policies and Procedures

Graduate Credit
The academic level of Doane College graduate courses is indicated by the level number. Courses numbered 600-799 are intended exclusively for graduate students working at the master’s level. Students may not earn credit by examination at the graduate level.

Transfer Credit
A student may transfer up to nine credit hours into the Master of Arts in Management program. This credit must have been earned from a regionally accredited institution of higher learning and be no older than seven years at the time of graduation from Doane. Only courses in which a student earned a letter grade of “B-” or above will be considered for transfer. If the grade earned in a graduate level course was a “pass,” the student must submit documentation to the Dean that the “pass” is equivalent to at least a “B-.” Each course is reviewed individually and final determination of credit is made by the Dean and the Registrar. Each student is responsible for requesting official transcripts to be sent to the Office of Graduate Studies at Doane.

Time Limitations
Credits used to meet degree requirements taken more than seven years prior to graduation may not be used to satisfy graduate degree requirements unless the credits are revalidated by examination or another appropriate mechanism. If revalidation is not approved, the student must then retake the appropriate graduate course as part of his/her program of study.
Courses of Instruction

Business (BUS)

BUS 590 Writing Skills for Graduate Study in Practitioner Programs (1-3)
This course is designed to help students make the transition from college-level writing to “real world” professional communication. The course exposes students to advanced research resources and strategies particular to their chosen profession enabling them to produce professional documents and develop a sophisticated understanding of style, structure, and audience. Upon successful completion of the course, students will have the knowledge and skills to accommodate information to specific audiences; to use stylistic and visual devices to make information more accessible; to hypothesize and present arguments or points of view accurately and effectively; and to edit their work as well as that of their peers. (Pass/Fail – not repeatable).

BUS 601 International Business and Economics (3)
A course that examines international business from an applications standpoint. Students learn how political, economic, and cultural differences affect the business functions and practices of management, human resource management, marketing and finance. Required core course.

BUS 602 Human Resource Management (3)
A focus on the field of human resource planning at the organizational level. Topics include the analysis of present systems; familiarization with human resource models, ideas, theories, and instruments; forecasting future needs; procurement of an appropriate labor pool; knowledge of labor legislation; design and implementation of new systems; and an examination of current trends in the human resource field. Required core course.

BUS 603 Ethics and Social Responsibility (3)
A more diverse, technologically changing society produces differing ethical standards that must be examined by managers for their application to decisions that are made about tasks and people within the workplace. This course examines the relationship between business (both for-profit and not-for-profit) organizations and society as a whole, and specifically, the responsibility of business to society. Required core course.

BUS 604 Advanced Organizational Behavior (3)
A course providing students the opportunity to conduct an in-depth study of human behavior in organizations. It focuses on the theory underlying individual behavior in organizations and the application of that theory to managerial issues that are present in today’s organizations. Major areas of study include motivation, group processes, power and influence, and conflict resolution. Required core course.

BUS 605 Management and Regulatory Law (3)
A brief introduction to the American legal system, including the roles of federal and state regulatory agencies. Several regulatory schemes are studied, including EEOC, EPA, OSHA, FDA, and SEC. Current legal
topics of interest to supervisors and managers (e.g., sexual harassment and American Disabilities Act) are discussed. Students examine the rights and responsibilities of individuals and organizations in American industry, and identify appropriate managerial actions related to specific regulatory situations. **Required core course.**

**BUS 606 Financial Issues for Managers (3)**
A course designed for non-financial managers, emphasizing the use of both accounting and financial information as decision-making tools. Students learn to assess the financial strength of an organization through financial ratio analysis, and to examine factors considered in financial and investment decisions. The course is taught using readings, problem analyses, and case studies. **Required core course.**

**BUS 607 Strategic Management (3)**
An exploration of the concepts of strategy and strategic management. The course focuses on the impact of organization design, internal and external environments, organizational policy, and strategic planning on the overall functioning of the organization. **Required core course.**

**BUS 608 Communication in a Global Environment (3)**
In this course, students analyze the communication process between and among people in a culturally diverse population. The course examines multicultural communication on both a domestic and global level, using business-to-business perspectives, as well as business-to-consumer. Students learn to apply multicultural communication theories to an increasingly diverse audience and culture-specific belief and value systems/norms to the process of audience analysis.

**BUS 609 Leadership in Political, Social, and Economic Contexts (3)**
A course examining leadership and change in 20th century America and the effect these changes have had on industry and the management of profit-seeking and non-profit organizations. Particular emphasis is given to the shift from a manufacturing economy to one centered on the service sector and information sharing. Students learn the role that leaders have played in various social, political, economic, and intellectual movements, and how those movements, in part, shape the challenges and opportunities faced by leaders today. **Prerequisite: BUS 622.**

**BUS 615 Leading the Non-Profit Organization (3)**
An exploration of the leadership and management issues unique to non-profit organizations and the environmental factors that influence their operation. Students develop the knowledge and skills for fund-raising, recruitment and development of volunteers, and the deployment of volunteers to achieve organizational objectives.
BUS 617 International Trade and Finance (3)
An examination of current theories of international trade, finance, and economic development with a focus on contemporary issues in international economics. Students study both macro- and micro-economic issues and develop an international perspective of economic concerns. In addition, students learn how their decisions as consumers, workers, producers, and citizens affect the international economy and their own futures as managers.

BUS 620 Managing Change (3)
A course examining the processes of innovation and transformation as leadership activities that focus on planned, purposeful, and consciously directed change. Students develop the confidence to act as initiators of change and the ability to envision and choose effective paths of change. Through exploration of theories of change, technology, organizational behavior, and human behavior, students develop skills and knowledge that enable them to respond creatively and effectively to a diverse range of situations and minimize the organizational and human stress created by a change effort.

BUS 622 Leadership in Organizations (3)
An exploration of the concept of leadership using various theoretical and scholarly views, approached with a view to application. Students will learn to distinguish between leaders and managers from both role and task perspectives. Through examination of established and emerging leadership theories, students will develop an understanding of the role of leaders as visionaries, team builders, and change agents.

BUS 630 International Marketing (3)
The exploration of an integrated approach to international marketing from a managerial perspective, focusing on both conceptual and empirical issues. This course includes a geopolitical and cultural overview, as well as coverage of the international marketing environment, international marketing strategy implications, the coordination and control of international marketing programs, and the ways in which electronic commerce is changing the way firms market their products and services. Students develop the knowledge and skills needed to operate successfully in the global marketplace.

BUS 632 Legal Aspects of International Business (3)
This course is an examination and comparison of legal systems that control international/multinational business. Upon completion of this course, students will know and understand the rights of an individual or an enterprise in international tribunals, the process of dispute reconciliation in international situations, and the international laws regarding foreign investments, intellectual property, and sales of goods and services.

BUS 635 Strategies in Electronic Commerce (3)
This course examines the impact of information technology on the design, implementation, and ongoing management of an integrated marketing program. Students will evaluate the use of the World Wide Web and related technologies as a marketing channel through competitive analysis, consumer analysis, market segmentation and the product, pricing, distribu-
tion and promotion functions. Through examination of the extraordinary potential of this medium and the concerns that must be satisfied, students will learn strategies for establishing a successful presence in the electronic market place.

BUS 643 International Organizational Behavior (3)
This course provides the knowledge fundamentals for management in a global business environment. Students explore concepts related to business and national culture, cross-cultural communication, cross-cultural negotiations, multinational strategies, the effective structure and design of multinational enterprises (big and small), international human resource management, cross-cultural organizational behavior, and a global perspective on ethics. Students develop an understanding of the basics of management and leadership across cultures and the knowledge and skills to set objectives, plan strategies, develop and implement policies, and design organizational structures for the operation of international organizations.

BUS 652 Strategic Planning (3)
In this course, students learn the theories that form the foundation for the strategic planning process, and develop the knowledge and skills to accomplish the specific steps of the strategic planning process. Topics include environmental analysis (internal and external), audit of the organizational culture, mission formulation, performance audit, strategic success indicators, contingency planning, strategic business modeling, and action plan integration.

BUS 671 Directed Study (1-3)
A course allowing students to conduct an in-depth exploration of a topic that is of special interest to them. The topic must be submitted, in writing, to the Office of Graduate Studies and must be approved by the Dean. Additionally, the final product must conform to the specifications agreed upon by the instructor, the student, and the Dean.

BUS 680 Foundations of Research (3)
A course which provides students with a basic foundation in qualitative and quantitative research methods. It is a conceptual introduction to research methods and terminology, and is the first of three required courses that prepare students to complete the project or thesis requirement. Course content includes an introduction to: research and the nature of data, qualitative and quantitative assumptions, research design, sampling, data collection, data analysis, ethical issues in the treatment of human subjects, writing a literature review, the use of an appropriate style manual, and scholarly writing. **Required core course.**

BUS 681 Quantitative Survey Methods (3)
A course which provides students with the tools to complete a quantitative survey study for the project or thesis requirement. Topics include survey construction, sampling strategies, the ethics of survey research, data collection, survey follow-up, data entry, and statistical analysis using the Statistical Package for the Social Sciences (SPSS) computer software. Students develop research questions for their project or thesis, and construct a pilot survey in this course. They will administer the survey, enter
the data on SPSS, run the analysis, interpret the results and present their findings (in both written and oral form). This is the second course in the sequence of three to prepare students for the project or thesis requirement.

*Prerequisite: BUS 680.*

**BUS 682 Qualitative Research Methods (3)**

Provides students with the tools to complete a qualitative project or thesis. Course content includes: a review of qualitative assumptions; types of qualitative designs (i.e., grounded theory, case study, phenomenology, ethnography, and biography); the ethics of field work; conducting interviews and observations; using documents, artifacts and visual materials; analyzing and interpreting qualitative data; and writing and presenting qualitative findings. Students develop research questions for their project or thesis, and conduct a pilot study in this course. They collect interview and observation data, analyze and interpret those data, and present their findings (in both written and oral form). This is the second course in the sequence of three to prepare students for the project or thesis requirement.

*Prerequisite: BUS 680.*

**BUS 697 Selected Topics in Leadership (3)**

This course offers opportunities to investigate topics in the study of leadership that are not covered in other courses and provides a procedure for faculty to pilot new courses.

**BUS 698 Selected Topics in International Business (3)**

This course offers opportunities to investigate topics in the study of international business that are not covered in other courses and provides a procedure for faculty to pilot new courses.

**BUS 699 Selected Topics (3)**

An investigation of topics of relevance to managers. Each three-hour course constitutes an option in the elective requirement for the Master of Arts in Management program.

**BUS 785 The Leading Edge (0)**

The focus of this course is preparation for the Leading Edge experience. Students will complete assigned readings and skills/values assessments and assignments and set preliminary goals for learning. Prerequisite: Completion of a minimum of 30 credits.

**BUS 786 The Leading Edge I (1)**

This course is the first of three one-credit courses to be completed consecutively over three terms. In this course students will develop key skills to provide dynamic leadership through employee-centered, collaborative coaching partnerships. The course content focuses on three primary dimensions: 1) the personal dimension (i.e., personal awareness/emotional intelligence), 2) the interpersonal dimension (i.e., relationship-building skills) and 3) the coaching competency dimension (i.e., teaching and practicing specific coaching skills). Students will be paired with a faculty coach for a series of coaching sessions and will set goals for their personal and professional development. *Prerequisite: BUS 785*
BUS 787 The Leading Edge II (1)
This course is a continuation of Bus 786. This is the second of two terms of formal coursework. During this term, students will continue to develop and practice specific coaching skills, and continue to work toward their personal and professional goals as they complete coaching sessions with a faculty coach. In addition, students will demonstrate the skills they have developed by engaging in a collaborative coaching partnership with another individual. **Prerequisite: BUS 786**

BUS 788 The Leading Edge III (1)
Students will complete all required assignments for The Leading Edge in this final term. These assignments include completion of faculty-student coaching sessions, completion of the designed coaching alliance sessions, and completion of a culminating paper and oral presentation that documents and synthesizes students' learning in The Leading Edge. Upon completion of The Leading Edge, students will demonstrate greater self-awareness, stronger relationship-building skills, and the use of effective coaching techniques. **Prerequisite: BUS 787**

BUS 795 Research in Management I (1)
Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis. **Prerequisite: BUS 681 or 682.**

BUS 796 Research in Management II (1)
Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis. **Prerequisite: BUS 795.**

BUS 797 Research in Management III (1)
Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis. **Prerequisite: BUS 796.**
Master of Arts in Counseling

Mission Statement
Doane College, a comprehensive college in the liberal arts tradition, offers an academic curriculum to stimulate inquiry, enhance knowledge, and promote examination and development of values and perspectives through majors and the liberal arts and sciences. The college prepares students by offering academic and cocurricular opportunities to develop abilities and skills needed in and out of the work place. Doane also provides opportunities for students, faculty, and staff to develop and practice leadership skills.

Doane College offers a program of study and training leading to the Master of Arts in Counseling (MAC) degree. The mission of the Master of Arts in Counseling program is to prepare graduates of programs in psychology, sociology, social work, human development, human relations, nursing, and education to be highly competent mental health counselors who are:

1. skilled in the delivery of direct services,
2. knowledgeable about current empirical and theoretical developments in the counseling field,
3. capable of critically evaluating clinical research,
4. cognitively complex, and
5. able to assume leadership positions as respected consultants in a variety of mental health delivery systems.

The Doane College Master of Arts in Counseling (MAC) program is dedicated to academic excellence and committed to principles of effective and ethical counseling practice. The priority and primary emphasis of the MAC program is preparation of students for productive careers as professionals in clinical counseling settings. To this end, the program follows a competency-based, practitioner model. This model places primary emphasis on preparation of students for productive careers as professionals in a variety of counseling settings. Clinical classes are taught by active practitioners. Course work and supervised practical experiences provides the opportunity to learn and develop skills in the assessment of problem behavior and in interventions with children, adults, couples, families, and groups. Incorporated into this approach is exposure to ethical, professional, and interprofessional issues.

The MAC program is designed to provide mental health practitioner training based on developing basic competencies and personal professional identity. This includes competencies in the areas of relationship development and management, counseling interventions, appraisal, research methodology, theoretical knowledge, and multicultural and human diversity. Within each of these areas, it is anticipated that the student will develop knowledge, skills, and attitudes appropriate for counseling practice.
Students and faculty are expected to maintain membership and active participation in national, state, and local professional organizations. Students are expected to join the American Counseling Association and must maintain liability insurance offered through the association.

Faculty are expected to maintain excellence in 1) teaching, including content expertise, course design skills, course delivery skills, course management, motivation and mentoring skills; 2) scholarship, including acquisition of new knowledge and integration and application of knowledge; and 3) service, both within the college and beyond.

**Professional Development, Certification and Licensure**

The MAC program is designed to fulfill the preparation component of the Nebraska Health and Human Services Licensure Division regulations for the Certified Professional Counselor and the Licensed Mental Health Professional. Upon completion of the program, the student will have met all educational requirements for licensure as a mental health counselor in the state of Nebraska. A student seeking Licensed Mental Health Professional status must, in addition to meeting the academic requirements, achieve a passing score on either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). The student must also acquire 3,000 hours of supervised work experience in an appropriate setting, with supervision provided by a qualified supervisor. For more information, contact Nebraska Department of Health and Human Services, Credentialing Division, Department of Regulation and Licensure, P.O. Box 94986, Lincoln, NE 68509-4986.

The MAC program is also designed to fulfill the preparation component of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC). A student seeking NCC status must also achieve a passing score on the National Counselor Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403.

The MAC program is further designed to fulfill the academic preparation component of the Academy of Clinical Mental Health Counselors and the National Board for Certified Counselors requirements for designation as a Certified Clinical Mental Health Counselor (CCMHC). Students seeking CCHMC status must also achieve a passing score on the national Clinical Mental Health Counseling Examination (NCMHCE), acquire two years (3,000 hours) of supervised work experience in an appropriate setting with 100 hours of supervision provided by a qualified supervisor, obtain three letters of reference (with at least one letter from a supervisor), and provide a work sample in an audio or video format of a counseling session. For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403.
Program Design
A total of 60 credit hours is required to complete the Master of Arts in Counseling program.* The required core courses are:

- Cou 601  Theories of Counseling and Practice I  (3)
- Cou 602  Theories of Counseling and Practice II  (3)
- Cou 610  Psychopathology  (3)
- Cou 612  Clinical Assessment  (3)
- Cou 618  Mental Health Ethics, Law & Professional Practice  (3)
- Cou 621  Counseling Practicum I  (3)
- Cou 622  Counseling Practicum II  (3)
- Cou 625  Human Growth and Development I  (3)
- Cou 626  Human Growth and Development II  (3)
- Cou 627  Professional Identity Development Seminar I  (1)
- Cou 628  Professional Identity Development Seminar II  (1)
- Cou 629  Professional Identity Development Seminar III  (1)
- Cou 630  Advanced Multicultural & Human Diversity Counseling  (3)
- Cou 632  Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients  (3)
- Cou 634  Group Processes  (3)
- Cou 655  Social and Cultural Context and Systems  (3)
- Cou 662  Career and Lifestyle Development  (3)
- Cou 675  Research in Counseling  (3)
- Cou 691  Internship  (1-6)

*Doane credits completed at the 500 level may not be used to fulfill degree requirements.

Practica
Practica are supervised opportunities for students to gain experience as counselors-in-training in a variety of settings with clients who exhibit a spectrum of psychopathological appraisal and treatment problems. Doane counseling students vary widely in their previous clinical experience, as well as in their professional interests and career objectives. Recognizing these differences, the program seeks to develop a practicum experience for each student that not only complements the student's previous experience, but also addresses particular clinical strengths and weaknesses.

Practicum placements are arranged through cooperative planning by the student, the program, and the agency. Students desiring placement at a site that has not previously been approved by the counseling program must have approval in writing from the Director of Clinical Placement prior to making any commitments to the site.

Students may, under some conditions, use their place of employment for a practicum. Students may request to use a place of previous employment for
a practicum, if their practicum supervisor did not have a supervisory relationship with the student. The Director of Clinical Placement makes all decisions regarding conflicts of interest.

The program requires two practica of 100 hours each. Each of these may be fulfilled over one or two terms. Students may begin their initial practicum upon completion of all requirements for Level 2 and approval of the Dean. Transfer of credit for practica is never granted, nor are the practicum requirements waived.

Students must obtain 40 hours of direct contact service with clients during each practicum and must have one hour per week of supervision throughout their practicum by an on-site supervisor. In addition, each student must meet in a small supervision group with a faculty member for 1 1/2 hours per week. A formal evaluation is made of the student’s performance by the faculty member facilitating the supervisory group in consultation with the on-site supervisor. Grades are assigned on a pass/fail basis.

**Internship**

The program requires that all students complete six credits of an internship consisting of 800 clock hours following successful completion of their practicum training and attainment of Level 3. Students must complete 320 hours of direct-contact service with clients during their internship and must have one hour per week of supervision throughout their internship by an on-site supervisor. In addition, each student must meet in a small internship group with a faculty member for 1 1/2 hours per week. A formal evaluation is made of the student’s performance by the faculty member facilitating the supervisory group in consultation with the on-site supervisor. Grades are assigned on a pass/fail basis.

**Progress Toward the Degree**

Performance as a professional counselor includes more than simply learning clinical skills. The counseling profession requires sound judgment, good interpersonal skills, and emotional well-being.

Academic excellence without personal development is not adequate preparation for the counselor. Program faculty are interested in training strong counseling practitioners and thus are involved in evaluating all aspects of students’ clinical training, academic training, and personal development.

It is important for students to conceptualize their education in the counseling program as a synthesis of 1) academic work, 2) theoretical work, 3) clinical work as evidenced in practicum, internship, and clinically based courses, and 4) personal development.
Summary of Costs for the 2009-10 Academic Year

Charges at Doane College are reviewed at the conclusion of each academic year and are subject to change without notice. Some courses carry fees which vary from $5 to $50 per course.

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Application Procedure

A student applying for admission or for coursework in the Master of Arts in Counseling program is required to fill out an application with the Office of Graduate Studies. In addition to the application, the student must submit a letter of intent, describing professional and career goals and how graduate study will help accomplish these goals. Submitting incomplete or false information is grounds for denial or subsequent dismissal. Before review of the application can begin, official transcripts must have been received from all institutions of higher learning which the student attended. In addition, three letters of reference attesting to the student’s academic competency, character, and work history must be sent directly to the Office of Graduate Studies. One of these three letters must be from an instructor in psychology or a related field with whom the student has studied.

Admission Requirements

Students who meet all requirements of one of the following options may be admitted to the program. Those who are admitted as non-degree-seeking students (e.g., a professional who is taking a course for continuing education credit) are limited to a total of 12 credits. Every applicant is considered equally, without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Option 1 (Degree-Seeking)

1. A bachelor’s degree from an accredited institution must have been earned with a minimum cumulative grade point average of 3.00 on a 4.00 scale.
2. Completion of a minimum of 18 credit hours in psychology or a related field (e.g., sociology, social work, human development, human relations, nursing, education). Three of these credits must be in undergraduate statistics. Furthermore, the student must have one of the following: a) a cumulative grade point average in these courses of 3.00 or above (on a 4.00 scale) or b) a cumulative grade point average in these courses of at least 2.50 (on a 4.00 scale), plus three additional graduate courses in the Master of Arts in Counseling program (for a total of nine credits) with a minimum grade point average of 3.00.
**Option 2 (Degree-Seeking)**
For consideration under this option, individuals who have a bachelor’s degree from an accredited institution and a minimum of two years’ full-time supervised counseling experience (approximately 2,000 direct-contact service hours with clients) may present a portfolio to the Student Screening and Progress Committee for review. This portfolio should consist of a detailed resume listing prior supervisors and work activities, as well as evidence of successful completion of an undergraduate statistics course. Each student who elects this option is given individual consideration, with admission being determined on a case-by-case basis.

**Option 3 (Non-Degree-Seeking)**
Persons who have already earned a graduate degree in the mental health field may, with the approval of the Dean, enroll in courses as a non-degree-seeking student, provided space is available in the class. Applicants must follow the general application procedure stated above.

**Classification of Students**
Rather than being considered a member of a specific class or year, each student in the program will proceed through three levels. In this way, full-time and part-time students who are at approximately the same point in the program are identified. The level system also provides an opportunity for faculty to systematically review students at different points in their training and evaluate their readiness to proceed to the next training experience. The Dean confers level status in the following order:

**Level 1 (Admission to Program)**
The Student Screening and Progress Committee confers Level 1 status upon matriculation. Level 1 students have accumulated between 0 and 15 graduate credit hours at Doane.

**Level 2 (Admission to Candidacy for the Degree)**
Level 2 status is conferred based upon Level 1 status plus the following:
1. Satisfactory completion of 15 credit hours in the program.
2. Cumulative grade point average of 3.00 or higher.
3. Cumulative professional performance evaluation average of 3.00 or higher.
4. Positive evaluation for candidacy by the Dean with approval of the appropriate standing committee.

**Level 3 (Admission to Internship)**
Level 3 status is conferred based upon Level 2 status plus the following:
1. Satisfactory completion of 48 credit hours.
2. Submission of a satisfactory plan for completion of the 60 credit hours required.
3. Cumulative grade point average of 3.00 or higher.
4. Incompletes removed from academic transcript.
5. Cumulative professional performance evaluation average of 3.00 or higher.
6. Positive evaluation by the Dean with approval of the appropriate standing committee.

**Final Candidacy for Degree**

Final candidacy for degree status is based on the following:

1. Satisfactory completion of a minimum of 60 credit hours in courses numbered 600-699.
2. Satisfactory completion of the practica.
3. Satisfactory completion of 800 hours of internship.
4. Cumulative grade point average of 3.00 or higher.
5. Cumulative professional performance evaluation average of 3.00 or higher.
6. Positive evaluation and acceptance of the student for graduation by the Dean and the Student Screening and Progress Committee.

**Time Limitations**

Students must complete all requirements for the degree within seven years of matriculation.

**Transfer Credit**

The program accepts transfer credit for substantially equivalent graduate-level coursework completed at other accredited institutions. An application for transfer of credit is made to the Dean. Application should be made during the first term after matriculation into the counseling program.

The following stipulations apply to transfer credit:

1. A maximum of 12 credit hours may be transferred.
2. Transfer is granted only for courses in which the grade earned was a B- or above.
3. Credit is transferred in as “P” (Passed).
4. The credit must have been earned from a regionally accredited institution of higher learning.
5. The credit may be no older than seven years at the time of graduation from Doane.
6. Satisfactory performance on a competency evaluation may be required before granting transfer of credit and is required for any course taken more than five years prior to admission.
7. Transfer of credit can be awarded only for required courses. If a student has completed a course at another institution that, in the judgment of the Dean, is substantially equivalent to a required course in the program, a course substitution may be granted after approval by the instructor and demonstrated competence in the course content.
8. Transfer of credit cannot be granted for practica or internships.
Professional Evaluation Form

The purpose of the professional evaluation form is to record the student’s professional ratings. In addition, the form requires that instructors comment on the student’s strengths and weaknesses. It is hoped that the comments generated in this manner will guide the student and will also guide the program in evaluating student progress in a consistent and thorough manner. Whenever possible, instructors are encouraged to recommend areas for further study and/or remediation. The aims and design of individual courses determine in part the kinds of criteria that are applicable.

Professional Performance Criteria

In awarding professional performance ratings, instructors will assess the following aspects of a student’s performance:

1. Listens to others, cooperates with others, and accepts other points of view;
2. Responds in a self-reflective and self-critical manner to comments about professional and academic performance;
3. Abides by established ethical standards;
4. Shows motivation to master new material;
5. Demonstrates sensitivity, awareness of self and others, and acceptance of cultural and individual differences;
6. Demonstrates critical thinking and healthy skepticism;
7. Tolerates ambiguity that is inherent in the field of mental health;
8. Recognizes the rights and responsibilities of counselors as well as other professionals;
9. Demonstrates development of professional identity as a counselor.

In assigning a score for the professional performance component of each course, the following scale is used:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Exceptional: At level of practicing professional counselor</td>
</tr>
<tr>
<td>4 - 4.5</td>
<td>High: Higher than expected for educational and experience level</td>
</tr>
<tr>
<td>3 - 3.5</td>
<td>Good: Performance meets expectations for level</td>
</tr>
<tr>
<td>2 - 2.5</td>
<td>Low: Indicates substandard performance. Requires remediation</td>
</tr>
<tr>
<td>1 - 1.5</td>
<td>Poor: Far below expected level of performance. Monitoring and significant remediation required.</td>
</tr>
</tbody>
</table>
Monitoring of Student Performance

In order to promote an optimal educational experience, the following procedures are used to foster appropriate communication between the college, students, and advisers:

1. Copies of grade reports and professional evaluation forms are distributed at the end of each term to the student and the student’s adviser and are placed in the student’s file. This ensures that those most immediately concerned with the student’s performance are properly informed.

2. Every term, the student’s academic progress is reviewed by the Registrar, and the student is notified if a grade below B- or a grade point average below 3.00 has been earned.

3. Following completion of the student’s first 15 hours and acceptance into Level 2 (and annually thereafter, or as needed), a review of progress is held by the Student Screening and Progress Committee. Faculty advisers present a summary of each student’s academic, clinical, and professional performance to date. The purpose of this review is to ensure that each student’s progress is carefully monitored, that faculty are informed as to the progress of all students, and that students are annually informed as to their performance and standing in the program. Recommendations as to areas of strength and weakness are summarized in the annual review. The faculty’s overall assessment, along with any specific recommendations, is communicated to the students by their advisers. At that time, students are asked to comment on the results of the faculty review.

Disciplinary issues may be referred to the Dean when questions are raised about a student’s academic, professional, or personal performance. These include a student’s demonstrated knowledge, technical and interpersonal skills, personal and professional attitudes, and professional demeanor. Reasons for referral to the Dean for disciplinary action include, but are not limited to:

1. Failing a course.
2. Receiving two grades of C+ or lower.
3. Receiving a single professional performance evaluation of 2 or 1.
4. Having a cumulative grade point average or professional performance evaluation average of less than 3.00.
5. Personal unsuitability for the counseling profession.
6. Failing a practicum.
7. Failing an internship.
8. Engaging in unethical behavior.
Students having academic, professional, or personal difficulty may come to the attention of the Dean through an adviser, a faculty member, or at the annual review of students.

After an evaluation process which may include reviewing records and relevant information, meeting with the student, and consulting with the student’s adviser, the Dean may recommend intervention and impose sanctions. Possible interventions and sanctions include, but are not limited to, developing a plan for remedial work in conjunction with the student’s adviser, placing a student on probation, requiring an additional practicum or internship, or dismissing a student. The student shall agree in writing to the recommendations of the Dean and adviser within 15 days after being notified of the Dean’s decision or be subject to further action.
Courses of Instruction

Counseling (COU)

COU 590 Writing Skills for Graduate Study in Practitioner Programs (1-3)
This course is designed to help students make the transition from college-level writing to “real world” professional communication. The course exposes students to advanced research resources and strategies particular to their chosen profession enabling them to produce professional documents and develop a sophisticated understanding of style, structure, and audience. Upon successful completion of the course, students will have the knowledge and skills to accommodate information to specific audiences; to use stylistic and visual devices to make information more accessible; to hypothesize and present arguments or points of view accurately and effectively; and to edit their work as well as that of their peers. *(Pass/Fail – not repeatable).*

COU 599 Selected Topics (1-3)
Subject-specific courses may be developed within this category to address basic sets of skills and knowledge in psychological mindedness, fundamentals of behavioral research and statistics, or human development. Repeatable for a maximum of 6 credits *(Pass/Fail)*.

COU 601 Theories of Counseling and Practice I (3)
A study of principles and techniques of counseling and their application to therapeutic settings. Professional and personal development issues are addressed. Students actively practice counseling skills. **Required core course.**

COU 602 Theories of Counseling and Practice II (3)
A study of basic theories, principles, and techniques of counseling and their application to therapeutic settings. Students actively practice counseling skills. **Prerequisite: COU 601. Required core course.**

COU 605 Brief Counseling in Employee Assistance Programs (3)
A presentation of theory, methodology, and practice of several modes of brief psychotherapy, including the crisis intervention model and brief cognitive therapy. Emphasis is placed upon acquisition of skills considered to be essential for the effective practice of short-term counseling intervention. The course will provide students with a working knowledge of brief counseling and will survey core components of the EAP field, such as substance abuse, ethical concerns in workplace counseling, work/life training, community networking, and critical incident stress debriefing. Upon successful completion of this course, students will be able to: 1) identify the basic elements of brief counseling; 2) demonstrate the basic skills related to brief counseling; and 3) provide an overview of the EAP field and describe the differences between local programs. **Prerequisite: COU 601, 602. Elective course.**

COU 610 Psychopathology (3)
An examination of clinical approaches to mental health problems that occur throughout the lifespan as well as related theories and research. Psychopharmacological issues are addressed. **Required core course.**
COU 612 Clinical Assessment  (3)
An examination of interpretive issues in clinical assessment, application of assessment theories for intervention strategies, treatment plans, and communication with other health care professionals. Prerequisite: COU 610 and 675. Required core course.

COU 618 Mental Health Ethics, Law and Professional Practice  (3)
An examination of the mission, goals, and objectives of professional mental health organizations. Students learn and apply codes of ethics, laws, and regulations pertaining to counseling and professional standards of performance. Required core course.

COU 621 Counseling Practicum I  (3)
Prerequisite: 1) Successful completion of COU 601, 602, 610, 612, 675; 2) admission to Level 2; and 3) successful completion of 17 hours of Level 2 courses. (Pass/Fail). Required core course.

COU 622 Counseling Practicum II  (3)
Prerequisite: 1) Successful completion of COU 621. (Pass/Fail). Required core course.

COU 623 Counseling Practicum III  (3)
A supervised practicum experience which emphasizes the implementation and refinement of individual and group counseling skills. The practicum experience consists of a minimum of 100 hours that includes: (a) a minimum of 40 hours of direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of 1 1/2 hours per week of group supervision via weekly practicum class meetings. Practicum students are expected to spend an average of seven hours per week for 18 weeks at the placement site. The practicum experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are a part of the daily operation of the practicum site. Prerequisite: Successful completion of COU 622. (Pass/Fail). Elective course.

COU 625 Human Growth and Development I  (3)
An examination of development from infancy through adolescence. Areas of study include physical, cognitive and social development, as well as psychosexual roles and interpersonal processes within families. Clinical approaches are contrasted with modern theories and recent research. Students will have the opportunity to do a developmental study of a single child. Required core course.

COU 626 Human Growth and Development II  (3)
An exploration of developmental issues from early adulthood through advanced age. Areas of study include physical, cognitive, and social development, psychosexual roles and interpersonal processes within families, as well as gerontological issues in later life. Special emphasis is placed on the later years in examining recent theory, research, and practice. Required core course.
COU 627 Professional Identity Development Seminar I  (1)
This seminar is the first of a series of three seminars. The focus of this seminar is on examining core issues in the development of a professional identity as a counselor. The student will: 1) begin to recognize personal characteristics identified in the research literature as essential for effective mental health counselors; 2) initiate the ongoing process of individual strength and skill assessment, and 3) document the learning that occurs and how that learning can be applied in counseling settings. Required course for all students in Level I.

COU 628 Professional Identity Development Seminar II  (1)
The focus of this second seminar is on the student’s development of the key functional professional skill areas necessary in the effective mental health counselor. The student will: 1) develop a personal and professional strength and skill assessment plan; 2) document the assessed skills; and 3) identify elements of the program that facilitate the development of these skills. Prerequisite: COU 627. Required course for all students in Level II.

COU 629 Professional Identity Development Seminar III  (1)
The third seminar allows the student to explore the application of his/her professional development and its relevance to counseling, consultation and supervision. The student will: 1) develop a personal philosophy of counseling and personal career goals; 2) address the personal impact of practical professional issues (including professional credentialing by certification or licensure, accreditation practices and standards, and the effects of public policy on these issues); and 3) become familiar with practical details of professional practice. Prerequisite: COU 628. Required course for all students in Level III.

COU 630 Advanced Multicultural and Human Diversity Counseling  (3)
An examination of cultural and other diversities, sensitization of students to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. The following areas are covered: ethnicity, religion, socio-economic status, world view, gender, disability, and sexual orientation. Required core course.

COU 632 Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients  (3)
An examination of, and hands-on practice of, case management with mental health and substance abuse clients that looks at client strengths and areas of psychosocial challenges presenting problems and specific needs. Making interpersonal connection, attitude exploration, working with client goals, and managing cases based on valid assessment will lead to development of individualized treatment plans with measurable goals, objectives, progress notes, and gathering of collateral information. Students will survey commonly used assessment instruments. Upon completion of this course, students will identify basic elements of case planning, will demonstrate the ability to write progress notes, produce an individualized treatment plan
incorporating measurable goals and collateral information, and be able to identify the most common assessment instruments. Required core course.

COU 634 Group Processes  (3)
A study of overt and covert group processes as they occur in intervention counseling groups (therapy and growth groups) as well as in agency work groups (staff groups, committees and staff meetings). The course is designed to increase students’ awareness in working with different kinds of groups as participant, leader, or consultant. This course provides student interactive experience with a variety of group styles. As a result of this course, students will: 1) Demonstrate knowledge of historical and current theories as well as various approaches and strategies related to career counseling; 2) Demonstrate and enhance “helping skills” as they relate to career counseling; 3) Demonstrate proficiency in the use of technology as it relates to career counseling; 4) Develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling; 5) Develop a personal career portfolio. Required core course.

COU 638 Group Therapy  (3)
An introduction to the role of group dynamics in counseling as well as to the process and function of counseling in groups. Students will gain competency in the use of effective group counseling techniques. Prerequisite: COU 634. Elective course.

COU 640 Community and Rural Mental Health  (3)
An exploration of clinical practice issues in rural settings. Emphasis is on rural and urban differences in societal and family relationships, ethical dilemmas, barriers to access, and participation in the mental health system. Elective course.

COU 645 Human Behavior Analysis  (3)
An examination of the application of operant and classical conditioning principles in mental health settings. Emphasis is placed on the analysis of human behavior and the development of behavioral treatment strategies. Elective course.

COU 653 Foundations of Marriage and Family Therapy  (3)
An examination of various theories and models of intervention within families, with strong emphasis on systems theory. Students are expected to develop family treatment and couple treatment plans, and to demonstrate them in simulated family systems. Prerequisite: COU 601, 602. Elective course.

COU 655 Social and Cultural Context and Systems  (3)
An examination of the effect of social influence on the development of human behavior. Attitude formation, group behavior, cultural subgroups, and general systems theory are examined. Additional topics include aggression, role patterning, leadership, and the influence of social systems context on patterns of relationship development. Special attention is given to the manner in which social roles and system expectations are relevant to counseling practice. Required core course.
COU 657 Clinical Treatment Issues in Chemical Dependency (3)
An exploration of theories and models used to develop techniques for treatment of individuals with chemical dependency. The focus of the course is the study of treatment issues specific to substance abuse disorders, including the assessment of and service delivery to the special populations of adolescents, women and older adults. Issues of sexual orientation, cultural uniqueness, diversity issues with special populations, and developmental influences are reviewed. Clinical issues that shape practice for professionals treating chemical dependency including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. This course investigates ways in which the issues of dual diagnosis disorders, physical and mental disorders, and family and historical influences affect treatment planning, treatment protocols and service provision for substance dependent individuals. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders, and demonstrate understanding of the impact of those issues on service delivery. Elective course.

COU 658 Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction (3)
This course provides an understanding of basic pharmacology and physiology, as well as medical and psychosocial characteristics of substance use disorders and will examine the physical, psychological, and sociological aspects of alcohol and drug use, abuse, and dependence. A basic understanding of alcohol, cocaine, opiates, hallucinogens, barbiturates, amphetamines, designer drugs, marijuana, and inhalants and their effect on the human system is provided. The course exposes students to the etiological, behavioral, cultural, and demographic aspects of alcohol and drug use, abuse, and addiction. Students will examine their belief system about drug and alcohol use and will review the processes of addiction/dependence, including the signs, symptoms, and behavior patterns. Upon completion of this course, students will be able to differentiate and describe the different categories of drugs and will be able to identify the signs, symptoms, and behavior patterns of addiction. Elective course.

COU 662 Career and Lifestyle Development (3)
This course informs students about vocational and career counseling. The course also addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on careers is considered. In addition, students will explore their own career development and begin to construct a descriptive career portfolio. As a result of this course, students will: 1) Demonstrate knowledge of historical and current theories as well as various approaches and strategies related to career counseling; 2) Demonstrate and enhance “helping skills” as they relate to career counseling; 3) Demonstrate proficiency in the use of technology as it relates to career counseling; 4) Develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling; 5) Develop a personal career portfolio. Required core course.
COU 665 Brief Counseling Interventions (2)
A presentation of theory, methodology, and practice of several modes of brief psychotherapy, including the crisis intervention model and brief cognitive therapy. Emphasis is placed upon acquisition of skills considered to be essential for the effective practice of short-term counseling interventions. 

Prerequisite: COU 601, 602. Elective course.

COU 671 Directed Study (1-3)
Supervised research or tutorial arrangements undertaken as a means of conducting an in-depth investigation of a subject or area not covered by, or related to, the regular curriculum. Independent studies must be approved by the instructor and the Dean. Elective course.

COU 675 Research in Counseling (3)
A course providing students with the skills necessary to critically evaluate counseling and clinical research literature. Students are introduced to consensual models of science, the process of research inquiry, and the role of the mental health counselor as a knowledgeable research consumer. Students are also introduced to sampling theory, hypothesis testing, and the application of descriptive and inferential statistics. At the completion of this course, students will be able to read and understand research reports in the literature as well as critically examine literature that is non-empirically based. Required core course.

COU 678 Grant Writing and Program Evaluation (2)
A presentation of a variety of methods, including qualitative techniques and measures of outcome, which are relevant to grant writing and program evaluation. Prerequisite: COU 675. Elective course.

COU 691 Internship (1-6)
A supervised internship experience which consists of a minimum of 800 clock hours that includes: (a) a minimum of 320 hours of direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of 1 1/2 hours per week of group supervision via weekly internship class meetings. Students have the option of taking the internship full-time or part-time as follows: a) full-time which is three credits per term and requires 40 hours per week for 20 weeks (five months or over two terms), b) half-time requires 20 hours per week for 40 weeks (10 months or 4 1/2 terms), and c) one credit per term which requires 15 hours per week for 53 weeks (13 months or six terms). The internship experience enables students to refine and further enhance the knowledge and skills applied during their practicum. In addition, the internship provides an opportunity for students to engage in all of the professional activities performed by a regularly employed staff member at the internship site. Prerequisite: Admission to Level 3. Repeatable for a maximum of 12 credits (Pass/Fail). Required core course.
COU 695 Culminating Project (1-6)
An optional course recommended for students who plan to pursue a doctoral degree. A final project may be a thesis, a program evaluation, or other approved project. **Prerequisite:** COU 675 and 678 and approval of the Dean and a member of the graduate faculty. **Elective course.**

COU 696 Preparation for State Licensing Exam (0)
*Separate fee. Elective course.*

COU 699 Selected Topics (1-3)
Subject-specific courses may be counted toward degree requirements within this category. Such courses will be offered on the basis of expressed student need. **A total of 12 graduate credits within this category may be counted toward degree requirements.**
Master of Education

Mission of the Program
Preparation for teaching has been a part of Doane’s mission since its founding in 1872. In the early 1880s, President David Brainerd Perry created, at the request of a group of students, a teacher education program. Over the years, Doane has been recognized as one of the outstanding colleges in teacher education. That commitment to be on the cutting edge of teacher preparation continues today and now includes an exemplary graduate program for practicing professionals.

The graduate experience, which offers degrees in Curriculum and Instruction and in Educational Leadership, consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants. Faculty of the Doane College Education Division believe all educational professionals are lifelong learners.

To meet future expectations for our nation’s schools, the Doane Education faculty believe the education of teachers and administrators is a developmental and emergent process. For development to occur, the role of the educational professional is learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities, 2) promote reflective inquiry tied to action research, 3) provide leadership experiences focusing on group processes, and 4) facilitate learning content in context. We believe these essential elements create practices grounded in reflective, deliberate, and collaborative work.
General Program Information

Application Procedure
Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Education degree program (MED). Such students must complete an application form and pay a $30.00 application fee before beginning the first 600-level course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

Advising
The advising office for the Master of Education for both Curriculum and Instruction and Educational Leadership is housed on the Lincoln campus.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Advisers visit classes at both on-campus and off-campus sites each semester to meet with students and answer their questions about their program, endorsements, and certification. Schedules for classes including information about endorsement, program requirements, and contact information for advisers are mailed to all students each term. Students nearing completion of their programs will be sent information about graduation. Advisers may be reached through e-mail or by telephone at 402.466.4774 or 888.803.6263.

Students will be monitored for completion of the nine hours for full graduate standing and presented to the admission committee. A letter will be sent to the students when they are admitted to full graduate standing. The advising office will also forward plans of study to the school districts requesting the plans and update the plans as needed. All faculty members are encouraged to correspond with students who contact them with questions, or to answer questions when they teach classes.

Full-time Students
Full-time students in the MED program are defined as those enrolled in six credit hours during a term of instruction.

Career Placement
Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

Graduate Calendar
The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling.
Summary of Costs for the 2009-10 Academic Year
Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, a fee automatically is billed to the student and must be paid at the first class session. Required textbooks must be ordered from Speciality Books at www3.specialty-books.com/doane and are not available at the Doane Crete, Lincoln or Grand Island bookstores.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

<table>
<thead>
<tr>
<th>Cost</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (one-time fee for each emphasis)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Curriculum and Instruction Tuition (per credit hour)</td>
<td>$190.00</td>
</tr>
<tr>
<td>Educational Leadership Tuition (per credit hour)</td>
<td>$201.00</td>
</tr>
</tbody>
</table>

Hold for Credit Policy
A Doane senior who completes requirements for the bachelor’s degree in December may receive up to 12 Doane College Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of Graduate Studies in Education, the Chairperson of the Education Department, and the student’s academic adviser. An incomplete grade notation (“I”) will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements for the bachelor’s degree are completed in December. If certification requirements are not completed, credit will not be granted and the “I” grade notations will change to “W” (withdrawal).

The following criteria will be used to determine if permission will be granted.

- The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances do not include change of major or the student’s optional delay in meeting all degree requirements.
- The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term.

This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances.

Check with the Financial Aid Office in Crete for specific information regarding individual circumstances. NOTE: Courses taken before graduation may not transfer as graduate credit to other institutions.
Master of Education in Curriculum and Instruction
Doane’s site-based Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Many of the classes offered in this site-based program are held in K-12 schools across Nebraska.

Course content is designed with concern for best practice, current research, and a commitment to the application and evaluation of the content. Doane’s holistic approach recognizes that the cumulative effects of the completed graduate degree program are greater than the sum of the courses. The resident and adjunct graduate education faculty take particular pride in the high marks for relevance and quality of instruction given to the entire program by students completing Doane graduate education courses.

Teacher Education Graduate Standards
Teacher development can be defined as growth which demonstrates changes over time in action, understandings, knowledge, practices, and images of what constitutes teaching and learning. In Doane’s view of schooling, teachers must have experiences that open new perspectives for them to progress to higher instructional, collaborative, and transformational teaching levels. When teaching becomes watchful and thoughtful, learning takes on personal meaning and teachers use personal reflectivity to gain a better understanding of both teaching and learning. The outcomes listed below reflect the anticipated higher level of teacher development. The outcomes for the Curriculum and Instruction emphasis are:

1. Understands Content
   *The developing professional understands the content knowledge of the discipline(s).*
   - Demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to real world settings.
   - Commands specialized knowledge of how to convey content knowledge to students.
   - Encourages students to construct new knowledge by seeking answers to their questions.
   - Aligns content knowledge with state and national standards.

2. Understands Development
   *The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.*
   - Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
   - Evaluates and selects developmentally appropriate outcomes and activities.
   - Incorporates current and research-based learning theories into practice.
   - Acknowledges that learners learn best from involvement with experiences.
3. Understands Differences  
*The developing professional recognizes and provides for individual differences and diversity.*
- Recognizes individual differences in students and adjusts practice accordingly.
- Evaluates and designs curriculum for students with special needs.
- Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.
- Considers the influence of context and culture on behavior.
- Fosters students’ self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences.

4. Designs Instructional Strategies  
*The developing professional uses a variety of instructional strategies to encourage students’ development of skills and strategies for critical thinking and problem solving.*
- Views the teacher and learners in a reciprocal relationship: the teacher is also a learner; the learners are teachers.
- Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
- Commands a wide range of instructional techniques, including those of technology, knows when each is appropriate, and implements them as needed.
- Exposes student to different modes of higher order thinking by teaching students to think analytically and critically about authentic, real-world situations.

5. Manages and Motivates  
*The developing professional uses classroom management and motivational strategies to create a positive learning environment.*
- Creates a community where high expectations and support of students promote learning.
- Utilizes different organizational settings in the learning environment to provide various learning opportunities.
- Creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students.
- Facilitates problem solving and conflict management between peers.

6. Communicates  
*The developing professional uses knowledge of effective communication techniques.*
- Possesses the interpersonal skills needed to work collaboratively.
- Communicates effectively with stakeholders, including families.
- Uses a variety of media and technological tools to enrich learning and communication.
- Seeks opportunities to facilitate communication with diverse populations.
7. Plans
The developing professional utilizes effective planning techniques.
- Implements standards established by local, state and national authorities.
- Collaborates in planning the instructional process to assure continuity of learning experiences for students.
- Uses student-centered strategies and models.
- Focuses on children’s developmental stages, intelligences, learning styles, strengths and needs in the development of curriculum.

8. Assesses
The developing professional understands and uses a variety of formal and informal assessment strategies.
- Defines assessment criteria and standards consistent with local, state, and national outcomes.
- Uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts for measuring individual student understanding.
- Conducts ongoing assessment in the instructional process.
- Uses assessment data to plan for student learning.
- Fosters students’ involvement in self-assessment.

9. Reflects on Practice
The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.
- Promotes problem solving and reflection to improve teaching and learning practices.
- Engages in lifelong learning, working as a change agent to plan and implement innovations to strengthen the total instructional environment.
- Assumes a variety of leadership roles including professional presentations, mentoring and coaching, graduate study, and publishing research.
- Implements and supports daily practices based on a personal philosophy of teaching and learning.
- Utilizes action research to inform professional practice.
- Envisions new contexts for student learning to meet future demands.

10. Participates in the Professional Community
The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.
- Uses a range of human resources (peer tutors, other teachers, aides, volunteers) and school and community resources to meet the needs of students.
- Works collaboratively and creatively with families, engaging them in the work of the school.
- Acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program through mentoring,
serving on committees, forming study groups, engaging in scholarly activity, participating in curriculum and staff development, and generating instructional policy.

**Categories of Graduate Students**
The Curriculum and Instruction program recognizes three broad categories of graduate students: degree-seeking, non-degree-seeking, and endorsement seeking.

**Admission Requirements for Non-Degree-Seeking Students**
Non-degree-seeking students must complete the application form and pay the non-refundable $30.00 application fee. Verification of a previous bachelor’s degree must be provided, either by arranging to have an official undergraduate transcript sent to the Office of Graduate Studies or by other acceptable means.

The non-degree-seeking category consists of students who do not wish to pursue a graduate degree at Doane College, but who wish to take graduate courses. Although there is no limit on the amount of credit that may be earned as a non-degree-seeking student, if a non-degree-seeking student later wishes to pursue the Master of Education degree at Doane College, no more than 12 credits earned while in the non-degree status may be applied toward the graduate degree. If a student feels there are extenuating circumstances, the student may petition the Graduate Policies Committee to accept more than 12 hours completed as a non-degree-seeking student. A student who has taken coursework as a non-degree-seeking student and who later wishes to be admitted into a degree program must complete all requirements for full admission and all program requirements currently in effect instead of those in effect when the coursework was begun.

**Admission Requirements for Degree-Seeking Students**
After completion of the application for admission, each degree-seeking student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for transfer credit. These transcripts must be sent directly from the institution to the Office of Graduate Studies at Doane College and must bear the official stamp of the issuing institution; transcripts issued to students are not acceptable for submission. Degree-seeking students may begin study before these materials are received, but the materials should be received by the Office of Graduate Studies by the end of the first term of study. Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.
**Full Graduate Standing**
After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed by the Graduate Admission and Retention Committee to determine if the student is eligible for full graduate standing.

The criteria for full graduate standing in the Master of Education in Curriculum and Instruction program are as follows:

1. The applicant must have earned a bachelor’s degree from an accredited college or university with an undergraduate GPA of 2.8 or higher. Applicants not meeting this requirement will be referred to the Graduate Admission and Retention Committee for consideration.
2. The applicant must obtain three letters of recommendation from professional educators who are well acquainted with the applicant and can speak to his/her ability to pursue a graduate degree.
3. The applicant must maintain the highest ethical conduct in coursework and in professional positions held. A student must be a model, representing the ideals expected of members of the teaching profession as defined in the standards for Professional Practices Criteria in 92 NAC27.
4. The applicant must complete nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving a grade below a B- for any graduate course will have his/her file reviewed even though the student’s cumulative GPA might be 3.00 or higher.

All decisions regarding full graduate standing are based upon reviews of official transcripts of prior college work, letters of recommendation, and other pertinent sources of information. If evidence of a breach in ethical behavior is presented, the Dean and/or faculty of the MED program reserve the right to evaluate this factor as a criterion for denying full graduate standing.

Decisions are communicated in writing as soon as practical after the student completes nine credits of study and has on file the three letters of support and the required transcripts. Decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.
Program Design
Thirty-six credit hours are required for the Master of Education degree in Curriculum and Instruction. Five courses are required; the remaining courses are electives, which are selected by the graduate student in consultation with the academic adviser to best meet the professional goals of the graduate student. Students are allowed to register for a maximum of six credit hours each term in the fall and spring, and 12 credit hours during the summer term.

The required core courses are:

- **EDU 601** Critical Issues in Curriculum & Instruction  3
- **EDU 603** Research Methods  3
- **EDU 600** Improvement of Instruction  3
  - Or **EDU 613** Models of Teaching
- **EDU 602** Assessment of Learning  3
  - Or **EDU 645** Assessment of Literacy
  - Or **EDU 614** Assessment of Literacy Development
- **EDU 604** Culminating Project  3-6
  - Or **EDU 605** Thesis

Program Completion Criteria
All students must successfully meet the following requirements to complete the Master of Education in Curriculum and Instruction degree:

1. Complete 36 credit hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the date specified.
4. Complete and present a thesis or culminating project.
5. Complete and submit a portfolio.
6. Submit a written summary of the culminating project or thesis.
Transfer Credit
A student may transfer up to 12 credit hours into the program. This credit must have been earned from a regionally accredited institution of higher learning. Any course considered for transfer is individually reviewed for recency and relevance of the material as it relates to best practice and theory at the time of review. Transfer credit should be work completed within seven years prior to application to the program. Final determination on transfer credit is made by the Dean of the program. Only graduate courses in which the student’s letter grade is a “B-” or above may be considered for transfer credit and applied to degree requirements. Only six credits of courses with a grade of “Pass” or “Credit” may be transferred. All transfer courses are entered on the transcript with a grade of “P” (Passed).

Each student is responsible for making a formal request to have the official transcript(s) sent to Doane College, Graduate Studies in Education, 303 N. 52nd St., Lincoln, NE 68504. These transcripts must be received prior to consideration for full graduate standing.

Time Limitations
A student is expected to complete the degree within seven years of beginning graduate study at Doane College. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the Graduate Policies Committee. The criteria for accepting or rejecting these credits as a part of the student’s program is always based on the relevance of the material at the time of review. If the Graduate Policies Committee does not validate a course or courses because, in its judgment, the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study.
Accelerated Program for Certification
The accelerated program for certification prepares candidates to teach in grades 7-12 in an area in which Doane endorses individuals. These areas include the sciences, mathematics, social sciences, English, language arts, business, foreign languages, music, and art.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four terms (Summer I, Fall, Spring, Summer II).

Program Design
Thirty-eight credit hours of graduate coursework are required for Initial Certification. Additional coursework may be required in the content area. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

**Summer I:** EDS 620, EDU 600 or 613, EDU 624, EDU 663  
**Fall:** EDU 626, EDU 633  
**Spring:** EDU 602, EDU 655  
**Summer II:** EDU 639, EDU 665, and a computer class to be selected from EDU 625, EDU 636 or EDU 638

An additional 9 hours (EDU 601, EDU 603, and EDU 604) are required for the Master of Education degree.

Admission Requirements for Initial Certification Students:
Prospective students must request an admission packet and submit the following documents:
1. A completed application for admission and the $30 application fee
2. An official copy of a transcript with the undergraduate degree posted, and an overall 2.8 minimum GPA
3. Three letters of recommendation
4. A writing sample (about 250 words) indicating reasons for interest in completing an endorsement
5. The PPST with a passing score (Doane College must receive the scores prior to beginning coursework)

The applicant must affirm that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect or sexual misconduct. Finally, the student must complete a successful interview and transcript review with the Dean or Assistant Dean of Graduate Studies.
Full Graduate Standing for Initial Certification Students:
After completion of nine credit hours of graduate credits (Summer I coursework), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admission Committee concerning the students’ eligibility for full graduate standing. The criteria for full graduate standing in the Master of Education in Curriculum and Instruction program are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane College with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B- for any graduate course will have his/her file reviewed even though the student’s cumulative GPA may be 3.00 or higher.
3. The student must also receive a recommendation from the Teacher Education Committee to continue in the program.

Teacher Education Admission and Certification
1. At the completion of the summer session I, students will apply for admission to Teacher Education. Criteria for admission include the following:
   - Maintain a 3.0 GPA minimum.
   - Receive favorable recommendations from classroom teachers.
2. At the completion of the Fall semester, students will apply for admission to the Internship. Criteria for admission include the following:
   - Maintain a 3.0 GPA minimum.
   - Receive favorable recommendations from classroom teachers.
   - Receive favorable recommendations from practicum supervisor.
   - Successfully complete the practicum.
3. Students are recommended for certification when all of the following criteria have been met:
   - Students have successfully completed the internship.
   - Students have received favorable recommendations from faculty, internship supervisor, and cooperating teachers.
   - Students have completed all coursework successfully and maintained a 3.0 GPA minimum.
**ESL Endorsement**

This endorsement requires 15 graduate credit hours of coursework in English as a Second Language. The courses meet the requirements for Nebraska ESL certification. Students must take the following coursework. All courses are three credit hours.

1. EDU 656 Reaching Understanding: Communicating Effectively in an Educational Environment
2. EDU 682 Curriculum for ESL Students (or EDU 628, EDU 677, or EDU 699)
3. EDU 683 Linguistics for ESL Teachers
4. EDU 684 Methods for Teaching and Assessing ESL Students
5. EDU 621 Internship for ESL

This is a supplemental endorsement. Participants must hold a Nebraska teaching certificate in another K-12 teaching area to be eligible for this endorsement.

**Mild/Moderate K-12 Special Education Endorsement**

The following requirements and 40 semester hours must be met for students to be eligible for the K-12 mild/moderate special education endorsement.

1. All participants must have had or presently hold a Nebraska K-12 certificate.
2. All participants must have completed student teaching in an area of certification.
3. All participants must have completed practicum experiences in an area of certification.
4. All participants must have completed methods coursework in an area of certification.
5. The following 22 hours of graduate coursework must be completed:
   - EDS 620 Exceptional Child (3)
   - EDS 622 School Programming for Exceptional Youth (3)
   - EDS 626 Advanced Instructional Modifications and Accommodations for Students (3)
   - EDS 631 Teaching Strategies for Exceptional Students (3)
   - EDS 621L Advanced Assessment Practicum (1)
   - EDS 621 Advanced Assessment (3)
   - EDS 632 Critical Issues in Special Education (3)
   - EDS 610 Collaborative Teaching: An Inclusion Model (3)

The following 18 hours must also be completed:
   - EDU 602 Assessment of Learning or EDU 614 Assessment of Literacy Development or EDU 645 Assessment of Literacy (3)
   - EDS 680 Practicum for Special Education (3)
   - EDU 663 Reading and Writing in the Content Area (3)
   - EDS 625 Methods of Teaching Mild/Moderate Special Education (3)

Six credits of electives, which may require EDS 655 Internship for Special Education. Endorsement portfolio is required.
Reading Specialist Endorsement
The following 33 hours of coursework leads to an endorsement as a K-12 reading specialist. This endorsement requires a regular teaching certificate and two years of teaching prior to beginning work on the endorsement.

EDU 685 Critical Issues in Reading (3)
EDU 663 Reading in the Content Area (3)
EDU 686 Providing Leadership in Literacy (3)
EDU 640 Literature for Children and Youth (3)
EDU 687 Diagnosis, Assessment and Instruction in Reading (3)
EDU 667 Writing Across the Curriculum or EDU 652 Teaching and Assessing Writing in the K-8 Classroom (3)
EDU 676 Literature in the Secondary Classroom or EDU 688 Literature for Adolescents (3)
EDU 645 Assessment of Literacy or EDU 614 Assessment of Literacy Development, or EDU-602 Assessment of Learning (3)
EDU 634 Reading in the K-6 Classroom or EDU 641 Enhancing Literacy in the K-8 Classroom or EDU 679 Reading in the 4-8 Classroom or EDU 606 Improving Strategic Instruction in the Language Arts (3)
EDU 678 Reading in the K-3 Classroom or EDC 612 Developing Literacy in the Primary Grades
EDU 689 Internship in Reading Instruction (3)
Courses of Instruction

Education (EDU)

EDU 600 Improvement of Instruction (3)
A treatment of the forces influencing instructional planning and emergent instructional practices. The current research base serves as a foundation for the examination of topics such as models of teaching, peer coaching, and reflectivity. Also included is an emphasis on current trends/issues in the student’s area of teaching (e.g., natural science, social science, art, etc.).

EDU 601 Critical Issues in Curriculum and Instruction (3)
This course considers current social, political, and economic issues affecting curriculum and schooling. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, classroom philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal curriculum platform based on their understanding of the issues and how these issues affect the school environment.

EDU 602 Assessment of Learning (3)
This course provides an examination of authentic assessment procedures used in K-12 classrooms. Attention is given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in areas of the K-12 curriculum. Students will move from theory to practice as they develop an evaluation plan with an emphasis on using portfolios and authentic assessment measures in the classroom. (EDU 602 and 645 may not both be used by a student for completion of the Master of Education degree.)

EDU 603 Research Methods (3)
The course includes a comparative examination of qualitative and quantitative research methods. Upon completion of the course, the graduate student has selected a research question relevant to a K-12 classroom teaching assignment, reviewed literature about the question, and designed a project or thesis that includes a plan to evaluate the effectiveness of the educational innovation related to the research question.

EDU 604 Culminating Project (3)
An individual experience for graduate students choosing a non-thesis program of study that includes implementing an educational innovation selected in Education 603. Upon completion, the graduate student presents a synthesis and evaluation of the project, identifies ongoing questions for further examination, submits a final copy of the culminating project abstract and presents a portfolio. The project adviser is typically the same faculty member with whom the graduate student completed EDU 603.
EDU 605 Thesis (6)
An individual student research project under faculty supervision. The student is expected to produce a scholarly paper suitable for publication. The student is also expected to present his/her paper to a faculty committee in a seminar setting. Students choosing this option must complete both EDU 603 Research Methods and EDU 660 Statistics.

EDU 606 Improving Strategic Instruction in the Language Arts (3)
Participants learn a variety of approaches that help to develop strategic readers and writers. The emphasis is on exploring instructional approaches such as guided reading, shared reading, literature groups, mini-lessons focusing on phonics and word recognition strategies, and enhancing comprehension, vocabulary, spelling and grammar. Participants move from theory to practice as they design and implement strategies for their classroom.

EDU 607 Building Communities Within the Classroom: Strategies for the Learning Environment (3)
The participants learn to promote K-12 students’ independence and social responsibility. Programs to be introduced and discussed include collaborative teaming, student-led and early-bird conferencing, T.R.I.B.E.S., parents as partners, business buddies, and shadow-learning. Teachers will be able to apply current trends and formulate strategies to use in their learning environments.

EDU 608 Current Social and Legal Issues in Education (3)
Considers the current social and legal issues affecting public schools and education. Course presentations, guest lectures, discussions and readings will focus on the legal foundations of public education and the impact the federal and state court cases have had on public and private schools. Students will complete a variety of experiences, both oral and written, to understand the impact educational law has had on schools, teachers, and students, and how it has shaped the development of our public school system.

EDU 609 Real-Life Math for Today’s K-6 Classroom (3)
Teachers will expand their knowledge and learn additional strategies to teach math effectively and in ways that excite and motivate the wide range of student abilities and interests in classrooms by making math relevant and purposeful to the students’ lives. This course links math to all subject areas and themes through the use of literature, manipulatives (pentominoes, tangrams, pattern block, coins, etc.) and real-life tools (glyphs, graphs, menus, phone books, stamps, maps, sport events, etc.). These techniques and strategies will bring the NCTM Standards alive in the classroom. Participants will be able to apply the ideas to help students make sense of mathematics and apply it as a tool for reasoning and problem solving.

EDU 611 Teaching Strategies for Middle School Mathematics (3)
Teachers expand and enhance their knowledge to teach mathematics using manipulatives, real-life applications of mathematics, technology resources, and problem-solving strategies appropriate for the middle level classroom (4-9). Modeling of manipulatives, strategies, and games are key elements of the course. Participants are able to integrate these new teaching ideas into their classrooms by designing strategies for implementation.
EDU 612 Nebraska and the Overland Trails (3)
This course studies the life and times of the early pioneers and their hardships as they traveled the trail through the study of journals that they kept. Field trips to historical sites along the trail in eastern Nebraska, journaling, discussion, music, and readings will further prepare each participant to design materials for use in the teacher’s classroom.

EDU 613 Models of Teaching (3)
This course focuses on a variety of teaching strategies for use in instructional planning and practice. Students will participate in the design of lessons for classroom use by applying instructional models that provide active learning, inquiry skills and deductive and inductive reasoning. Students will develop an understanding of the various models of teaching and learning. This course is designed for all content areas and grade levels.

EDU 614 Assessment of Literacy Development (3)
This course is based on the work of Rick Stiggins and is intended for teachers in Nebraska schools. The course is designed to assist teachers in developing the knowledge needed to effectively create and use a classroom assessment system. Educators will study a variety of assessment practices, including the identification of learning targets and designing systems to track and report student progress. Assessment tools covered include paper pencil assessments, performance assessments, and other authentic measures of student growth and achievement. Teachers will design balanced assessment systems for their classroom to use as reporting and teaching tools.

EDU 616 Utilizing Inquiry Learning in the Classroom (3)
This course is designed to explore effective uses of the inquiry process in K-12 classrooms. Students examine their current practice as it relates to the inquiry process. Opportunities to enhance lessons and current practice are presented. Focus is on science and social studies, but other subject areas are addressed.

EDU 617 Developmentally Appropriate Practices in the Middle Grades (3)
An exploration of the practical and philosophical issues concerning developmentally appropriate learning for middle grade students. Participants learn strategies for implementing practices that support the emerging adolescent, including methods and materials in the content areas.

EDU 618 Active Learning: Strategies to Enliven Your Classroom (3)
This experiential class explores the scientific basis for energizers, movement, play, games and physical education, as well as strategies to implement active learning into existing lesson plans. The latest brain research supports the importance of movement at every age. Participants design curriculum to take back to their classrooms to enhance and improve student achievement.
EDU 620  Gifted Education in the Regular Classroom  (3)
Provides classroom teachers with curriculum modifications, instructional strategies, and practical ideas for meeting the needs of bright, gifted, or able students in the regular Pre-12 classroom. Participants learn methods for modifying the existing curriculum, developing an appropriate learning environment, and designing a curriculum for able learners.

EDU 621  Internship for ESL  (3)
Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experience in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet Nebraska’s K-12 student standards.

EDU 622  Study Strategies for Struggling Middle and High School Students  (3)
This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning.

EDU 624  Multicultural Education and Practice  (3)
This course is designed to move participants beyond individualistic concerns to the broader concerns of humanity by viewing multicultural education as an emerging field of study. Class members analyze their beliefs, attitudes, and behaviors in relationship to multicultural views. Through critical reading of selected literature and articles, participants expand their knowledge of the theory that exists in multicultural education and discover its relevancy in practice. As a result of this course, practitioners will be able to define and identify components of an effective multicultural education program, evaluate curriculum materials for diversity, model appreciation and awareness of multiple perspectives, teach effectively to a broader range of students, and confront prejudice and other social injustices.

EDU 625  Educational Uses of the Internet  (3)
Investigates classroom applications and curriculum integration of Internet resources. In doing so, educators are provided with the technological skills to navigate the global superhighway and to communicate and share information with others worldwide.

EDU 626  Secondary Methods  (3)
A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students examine topical issues to include curriculum development and execution, methods for the content area being studied, assessment, and classroom management. Emphasis is placed on practical application through role play, applied research and lesson presentation and critique. At the conclusion of the course, students will be able to articulate a teaching philosophy, design lessons appropriate to the content area and teach effectively to large and small groups of students. A practicum experience of 150 hours is included.
EDU 627 Meeting Learner Needs Through Multiple Intelligences (3)
Using Howard Gardner’s method of mapping capabilities into multiple “intelligences,” this course explores strategies for encouraging children’s full development by identifying and promoting multiple intelligences, designing challenging curriculum using all the intelligences, and developing assessments to demonstrate what students know and what they can do.

EDU 628 Teaching ESL Students in the Regular Classroom (3)
This course prepares K-8 teachers to teach ESL students in their classrooms. Upon completion of this class, teachers are able to identify activities and manipulatives that can be teacher directed, peer directed or independently directed in all content areas. Participants will utilize the information to create materials for use with ESL students in their classrooms.

EDU 629 Beginning Studies in Brain Research (3)
This comprehensive course provides an overview of the newest brain research available. The course identifies and describes the basic components of a brain-based classroom environment. The students discuss interventions that promote a positive classroom atmosphere and create a learning community. They also demonstrate knowledge of techniques that motivate students and enhance the learning processes, describe specific interventions for correcting early emotional and physical disruptions, and identify major emotional needs for the developmental stages of childhood and adolescence. Participants develop personal and professional competencies as evidenced by preparing a personal plan utilizing brain research techniques to be implemented in the classroom.

EDU 631 Advanced Brain Compatible Learning Strategies (3)
A continuation of the examination of the latest brain research and its practical applications in educational settings. This experiential class builds on previous knowledge of brain-compatible learning. Participants design and implement a plan suitable for the classroom setting. Through the development of a variety of classroom techniques, emphasis is placed on increasing activities that promote learning and help overcome obstacles in the learning process.

EDU 633 Middle and High School Practicum (3)
Practicum in the Middle and High School is a secondary methods course designed to introduce the student to the middle and high school routines. Students will assist a classroom teacher for 150 hours in the content area in which certification is sought. Students will design and teach lessons, learn how to manage the classroom, and begin to apply the Nebraska K-12 standards to curriculum.

EDU 634 Reading in the K-6 Classroom (3)
This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. A variety of strategies for fiction and informational text is presented, as well as the use of focus groups on specific areas of concern.
The assessment component includes training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

EDU 635 Nebraska Heritage Studies (3)
Provides classroom teachers with information and resources to develop curricula integrating local and state history into the K-12 classroom. Participants in this course explore the issues surrounding territorial and early state settlement, social life, leisure activities, residential architecture, and historical preservation. Discussion is centered on Native Americans, the effects of 20th century wars on Nebraska communities, and the impact of technological development. Students learn to integrate these topics into broader social studies units, as well as how to develop specific classes in Nebraska history.

EDU 636 Technology as an Instructional Tool (3)
Technology can be an effective tool in the educational process. This course provides an awareness of many educational uses of technology, including multi-media computer applications, laser disks, CD-ROM, and the Internet. A basic level of competency and understanding is gained through the use of these technologies, followed by an exploration of how they can be integrated into the educational process. At the completion of the course, students will have an increased awareness of many types and uses of instructional technology; have an increased ability and confidence to use, understand, and evaluate various instructional technologies; and be able to effectively and appropriately integrate technologies into the educational process and assess their effectiveness.

EDU 637 Technology in Business and Industry (3)
An opportunity for educators to visit companies to view the technological changes and discover the skills needed by today’s workers. Company tours and presentations by human resource departments are part of this class designed for counselors, administrators, curriculum coordinators, and teachers of business, science, art, and industrial technology. Using this information, participants design curricula and experiences to enhance the employability of their students.

EDU 638 Integrating Technology in the Classroom: A Tool for the Future (3)
This course expands on the competencies and understandings developed in EDU 636 by enhancing participants’ effectiveness in applying technology to K-12 classroom curriculum and instruction. At the completion of the course, students will have increased their ability and confidence to use various instructional technologies and be able to appropriately integrate technologies into the educational process and assess their effectiveness.

EDU 639 Seminar in Secondary Education (3)
A seminar course to accompany the secondary student teaching experience. Students examine topical issues to include educational philosophy, curriculum development, assessment, school law, special needs students, applications of technology in the classroom, parent-teacher relations, action research and other related topics as they pertain to the student teaching experience. Students will apply the foundations of education to the development of a personal philosophy of teaching, develop cur-
riculum appropriate for the middle or high school, and work closely with
the cooperating teacher to develop and implement a classroom project to
provide evidence of effective teaching by the student teacher.

EDU 640 Literature for Children and Youth (3)
This course provides an analysis of literary materials for children and youth.
Attention is given to the different genres, the selection of quality literature,
the integration of literature across the curriculum, and the importance of
multicultural literature representing African American, Hispanic American,
Asian American and Native American children and youth. Students will
read, critique and analyze literature and its use in today’s classroom.

EDU 641 Enhancing Literacy in the K-8 Classroom (3)
This course provides an introduction to the development of literacy in
the K-8 classroom. Emphasis is placed on exploring the components of
reading, writing, listening and speaking. The student moves from theory
to practice in implementing literacy programs in elementary and middle
grades.

EDU 645 Assessment of Literacy (3)
This course provides an examination of authentic assessment procedures
used in the assessment of literacy in the elementary and middle grades
classrooms. Attention is given to the examination, construction, interpre-
tation and use of authentic assessments for measuring student learning in
reading and writing. Students will also examine the Nebraska K-12 content
reading standards and develop assessments appropriate for them. Students
will move from theory to practice as they develop an evaluation plan with
an emphasis on using portfolios and authentic assessment measures in
the classroom. (EDU 602 and 645 may not both be used by a student to
complete the Master of Education degree.)

EDU 646 Science Methods for K-8 Teachers (3)
This course is designed as a methods and content course in general science
for K-8 teachers. The course includes many interdisciplinary methods for
teaching biology, environmental science, and earth science. Project WILD
and other materials will be used. Opportunities to enhance lessons and
current practice will be presented. Students will design developmentally
appropriate learning experiences with integration of curriculum and as-
essment of student outcomes. The course is based upon the Nebraska
State Science Standards and the National Science Literacy Standards.

EDU 647 Technology for Special Needs Students (3)
Technology can be a very effective tool when meeting the needs of special
populations. This course will provide educators with the tools needed to;
1. Effectively utilize technology in inclusion and pullout settings to help
meet student objectives. 2. Evaluate individual student needs. 3. Use as a
management tool to tackle paperwork. 4. Use technology to record and
measure student growth. 5. Use as a research tool to explore disabilities and
current practices. 6. Strengthen communication between special education,
regular education, and parents.7. Request the technology needed.
EDU 648 Differentiated Curriculum for Gifted Education in the Regular Classroom (3)
This class is designed to introduce teachers to the process of differentiating curriculum in the classroom. Participants will develop an understanding of the differentiation process for the gifted and develop implementation techniques and units of study which incorporate curriculum modifications. Additional topics to be explored and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

EDU 649 Counseling Skills for Classroom Teachers (3)
A course which explores strategic counseling tools and practices to assist the classroom teacher in managing personal/social issues and crisis-oriented events in children’s lives. Behavioral interventions that work in conjunction with group dynamics, classroom curriculum and management are also addressed. Key themes include social development, educational achievement and the development of school-to-work ethic, including classroom climate, managing transition times/places, and strategies to develop empathetic understanding. Participants also identify classroom issues to discuss and explore options for their resolution. Community resources, case studies, and behavioral interventions that are specific to teacher experiences are presented. Participants develop plans of intervention, resource guides for classroom use, and read and report on current literature appropriate for counseling use in the classroom.

EDU 651 Character Education in K-12 Classrooms (3)
Building Character Education in K-12 Classrooms encourages teachers to explore the history of character education in the United States, recognize the need for character education in today’s society, and analyze the impact Nebraska’s Character Education Laws have on today’s schools. Teachers integrate character education with Nebraska Standards and Links to L.E.A.R.N.S. The relationship between character education and service learning, student leadership, peer mediation/conflict management, literature, and school climate are also examined.

EDU 652 Teaching and Assessing Writing in the K-8 Classroom (3)
An introduction to the Six Trait Analytical Model using voice, ideas, organization, word choice, sentence fluency, and conventions. Discussion of the writing process, the modeling and planning of instructional lessons, learning how to recognize and encourage the emergence of these traits, integrating writing across curricular areas, and learning how to assess the traits is emphasized.
EDU 654  Developing Web Applications  (3)
A course designed to provide educators with the knowledge and skills necessary to develop web sites that may be used in the classroom setting. Participants develop a web site. The course focuses on the principles of site design and development, the concept of hyperlinking information, integration of text, graphics, and sound, and the access of information via the World Wide Web.

EDU 655  Internship  (8)
Student teaching (internship) is arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards. This is a 14-week full-time experience.

EDU 656  Reaching Understanding: Communicating Effectively in an Educational Environment  (3)
This course is concerned with understanding and utilizing effective communication skills with colleagues, administration, parents and community members. Participants explore effective oral and written communication with the emphasis on oral communication. The participants develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately and, in general, enhance their interactions.

EDU 657  Working with Struggling Students  (3)
This course explores common barriers to students’ learning experiences. Specific techniques are presented to assist students unable to function effectively in the classroom. Participants develop adaptations and interventions which may be utilized to increase comprehension, memory, achievement, motivation and self-esteem.

EDU 659  Differentiated Curriculum in the Regular Classroom  (3)
Designed to introduce teachers to the process of differentiating curriculum in the regular classroom. Students will develop an understanding of the differentiation process and develop implementation techniques and units of study that incorporate curriculum modifications. Additional topics students will explore and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students will also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

EDU 660  Statistics  (3)
A study of the competencies needed in order to understand the fundamental statistical methods and procedures most commonly used in educational research. The student is expected to understand the processes of descriptive, inferential, and correlational statistics so that he/she can apply these techniques to the data or can read, comprehend, and evaluate the findings
of other professionals as they are reported in the literature of the student’s respective field.

**EDU 663  Reading and Writing in the Content Area  (3)**
This course provides educators with a variety of reading, writing, speaking and listening strategies and informal assessment techniques they may utilize to improve student understanding of texts and materials in their classrooms and at home. Students will explore and utilize specific strategies which include basic processes of reading, methods of instruction, and techniques for identifying materials appropriate for all readers. These strategies can be adapted for 7-12 students to help them become more reflective thinkers as well as active and purposeful learners. The strategies introduced in this course are appropriate for all content areas and participants will be actively involved in using the strategies. Participants will also review the Nebraska 7-12 reading standards to explore opportunities to extend the reading standards across the curriculum. Students will use both electronic and print resources and critique their application in the content classrooms.

**EDU 664  Seminar for Beginning Teachers I  (3)**
A course required for all students completing initial certification for elementary and middle grades, education or special education. Students will explore issues for the first-year teacher. Students will begin planning for their teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

**EDU 665  Seminar for Beginning Teachers II (3)**
A course required for all students completing initial certification for secondary education. Students will explore issues for the first-year teacher. Students will begin planning for the teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current issues in education will be addressed as they relate to the beginning teacher.

**EDU 666  Classroom Computer Applications  (3)**
An examination of the methods and materials for using microcomputers to enhance instruction in the K-12 classroom. The use and evaluation of available software, the organization and development of teaching units which integrate microcomputer use, and the evaluation of computer hardware are given particular attention.

**EDU 667  Writing Across the Curriculum  (3)**
An examination of writing as a process approach and its application in the classroom. An emphasis is placed on reviewing current best practices in implementing writing across curriculum areas.
EDU 670  Classroom Management  (3)
A review of research on academic and behavioral interventions and on school, teacher, and instructional effectiveness. Activities, management, and teacher organizational tasks in the classroom are also considered.

EDU 671  Directed Study  (1-3)
An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instructional systems.

EDU 672  Teaching Strategies  (3)
An investigation of teaching strategies incorporating theory and practice in conventional group instruction, individualized instruction, and instruction using new media. Attention is also given to planning and developing lessons, environmental issues affecting instruction, and constructionalist theory and practice.

EDU 674  Meeting the Needs of the At-Risk Child in the Classroom  (3)
This course brings together the best ideas from several schools of thought on providing a classroom environment which works effectively with at-risk students. The class gives particular attention to providing a school/classroom climate in which all students have the best opportunity to develop a positive self-concept.

EDU 675  Sign Language and the Teaching of the Hearing Impaired  (3)
This course is intended to teach individuals how to communicate with the deaf using sign language. Objectives include: involvement in activities to become more aware of deaf culture, finger-spelling, total communication, decisions parents face as they care for their deaf child, interpreter issues, and learning how to make accommodations in the main-stream classroom for deaf or hard of hearing students. The use of assistive technology for the deaf or hard of hearing is also demonstrated and discussed in this course. Individuals in this class gain useful and appropriate teaching strategies for deaf or hard of hearing students. At the end of the course, students are expected to demonstrate their understanding of sign and how to develop a positive classroom/school experience for the deaf or hard of hearing student.

EDU 676  Literature in the Secondary Classroom  (3)
This course focuses on the secondary classroom (grades 7-12). The purpose of the course is to assist secondary teachers in all content areas to teach reading strategies appropriate for their discipline. Teachers will share practical ideas for integrating reading, motivating students to read, and methods that will assist students in reading. New ideas for using fiction and non-fiction will be discussed, along with ways to effectively utilize books in the content classroom. Participants will share book titles, methods, and experiences to promote reading in an effective way. Students will be able to apply content reading and writing strategies in secondary classroom content areas.

EDU 677  Mathematics for Young Children  (3)
This course examines new strategies for teaching mathematics in the early childhood classroom (K-3). Students will explore topics including literature in mathematics, problem-solving with young children, the application of
the NCTM Standards 2000 and state standards in lesson design. Gender issues in mathematics will also be studied. Students will be able to apply hands-on mathematical curriculum in the early childhood classroom.

**EDU 678 Reading in the K-3 Classroom (3)**
This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. The student will engage in a variety of strategies for teaching fiction and informational text. The student will also complete an assessment component including training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

**EDU 679 Reading in the 4-8 Classroom (3)**
This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. The student will engage in a variety of strategies for teaching fiction and informational text. The student will also complete an assessment component including training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

**EDU 680 Practicum for Middle Grades (1-3)**
This course is required for a Middle Grades Endorsement in Nebraska. Students must teach 150 hours in a middle grades classroom plus complete the assigned reading and journaling requirements. *(Pass/Fail)*

**EDU 681 Practicum for Recertification (3)**
This course is designed for former teachers needing to renew their Nebraska teaching certificate if the certificate expired several years ago. Students must teach 150 hours in a K-12 classroom, plus complete the assigned reading and journaling requirements. *(Pass/Fail)*

**EDU 682 Curriculum for ESL Students (3)**
This course is designed to assist teachers in working with English Language Learners in the standard mainstream classroom or ESL classroom. Teachers will learn to apply strategies that increase comprehension and language usage for the English language learner. Sheltered Instruction will be presented as a means for making grade-level academic content (e.g. science, social studies, math) more accessible for English Language Learners while at the same time promoting language development. At the conclusion of this course, the student will be able to: apply sheltered instruction approaches to second language teaching; apply sheltered instruction approaches to academic settings; experiment with strategies for the negotiation of meaning in the classroom; use the sheltered instruction model as a framework for designing and delivering instruction in a way that complements other instructional approaches.
EDU 683 Linguistics for ESL Teachers (3)

This course introduces concepts in linguistics and sociolinguistics relevant to the teaching of English as a second language. Aspects of linguistics theory and English language structure—phonology, morphology, syntax, semantics and pragmatics are discussed, with an emphasis on how language functions as a means of communication. The connection between language, thought, and culture is examined for its applications in classroom teaching in ESL settings. Students will be able to apply linguistics theory to classroom practices.

EDU 684 Methods of Teaching and Assessing the ESL Student (3)

This course will explore theories and practices for understanding how to teach and guide the ESL student. Students will study past and current methods for teaching ESL learners and examine those methods and how they impact lesson development and teaching as it relates to the different skill and content areas. Students will be able to apply these methods in the classroom and adapt them to suit the diverse needs of the ESL student. Students will also gain a working knowledge of standard and non-standard forms of assessment appropriate the ESL learner. Students will create materials for classroom assessment and develop assessment plans.

EDU 685 Critical Issues in Reading (3)

This course considers current social, political, and economic issues affecting reading. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, and topics selected by class members. At the conclusion of the course, students develop a personal reading platform based on their understanding of the issues and how these issues affect the school environment.

EDU 686 Providing Leadership in Literacy (3)

This course focuses on the different roles teachers can play as they provide leadership in literacy. A primary role that will be explored is that of a literacy coach. The emphasis will be on learning ways to work with teachers in a collaborative manner that will provide in-depth professional development to build capacity in providing effective instruction to enhance student learning. Different models of coaching such as one-to-one, grade-level or small group study, and large group study will be reviewed with information on developing effective contexts for coaching. Strategies will be shared for building trust and getting started with coaching through individual conferences, demonstration lessons, co-teaching, and leading study groups. Participants will move from theory to practice as they design and implement strategies for providing leadership in literacy.

EDU 687 Diagnosis, Assessment & Instruction in Reading (3)

This course provides an examination of procedures used for diagnosis and assessment in reading with a link to planning instruction. Attention will be given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in reading. An emphasis will be placed on using a team approach in helping students experience success in reading. Students will move from theory to practice as they develop a framework for reading assessment that can easily be implemented in the classroom.
EDU 688  Literature for Adolescents  (3)
The focus of this course is on literature for young adults, written by writers who write specifically for the young adult audience. Participants in the course will examine trends in literature for young adults, consider relevant issues presented in the literature, pursue topics of interest to young adults as reflected in their literature, and become familiar with authors of young adult literature. Course participants will also consider the role of literature within the community of an individual classroom and across the curriculum of grades 6-12.

EDU 689  Internship in Reading Instruction  (3)
Internship is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in reading instruction to meet the Nebraska K-12 student standards.

EDU 690  Writing in the Primary Classroom  (3)
This course is designed to enable teachers to establish ongoing structures that will scaffold children’s writing development. It is intended to guide teachers in leading effective mini-lessons for writing strategies and implement writing conferences with children. Aspects of the writing process will be highlighted as well as the development of units of study. Literacy instruction that surrounds and supports the teaching of writing will be examined. Building principles and tools for assessment will be included in order to guide ongoing instruction.

EDU 691  ELL Curriculum for Primary Students  (3)
This course focuses on a variety of techniques to help the K-3 mainstream classroom teachers help their English Language Learners (ELL students) to be successful in the classroom. Students will develop an understanding on how ELL students learn and will receive hand-on opportunities to actively teach language learners. Participants will design curriculum materials to take back to their classrooms to provide support for their ELL students.

EDU 692  Integrating Art across the Curriculum  (3)
This course is designed to broaden the knowledge base in the area of art for the K-12 teacher. Participants will learn how to incorporate the works of famous artists along with art lessons directly into their curriculum. Participants will research historical periods and the artists of those periods. Participants will develop pieces of art in the style of the period and artist and develop projects and lessons to present during the course.

EDU 693  Multicultural Art for the Elementary Classroom  (3)
This course is designed to provide multicultural art experiences suitable for the K-8 classroom. This course will offer a wide variety of creative multicultural ideas appropriate for different age levels. Students will design multicultural art lessons appropriate for their classroom and be able to use their art as an instructional tool in the classroom setting. Students will have time to make examples for their classroom. This is a “hands-on” class.
EDU 694  Teaching the History & Culture of the Middle East  (3)
This course will offer a brief examination of the history, politics, religion, and culture of the Middle East. We will examine a variety of text, video, and Web-based resources available to educators for use in the classroom. Participants will design lessons to fit their personal needs in their classroom settings. This course is appropriate for elementary and secondary school teachers.

EDU 695  Bringing History to Life  (3)
This course is designed to equip secondary, middle-school, and elementary school teachers with ideas and methods for helping contemporary students “connect” with the past. The course will utilize a series of resources, techniques, and approaches in brief topical units that deal with world, European, ancient, as well as country-specific histories. The basic strategy of the course will be to teach broader historical trends through repeated use of specific and memorable examples that embody those trends. Teachers will design units of study to use in their classrooms.

EDU 696  Developing Capable Young People  (3)
This course provides strategies and skills that help adults empower children and adolescents in perceiving themselves as more capable and significant. Teachers will learn to assist students in improving their self-discipline, self-control, judgment, and interpersonal skills. Teachers will participate in class discussions, role-play, readings, and application of theory to practice in their own classrooms. Improved results will be seen in classroom and/or family management, discipline, motivation, and in helping young people successfully meet life’s challenges in relationships and in the world of work.

EDU 698 Designated Subjects  (1-3)
Courses designed specifically for cadres to meet expressed students’ needs may be counted toward degree requirements within this category. Courses may include teaching methodology, curriculum design, or current educational interests of the cadres.

EDU 699 Selected Topics  (3)
Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.
Special Education (EDS)

EDS 610 Collaborative Teaching—An Inclusion Model (3)
Collaborative teaching models, team planning, curriculum adaptations, behavior management, and utilization of resources in both the school and the community are the primary foci of this course. Upon completion, the graduate student has an inclusion plan for the next academic year to implement in the classroom or school.

EDS 620 Exceptional Children (3)
The study of children and youth with exceptionalities and the implications of serving those students in K-12 schools. An examination of federal, state, and local policies is completed so that classroom procedures can be developed and implemented in compliance with existing regulations. The course also prepares regular educators for their collaborative roles with mainstreamed students and consultative special educators.

EDS 621 Advanced Assessment (3)
The assessment and interpretation of data from standardized tests, observations, checklists, and other data collection methods used by school resource personnel and relevant to verification guidelines and instructional planning are examined. Meaning is enhanced by the study of assessment development theory for application in K-12 classrooms.

EDS 621L Advanced Assessment Practicum (1)
This course runs concurrently with EDS 621. Students will implement the assessment techniques from this course within their classroom.

EDS 622 School Programming for Exceptional Youth (3)
An examination of a variety of techniques for instruction in academic, social, and vocational curricula to youth with exceptionalities in today’s schools. This course considers classroom settings ranging from self-contained classrooms for students with learning disabilities, mental handicaps, or behavioral disorders to regular classes with collaborative teaching.

EDS 625 Methods of Teaching Mild, Moderate Special Education (3)
This course focuses on curricular modifications for students with mild to moderate learning disabilities, mental handicaps, behavioral or emotional disabilities or orthopedic handicaps. Students will be able to promote the learning of social skills by K-12 students, develop and implement classroom management techniques, apply assessment techniques to determine performance levels and modify curriculum for learners with mild to moderate disabilities.

EDS 626 Advanced Instructional Modifications and Accommodations for Students with Special Needs (3)
This course prepares participants to diagnose student needs and make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. Learning resulting from this course will also qualify those involved to collaborate with paraprofessionals, parents, and regular educators. The focus of adaptations will be primarily for stu-
Students with learning disabilities, behavioral disorders, and mental handicaps. Student will utilize technology in making modifications for learners with special needs.

EDS 631 Teaching Strategies for Exceptional Children (3)
This course is designed to enhance the skill of the participant to diagnose and analyze instructional accommodations for a variety of school settings. The focus of adaptations will include all areas of identification as determined by NE Rule 51. This course will provide participants with ideas and insight on a variety of strategies to use when working with students who have special needs. In addition, learning from this course will qualify those involved to effectively communicate with parents, paraprofessionals and other educators.

EDS 632 Critical Issues in Special Education (3)
This course considers current social, political, and economic issues affecting special education. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, classroom philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal special education platform based on their understanding of the issues and how these issues affect the school environment.

EDS 655 Internship for Special Education (3)
Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards.

EDS 680 Practicum for Special Education (3)
This course is required for a Special Education Endorsement in Nebraska. Students must teach 150 hours in special education settings plus complete the assigned reading and journaling requirements.

EDS 699 Selected Topics (3)
Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.
Early Childhood Education (EDC)

EDC 612 Developing Literacy in the Primary Classroom  (3)
Designing a literacy program based upon developmentally appropriate practices. Such a program in the primary classroom supports children as they develop their ability to read, write, speak, listen, and think. Students will be able to move from theory to practice as they design programs within their primary classrooms. This course has an early childhood prefix and is specifically designed to support the Nebraska Primary initiative.

EDC 614 Developmentally Appropriate Practices: The Primary Program  (3)
Recent research on best practice in the early years has developed into a framework called developmentally appropriate practices. It builds on the knowledge base of child development, suggesting effective strategies for working with young children. Developmentally appropriate materials and methods of instruction in the content areas, along with techniques for facilitating communication with parents and communities about such practices, are also addressed.

EDC 616 Critical Issues in Early Childhood Education  (3)
This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on such areas as curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, law, multicultural and special education, educational philosophy, current research guiding educational practice such as brain research, and topics selected by class members. At the conclusion of the course, students develop, based on their understanding of the issues, a personal early childhood philosophy that will guide their future educational practices.

EDC 680 Practicum for Early Childhood (3)
This course is required for an Early Childhood Endorsement in Nebraska. Students must teach 150 hours in an early childhood classroom plus complete the assigned reading and journaling requirements.

EDC 699 Selected Topics  (3)
Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.
Mission of the Program
Preparation for teaching has been a part of Doane’s mission since its founding in 1872. In the early 1880s, President David Brainerd Perry created, at the request of a group of students, a teacher education program. Over the years, Doane has been recognized as one of the outstanding colleges in teacher education. That commitment to be on the cutting edge of teacher preparation continues today and now includes an exemplary graduate program for practicing professionals.

The graduate experience, which offers degrees in Curriculum and Instruction and in Educational Leadership, consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants. Faculty of the Doane College Education Division believe all educational professionals are lifelong learners.

To meet future expectations for our nation’s schools, the Doane Education faculty believe the education of teachers and administrators is a developmental and emergent process. For development to occur, the role of the educational professional is learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities, 2) promote reflective inquiry tied to action research, 3) provide leadership experiences focusing on group processes, and 4) facilitate learning content in context. We believe these essential elements create practices grounded in reflective, deliberate, and collaborative work.
General Program Information

Application Procedure
Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Education degree program (MED). Such students must complete an application form and pay a $30.00 application fee before beginning the first 600-level course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

Advising
The advising office for the Master of Education for both Curriculum and Instruction and Educational Leadership is housed on the Lincoln campus.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Advisers visit classes at both on-campus and off-campus sites each semester to meet with students and answer their questions about their program, endorsements, and certification. Schedules for classes including information about endorsement, program requirements, and contact information for advisers are mailed to all students each term. Students nearing completion of their programs will be sent information about graduation. Advisers may be reached through e-mail or by telephone at 402.466.4774 or 888.803.6263.

Students will be monitored for completion of the nine hours for full graduate standing and presented to the admission committee. A letter will be sent to the students when they are admitted to full graduate standing. The advising office will also forward plans of study to the school districts requesting the plans and update the plans as needed. All faculty members are encouraged to correspond with students who contact them with questions, or to answer questions when they teach classes.

Full-time Students
Full-time students in the MED program are defined as those enrolled in six credit hours during a term of instruction.

Career Placement
Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

Graduate Calendar
The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling.
Summary of Costs for the 2009-10 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, a fee automatically is billed to the student and must be paid at the first class session. Required textbooks must be ordered from Speciality Books at www3.specialty-books.com/doane and are not available at the Doane Crete, Lincoln or Grand Island bookstores.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

<table>
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<tr>
<td>Application Fee (one-time fee for each emphasis)</td>
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<tr>
<td>Curriculum and Instruction Tuition (per credit hour)</td>
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</tr>
<tr>
<td>Educational Leadership Tuition (per credit hour)</td>
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Hold for Credit Policy

A Doane senior who completes requirements for the bachelor’s degree in December may receive up to 12 Doane College Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of Graduate Studies in Education, the Chairperson of the Education Department, and the student’s academic adviser. An incomplete grade notation (“I”) will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements for the bachelor’s degree are completed in December. If certification requirements are not completed, credit will not be granted and the “I” grade notations will change to “W” (withdrawal).

The following criteria will be used to determine if permission will be granted.

- The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances do not include change of major or the student’s optional delay in meeting all degree requirements.
- The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term.

This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances.

Check with the Financial Aid Office in Crete for specific information regarding individual circumstances. NOTE: Courses taken before graduation may not transfer as graduate credit to other institutions.
Master of Education in Educational Leadership

The program in Educational Leadership prepares participants for positions as school administrators, particularly the principalship. It is designed to develop effective leaders who are strong educators, focusing their work on the fundamental issues of teaching, learning, and school improvement. It consists of a series of integrated courses and experiences focusing on the various dimensions of school leadership to support teaching and learning in K-12 schools. Through classroom learning, experiences in the field, reflective activities, and action-based research, students move to an increasingly complex understanding of the role of leaders in today’s schools.

All participants begin the program during the summer term in a cadre, which provides continuity and support for its members as they move through the program together. During the summer term, participants concentrate their study at a cadre site in Grand Island, Lincoln, or Omaha. Action research and field experiences are offered in Nebraska schools during the academic year, with seminars in Grand Island, Lincoln, or Omaha.

Students seeking either a Master of Education in Educational Leadership and/or a Nebraska principal certification at one level — K-8, 4-9, or 7-12 — are required to complete 36 credits. A 45-credit-hour program is available for those pursuing K-12 certification.

Core Values

- The central responsibility of educational leadership is to improve teaching and learning.
- Leadership is collaborative and inclusive, not exclusive.
- Leadership is active, not passive.
- Leadership includes an ethical dimension.
- Leadership programs are essentially a college responsibility, but the design and delivery of the program includes the participation of practitioners in the schools.
- Leaders promote building a group vision; developing and maintaining relationships; making effective decisions in collaboration with others; remaining open and supporting innovation; constructing a school culture for learning; providing a positive instructional environment; reaching out to the literature and research base; using research as a tool in solving problems and making decisions; supporting the needs of all learners, including those with special needs; increasing multicultural sophistication; collaborating with multiple stakeholders; analyzing data and interpreting outcomes; applying evaluation and supervision processes; maximizing human and physical resources; reflecting to celebrate and improve; and mitigating value conflicts and political pressures.


**Program Outcomes**

Doane believes that the central responsibility of school leaders is to support and improve teaching and learning. Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today’s schools. The program outcomes reflect the most recent national guidelines and best practice in the field. Continual self-assessment is a part of all coursework as students demonstrate these outcomes as part of their continuing professional growth.

**Strategic Leadership**

- Identifies a philosophy of education that considers sociological and historical foundations.
- Develops vision and purpose with others.
- Utilizes leadership processes to achieve common goals.
- Values ethical action in the educational community.
- Supports innovations within the school community.
- Engages in problem-solving techniques and decision-making skills.
- Uses data to make informed decisions.
- Provides ongoing assessment of people, programs, plans, processes, and products.
- Adapts to competing priorities and values.

**Instructional Leadership**

- Creates with others an inclusive community of learners.
- Designs curriculum and instructional programs collaboratively, bringing personal and theoretical knowledge.
- Encourages varied teaching and learning styles.
- Facilitates curriculum and instruction based on gender, ethnicity, culture, social class, and exceptionalities.
- Develops, with the counseling and teaching staff, programs for the advisement, counseling, and guidance of students.
- Promotes assessing student progress using a variety of techniques.
- Utilizes a variety of supervisory models to improve teaching and learning.
- Plans strategies collaboratively to promote the developing professional.

**Organizational Leadership**

- Develops and encourages activities outside the classroom to promote student growth and development.
- Formulates policies with others to provide for the safety, health, and welfare of the educational community.
- Applies a systems perspective, viewing schools as open structures interacting with external environments.
- Applies collaborative processes for the recruitment, selection, and induction of personnel with attention to equity and diversity.
- Advocates integration of new technologies.
Identifies and analyzes the major sources of fiscal and nonfiscal resources for schools.

Develops a budget planning and implementation process driven by district and school priorities which involves the school community.

Facilitates performance appraisal for non-instructional staff.

**Community and Political Leadership**

- Addresses conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for families.
- Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in the school and community.
- Forms collaborative relationships and builds support with the community and other district personnel.
- Develops an interactive staff communication plan and public relations program.
- Acts in accordance with legal provisions and statutory requirements.
- Makes decisions based on the moral and ethical implications of policy options and political strategies.
- Demonstrates sensitivity, respect, and empathy for multiple perspectives.

**Categories of Graduate Students**

Two broad categories of graduate students are recognized by the Educational Leadership program: degree-seeking and credential-seeking. Degree-seeking students are those who are pursuing the Master of Education degree and the Nebraska Standard Administrative Certificate. Credential-seeking students are those who have already completed a graduate program and are pursuing only the Nebraska Standard Administrative Certificate.
Admission Requirements
All students applying for admission to the Educational Leadership program will submit a packet that contains the following items:

1. A completed application for admission and the $30 application fee.
2. A copy of a current teaching certificate.
3. A resume.
4. Documentation of computer literacy. (List classes taken and/or experiences that demonstrate computer knowledge and application.)
5. A writing sample (about 250-500 words) indicating reasons for interest in Doane’s Educational Leadership program and philosophy about teaching and learning.
6. Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. The undergraduate GPA must show an overall minimum GPA of 2.8. Those transcripts must be sent directly from the institution to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504. They must bear the official stamp of the issuing institution.
7. Letters of recommendation from three professional associates. Using the forms enclosed in the admission packet, these letters must be sent directly to Doane College.

An interview with the Graduate Dean of Educational Leadership or a full-time faculty member who teaches in the Educational Leadership program is scheduled after the above materials have been received. The Graduate Dean of Educational Leadership and the faculty member will then determine, based upon the credentials submitted and interview, if the student is admitted to the program. A letter of acceptance to the student will follow.

Academic Standing
A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. In addition, a 3.00 or higher grade is required for all EDL-prefixed courses.

Academic Probation
A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. Any student receiving a grade below a “B” or 3.00 for any EDL-prefixed course will have his/her file reviewed for academic probation even if the cumulative GPA is 3.00 or higher. The students is notified in writing of his/her academic status and of any specific conditions for retention.
Academic Suspension
And Educational Leadership graduate student may be dismissed from Doane College for any of the following reasons:

1) Failure to return to good academic standing after the specified probationary period
2) Failure to meet requirements set forth in the letter of probation
3) Receipt of a second EDL-prefixed grade below a B or receipt of a second EDU/EDC/EDS course grade below a “B-”
4) Breach of academic integrity

The student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult the Graduate Education Student Handbook.

Academic Dismissal
An Educational Leadership graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

Full Graduate Standing
After completion of nine credit hours of graduate credits (EDL 675 and EDL 680/681/682), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admissions Committee concerning the students’ eligibility for full graduate standing. The criteria for full graduate standing in the Master of Education in Educational Leadership program are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving any grade below a “B” for any EDL-prefixed course will have his/her file reviewed even though the student’s cumulative GPA may be 3.00 or higher.
3. Affirm that there are no felony convictions or misdemeanor convictions involving moral turpitude.
4. The student is reviewed for leadership potential, including the ideals expected of individuals in school administrative positions and outlined in the program’s core values, for attitudes and skills that promote what is needed for effective school leadership, and for indicators of probable success in the field.
5. Proof of successful completion of the Basic Skills Examination at the level required by the State of Nebraska in Title 92, Rule 20 of the NAC.
6. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, NAC Rule 20.

Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of the cadre experience and prior to enrollment in the spring practicum.
# Program Design

Thirty-six credit hours of graduate coursework are required. Students begin the program in the summer and move through the program as part of a cadre. If a student is seeking K-12 certification, a 45 credit-hour program is required. Graduate students in Educational Leadership are allowed to register for a maximum of six credit hours each term in the fall and spring and 12 credit hours during the summer term.

The course requirements are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 675</td>
<td>Foundations of Educational Leadership</td>
<td>6</td>
</tr>
<tr>
<td>EDL 680</td>
<td>Elementary Field Exper./Prac. I</td>
<td>3</td>
</tr>
<tr>
<td>Or EDL 681</td>
<td>Middle Grades Field Exper./Prac. I</td>
<td></td>
</tr>
<tr>
<td>Or EDL 682</td>
<td>Secondary Field Exper./Prac. I</td>
<td></td>
</tr>
<tr>
<td>EDL 683</td>
<td>Elementary Field Exper./Prac. II</td>
<td>3</td>
</tr>
<tr>
<td>Or EDL 684</td>
<td>Middle Grades Field Exper./Prac. II</td>
<td></td>
</tr>
<tr>
<td>Or EDL 685</td>
<td>Secondary Field Experience/Prac. II</td>
<td></td>
</tr>
<tr>
<td>EDL 621</td>
<td>Leadership Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDL 686</td>
<td>Advanced Educational Leadership I</td>
<td>6</td>
</tr>
<tr>
<td>EDL 687</td>
<td>Advanced Educational Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>EDL 695</td>
<td>Research/Project Implementation</td>
<td>3</td>
</tr>
<tr>
<td>*EDU 600</td>
<td>Improvement of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Or EDU 613</td>
<td>Models of Teaching</td>
<td></td>
</tr>
<tr>
<td>*EDU 601</td>
<td>Critical Issues in Curriculum &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>*EDU 602</td>
<td>Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Or EDU 614</td>
<td>Assessment of Literacy Development</td>
<td></td>
</tr>
<tr>
<td>Or EDL 676</td>
<td>Assessment of Student Learning for Educational Leaders</td>
<td></td>
</tr>
</tbody>
</table>

*Six hours of transfer credit can be applied for applicable courses from other institutions.*
Program Completion Criteria
Completion of the Master of Education degree in Educational Leadership prepares students for the Standard Administrative Certificate in Nebraska. This certificate is valid for teaching and administration in all Nebraska school systems, except for the position of superintendent of schools. There are two forms of review prior to recommending certification.

1. Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:
   a. Complete at least two years of teaching in a K-12 school.
   b. Hold or qualify for a Nebraska standard or professional teaching certificate or its equivalent.
   c. Complete a three-credit-hour course in special education that meets state guidelines.
   d. Complete an accepted course in human relations training.
   e. Affirm that there are no felony convictions nor any misdemeanor or convictions involving moral turpitude.
   f. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 20 of the NAC.

2. Recommendation for certification for Doane College for the Administrative Endorsement will be determined by the student’s potential as indicated by the following:
   a. Completion of all Nebraska Department of Education requirements.
   b. Successful completion of all coursework for the Master of Education in Educational Leadership.
   c. A cumulative grade point average of 3.0 or higher for all courses leading to the degree.
   d. Completion of the Certification Tracking form and application for degree form.
   e. Successful completion of the Portfolio and project requirements.

The Dean of Graduate Studies in Educational Leadership recommends to the Certification Officer of the college (at Doane, this is the Chairperson of the Education Division) those students who should be certified. The Certifying Officer then recommends those students to the Graduate Faculty in Education for their approval.
Transfer Credit
A student may transfer up to six hours of credit into the Educational Leadership program. This credit must have been earned from regionally accredited institutions of higher learning. Any course considered for transfer is reviewed individually for recency and relevancy of the material as it relates to best practice and theory at the time of the review. The recency standard includes work that is completed within seven years before beginning the program. Courses are reviewed for relevancy as they relate to educational issues in the areas of instructional improvement, critical issues, and assessment as they may take the place of Education 600 (or 613), 601, or 602 in the program of study.

Final determination of transfer credit is made by the Dean. Only graduate courses in which the student’s letter grade is “B-” or above may be considered for transfer credit and applied toward fulfilling degree and certification requirements. A maximum of three credits of courses with an earned grade of a “Pass” or “Credit” may be transferred. All transfer courses are entered on the transcript with a grade of “P” (Passed).

Each student is responsible for making a formal request to have his/her official transcripts sent to Doane College. These transcripts must be received prior to beginning coursework in the program.

Time Limitations
A student is expected to complete the degree within seven years of beginning graduate study at Doane. If a student withdraws from the cadre experience, it is necessary to wait one year to resume with the next cadre. The Graduate Policy Committee will determine if a student can resume participation in the program if the time away from the program extends beyond one year. If the course material is no longer relevant, the student must then retake appropriate graduate courses as part of the program of study.

Second Master of Education Degree
Students who have completed Doane’s Master of Education in Curriculum and Instruction degree and want to become certified as principals must add 27 credit hours of courses needed for certification to complete the Master of Education in Educational Leadership. These students will have already completed nine credits of Education 600 (or 613), 601, and 602, which will apply toward the 36 credits required for the Master of Education in Educational Leadership.
EDL 621 Leadership Internship  (3)
An opportunity for students to use the learning of the past year and prepare for the final experiences of the cadres. Prior to beginning the internship, students complete their philosophy of education based on their own observations and experiences over the previous year. Through three weeks of full-time work at a school or district with a principal, superintendent, or other leader, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. A systematic exploration of school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning occurs as the site closes one academic year and begins planning for the next year. Using this information, students reflectively examine the ethical base that drives programs, decisions, and communication. They develop an understanding of the complex mix of activities that defines the work of the school leaders. Students will seek to develop a mentoring relationship with their supervisors for long-term help and assistance.

EDL 675 Foundations of Educational Leadership  (6)
A development of foundation skills for school leadership. Students begin to develop an understanding of the knowledge, skills, and processes needed by principals in today’s schools. The class focuses on team building, group processes, and facilitation skills. It also investigates the research and literature base for school leadership, creating collective vision and common goals as well as developing an ethical base for decisions, supporting innovations in the school’s community, understanding the change process, and understanding a variety of teaching and learning styles. Students identify a personal philosophy of education that considers sociological, cultural, and historical foundations; develop leadership strategies for improving the school curriculum; study school finance and implications for schools; acquire skills in working collaboratively with multiple stakeholders; and expand multicultural awareness, gender sensitivity, and racial and ethnic understanding. In addition, students develop an individual plan for the field experience that follows this class to further develop their knowledge and skills.

EDL 676 Assessment of Student Learning for Educational Leaders  (3)
The goal of this course is to assist educational leaders to use classroom-based and standardized assessment to maximize student achievement. Participants develop a vision of excellence in assessment that is balanced in terms of assessment purposes, achievement targets, assessment methods, and ways of communicating results. They will develop an understanding of the wide range of achievement targets that comprise academic success and establish priorities to lead that process. Participants will develop strategies to use the full range of methods for sharing information about student achievement, acknowledging that various users of assessment results need different information for distinct purposes. They also develop a data-driven improvement project.
EDL 680 Elementary Field Experience/Practicum I (3)
Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised elementary school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. The students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

EDL 681 Middle Grades Field Experience/Practicum I (3)
Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised middle grades school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. The students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

EDL 682 Secondary Field Experience/Practicum I (3)
Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised secondary school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. Students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.
EDL 683 Elementary Field Experience/Practicum II (3)
A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the elementary school site. Students use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students’ school experiences focus on programmatic problem solving, including developing and implementing support programs for faculty and staff, and curricular issues; recommending adjustments to communication and public relations plans; designing a meeting that focuses on appropriate group process skills and strategies; and/or developing a process for reviewing the school’s discipline plan. Students develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

EDL 684 Middle Grades Field Experience/Practicum II (3)
This course continues bridging the learning from the Foundations of Educational Leadership course, the first field experience and the middle grades school site. Students will use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students’ school experiences will focus on programmatic problem solving, including developing and implementing support programs for faculty and staff, and curricular issues; recommending adjustments to communication and public relations plans; designing a meeting that focuses on appropriate group process skills and strategies; and/or developing a process for reviewing the school’s discipline plan. Students will also develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings. Students must obtain leave time for at least two full days to spend in schools other than their own. The class sessions will provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students will develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom; and closing of school activities. Students will also develop a plan for their summer internship.
EDL 685 Secondary Field Experience/Practicum II (3)
A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the secondary school site. Students use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students’ school experiences focus on programmatic problem solving, including curricular issues, developing and implementing support programs for faculty and staff, recommending adjustments to communication and public relations plans, designing a meeting that focuses on appropriate group process skills and strategies, and/or developing a process for reviewing the school’s discipline plan. Students develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

EDL 686 Advanced Educational Leadership I (6)
A reflection about, and the application of, the knowledge and skills developed in previous courses and field-based experiences. Students are involved in a variety of activities, including collaboratively planning and designing curricular and staff development activities, developing an interactive staff communication plan and public relations program, facilitating multicultural understanding, organizing the school calendar, analyzing the school’s disciplinary system, and planning to meet technological needs. Students will propose a plan for a school building, create a school profile, and build a budget for the school. In addition, students will revise their resumes, develop interviewing techniques, and establish networks to organize what they have to offer as leaders and to prepare for positions as assistant principals and principals.

EDL 687 Advanced Educational Leadership II (3)
A focus on non-classroom support services and multiple stakeholders, including advisement, counseling, and guidance of students; encouragement of activities outside the classroom that support teaching and learning; and collaboration with parents and community agencies. Students study various supervisory models and performance-appraisal systems. As part of their continuing professional growth, students design and pilot an action research project focusing on one of the four program outcomes: strategic leadership, instructional leadership, organizational leadership, or community and political leadership.
EDL 695 Research and Project Implementation  (3)
The student is expected to present a synthesis of his/her progress, growth, and achievements initiated in the completed course of study and to implement a plan in the school setting that is derived from the collective experience of the program. Students meet with faculty advisers and the cadre group to share, present, and assess the implementation of individual projects, and also to develop and present a portfolio that includes a final written philosophy statement.

EDL 699 Selected Topics  (3)
Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.
Doane College is a private, four-year, comprehensive institution. Founded in 1872, Doane is the first liberal arts and sciences college in Nebraska. The college offers programs of study for undergraduate and graduate students on its campuses in Crete, Lincoln and Grand Island.

Graduate degrees are offered in the following areas:

- Master of Arts in Counseling
- Master of Arts in Management
- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership

In 2008, Forbes.com ranked Doane as the #1 college in Nebraska and 59th among 569 undergraduate institutions nationwide. Doane also is consistently ranked among the top colleges and universities in the Midwest by *U.S. News & World Report* and *The Princeton Review*.

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