Introducing Doane College

Doane’s Commitment to Nontraditional Students
The Doane College degree program for nontraditional students was developed for individuals who can benefit from a combination of college classroom learning experiences, learning outcomes of previous formal education, and knowledge gained from work and life experience. This style of higher education creates opportunities for persons to make connections with life and work through a degree program and develops knowledge and skills for living and working with self-confidence.

This program is designed for a special student population, less defined by age than by a certain profile. Generally, students have been absent from involvement in formal education for some time, work full-time, and wish to be better educated and/or credentialed to take advantage of promotion opportunities, either in a current or future job. They recognize the changing nature of the work environment and are eager to develop knowledge and skills to meet those demands. Many wish to make a career change and/or simply to continue personal growth and development. The nontraditional student can be defined quite simply as a person whose full-time occupation is something other than that of student.

The orientation for nontraditional students begins with generalizations about learners who are the heart of Doane’s traditional liberal arts college. Classes are small, with a strong focus on student-teacher interaction. To make that focus possible, the average class size is 20 students.

Faculty of Doane College believe that people are intrinsically motivated to learn, given the right college conditions and encouragement. Experience has taught us that great teachers are the key to learner motivation. We therefore seek, and ultimately keep, teachers who have an abundant knowledge of the subject they are teaching, who truly care that the people they teach are successful in their experience with formal education, and who have the talent to excite others to learn, share knowledge enthusiastically, and effectively manage the learning environment.

We believe that a college is a community, and individuals learn best when they feel they are an important part of that community. Our talented support services staff are held responsible for building that sense of community. They provide needed services at times convenient to the nontraditional student, and are held accountable for quality academic and personal counseling.

Though we build on the philosophical foundations of the small liberal arts college, we also know that there are characteristics of nontraditional learners that are unique to this student population.
We know that 1) they have a psychological need to be self-directing, 2) they bring into any learning situation resources from their previous experience and training that are a rich resource for one another’s learning, and 3) they are task-centered, problem-centered, and life-centered in their orientation to learning. With ongoing studies of the research in adult education and our own experience, we constantly work to deliver education in ways most appropriate for the nontraditional learner.

Students who complete Doane’s degree requirements through this program are awarded the bachelor of arts or bachelor of science degree. Though nontraditional students attend classes in Lincoln or Grand Island, they are a welcome part of the body of students who participate in Commencement exercises on the Crete campus.

The effort to develop quality programs of higher education for nontraditional students gives Doane College faculty and staff opportunities to grow and further develop their abilities to anticipate new conditions in the field of education and to change in ways that will enable the college to meet the diverse demands of society. We seek to be a part of the development of educated and competent persons, with the highest competence being that of continuous, self-directed, lifelong learning.

**History of Doane College**

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...
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.

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.

Education for a Lifetime
Throughout Doane’s 137-year history, the college has provided students with dedicated faculty and quality programs. The highest priority for Doane College faculty is to continually improve the teaching and learning process. Faculty also are active with scholarly research and publication, community service, and campus life.

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.

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**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
Admission, Orientation and Advising

Requirements for Admission
The following steps are required for admission consideration:

1. Submission of an application for admission.
2. Payment of an application fee of $20 for non-degree-seeking students and an additional program development fee of $65 for degree-seeking students.
3. Submission of the high school transcript or proof of GED.
4. Receipt of transcripts from all schools attended since high school graduation (including trade or technical schools). All transcripts must be mailed directly.

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

All transcripts must be received prior to the end of the student’s first term of enrollment. Until all transcripts are received, a student remains in “non-degree-seeking” status. Once the items listed above have been received and reviewed, the student will receive a letter indicating admission status.

If an applicant is currently on academic suspension from another college or university, the applicant must inform the academic adviser of his/her suspension status at the previously attended institution(s). The applicant may then apply for admission as a non-degree-seeking student on probation. If an applicant is not on academic suspension, but the cumulative grade point average for the last 15 credits of the transfer work is below 2.00, the applicant’s full academic record is reviewed to determine admission status or additional requirements needed for admission.

As a probationary student, he/she must complete a minimum of 12 semester credits within a minimum of four consecutive terms, beginning with the first available term. One of these 12 credits must be IDS 104, Reorientation to Higher Education, and nine of these credits must be graded. These credits may be completed through Doane or any appropriately accredited college or university. The courses completed to earn these credits must be approved by the Dean of Undergraduate Studies. After completion of the 12 credits, the applicant's record will be reviewed to determine admission status. Upon full admission, all credits successfully completed during the probationary period may be applied to degree requirements.

A student is ineligible to receive financial aid as a non-degree-seeking student or as a probationary student. Financial aid is not available for the credits taken prior to full admission as a degree-seeking student.
Reorientation
Any student admitted to Doane’s Lincoln campus as a degree-seeking student is required to complete IDS 104 Reorientation to Higher Education during the first 12 credits of enrollment. This one-credit course is designed to help students understand the meaning of a liberal arts education and the organization and structure of college degree requirements. It also serves to build confidence in the student’s ability to study and learn in a formal academic setting, and to diagnose current individual skill levels in the areas of writing, reading, and mathematics. Students continue to develop skills for note-taking, textbook analysis, time management, test-taking, and listening, and to understand college-level writing requirements. Upon meeting with an adviser, this requirement may be waived. Instances when this requirement may be waived include:

1. The student transfers 66 or more credits from other institutions.
2. The student has been enrolled in a community college, junior college, college, or university within the last five years.
3. The GPA for the most recently completed 66 semester credits is 2.50 or better on a 4.00 scale.

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 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.

Advising
Throughout the entire admission and reorientation process, a student is involved in intensive advising with a member of the professional advising staff. Before a student makes a decision to enroll, she/he has an initial meeting with an adviser. During that meeting, the adviser reviews transfer credit, discusses with the applicant his/her work and life experience, explores career possibilities, explains the program, and makes a “map” of coursework that will lead to degree completion. The advising staff makes every effort to build personal relationships with students and encourages them to seek help at any time. Time for advising is flexible and meets the scheduling needs of students.
Transfer of Prior Learning
A student who has been admitted as a degree-seeking student may transfer credits to Doane for inclusion on the Doane College transcript. College credit may be transferred from a previously attended institution or from nontraditional forms such as training in healthcare, business, industry, and the military. Credit is also awarded for life and work experiences and credit by examination. Only courses in which a grade of “C-” or better was earned will be considered for transfer. A student may earn a total of 36 credits through any one or combination of the following: credit by examination, learning portfolio, and correspondence credit. Students who transfer to Doane may use courses from a previously attended institution to meet requirements for a major at Doane College. If all major requirements are met using transferred coursework, the transfer student must enroll in a three- or four-credit senior level course in the major. This course must not be a duplication of any previous coursework and the student must earn at least a grade of “C.” Final determination of all transfer credit is made by the Registrar with the advice and consent of instructors in the appropriate academic disciplines.

Previous Coursework
Previous coursework at the college level may be transferred into the Doane program. Official transcripts must be sent directly to Doane from all colleges attended. Doane accepts a maximum of 102 credits completed at other accredited colleges and/or universities. If an applicant has completed an associate’s degree, diploma, or professional certificate at an accredited two-year college or at an accredited and approved proprietary school, the credits earned are accepted for transfer. A maximum of 66 semester credits may be accepted for transfer from a two-year college. Credit from institutions on the quarter system are accepted at the rate of two-thirds of a semester hour per quarter hour.

If a student did not complete a professional competency (i.e., associate’s degree, diploma, or professional certificate), courses which appear on the transcript are evaluated individually. In this evaluation, a maximum of six credits is accepted in transfer for courses not normally offered at a four-year accredited college or university.

Credits transferred from another institution are entered on the Doane College transcript at no additional cost. The grade given is “P” (Passed). The credits count toward the total number of hours earned, but are not included in the GPA calculation.
Military Training and Educational Programs

These programs have been reviewed and evaluated by the American Council on Education for the award of credit. Upon documentation of training, credit is awarded according to the recommendations in the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services or its guide to Non-Collegiate Sponsored Education. Doane accepts the ACE recommendations listed under the following headings: 1) lower-division baccalaureate/associate degree, 2) upper-division baccalaureate, and 3) graduate degree. Six semester credits are the maximum awarded for any credit recommendations listed under the heading, “Vocational Certificate.” The credit is entered on the Doane College transcript at no additional charge. The grade given is “P” (Passed). This grade does not figure into the grade point average and is considered ungraded credit.

Learning Portfolio

The Lincoln and Grand Island program offer a special learning portfolio program for individuals who have prior learning from work/life experience which cannot be documented through traditional methods. Depending on the assessed quality and quantity of learning from a student’s experience, as many as 36 credits may be documented through the portfolio process to apply toward a chosen degree program. The process includes the following steps:

1. Students complete EDU-280 “Higher Education for Adult Learners” for two semester credits. In this course, students focus on what they have learned in their lives to this point, how they have learned it, and how that learning can now fit into a structured program of formal education. They then receive all necessary instruction for developing a portfolio of learning.
2. The portfolio is submitted for review and evaluation for award of credit.
3. Following evaluation, students are eligible to receive any or all portfolio credits which have been approved at a cost of half the tuition rate at the time of payment. If credit is awarded, paid for, and recorded, the grade given is “P” (Passed). This grade does not figure into the grade point average and is considered ungraded credit. The credits count toward the total credits required for graduation, after the tuition is paid.
Computer Competency Test-Outs

Students with work experience using computers may choose to test out of select computer courses. Students, with guidance from their adviser, can select to test out for competency or credit, depending on whether the student needs the credit hours to reach the 132 minimum for graduation. After successful completion of a test, the course is entered on the Doane College transcript. If credit is awarded, the grade given is a “P” (Passed) and the student is billed at one-half the current tuition rate for the course. The credits count toward the total number of hours earned, but are not included in the GPA calculation.

Dantes Subject Standardized Tests (DSSTs)

Students who are qualified military personnel may establish credit through successful completion of selected subject examinations administered through the Defense Activity for Nontraditional Education Support. Students who plan to take a DSST must receive written approval from the Dean of Undergraduate Studies prior to taking the test. Only tests which are designated as Baccalaureate/Associate Level (B) or Baccalaureate Upper Division (BU) are approved. Tests which are designated as Technical Credit Level/Baccalaureate Level (T/B) are not approved.

College Level Examination Program (CLEP)

College credits may be earned through successful completion of the subject CLEP examinations and supplemental essay section. Credit is not awarded for the general examinations. These tests are administered at a regional CLEP testing center or by the Defense Activity for Nontraditional Educational Support (DANTES) for qualified military personnel. Students who plan to take a CLEP exam must receive written approval from the Dean of Undergraduate Studies prior to taking the exam.

ACT PEP

Doane students have the opportunity to establish credit through successful completion of tests in the areas of arts and sciences, and business. Tests are administered at a regional test center or through the Defense Activity for Nontraditional Educational Support (DANTES) for qualified military personnel. Credit for ACT PEP tests is awarded according to the recommendations of the American Council on Education (ACE).
**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.

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.

Documentation of Accreditation may be viewed upon request in the Doane College President’s Office.

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**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.
Educational Costs and Business Regulations

Summary of Program Costs for the Academic Year 2009-2010

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit</td>
<td>$215.00</td>
</tr>
<tr>
<td>Application fee, non-degree-seeking</td>
<td>20.00</td>
</tr>
<tr>
<td>Application fee, degree-seeking</td>
<td>20.00</td>
</tr>
<tr>
<td>Program fee, degree-seeking</td>
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<tr>
<td>Mandatory fees per course</td>
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<tr>
<td>Portfolio credit</td>
<td>107.50</td>
</tr>
<tr>
<td>Teacher Perceiver</td>
<td>215.00</td>
</tr>
</tbody>
</table>

There may be additional costs associated with certain courses for textbooks, materials, laboratory fees, and computer access charges.

Business Regulations

A student is not eligible to attend classes until his/her registration has been approved by the Registrar and the Vice President for Financial Affairs.

Full payment for courses is due on or before registration preceding each term, unless a deferment plan has been authorized by the Business Office at least two weeks prior to registration. Deferments are authorized for students on financial aid, if it appears that their whole balance will be covered by federal grants or loans, and for students who receive reimbursement from their employers.

Registration may be refused for any student whose previous term account is not in good order. No refund of charges is made to a student suspended or dismissed from college. Registration may be canceled for students delinquent in their payments.

A finance charge of one percent per month, or a late fee of $15 per month, may be added to all unpaid accounts after the 25th day of the month. At the discretion of the administration of Doane College, a student may be suspended for non-payment of his/her indebtedness.

A transcript or diploma is not issued to a student who has failed to pay off any indebtedness to Doane College. At the discretion of the Vice President for Finance and Administration, a transcript may be released to a currently enrolled student entering graduate school or a professional school who has a balance on his/her account, provided the student is current with the payment plan.
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.

Cross Enrollment
In rare instances, students are permitted to cross-enroll between the Lincoln/Grand Island and Crete campuses, with permission of the Vice President for Academic Affairs and the Dean of Undergraduate Studies. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at other than his/her main campus. Directed Study and Internship courses can be offered only from a student’s home campus.

Refunds
Registration constitutes a financial contractual agreement between Doane College and the enrollee.

If a student withdraws from college prior to the official start of a term, all tuition and fees are refunded. After the term begins, a student who withdraws is refunded a portion of tuition and fees for all classes in which the student has enrolled on or after census day. (Census day is listed on the college calendar as the last day for registration.) The amount of the refund and the manner in which it is calculated depends upon the student’s status at Doane College.

For a student who is not receiving Federal Title IV student financial aid and is not a first-time attendee at Doane College, the refund is determined by the number of days that have passed from the official beginning of a term according to the following schedule:

- 0-7 days: 100%
- 8-15 days: 25%
- After 15 days: 0%

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

After census day, no refund is made unless a complete withdrawal occurs. Refunds are not made for students dropping credits or classes, or students dropping from full-time to part-time status. Students adding credits after census day need to pay additional tuition for these credits.

Under very special circumstances, the policy for refund of tuition may be waived. If a student’s work schedule is changed and the change makes class attendance impossible, the student may petition the Vice President for Finance and Administration for refund of tuition. That petition must be accompanied by a letter from a work supervisor to verify the schedule change. If the student or a member of the student’s immediate family develops a serious illness which makes class attendance impossible, the student may petition the Vice President for Finance and Administration for refund of tuition. That petition must be accompanied by a letter from a doctor verifying the illness.

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 percent point in the enrollment period, the percentage earned is 100 percent. There is no refund, nor is there a calculation of Title IV Assistance earned. Doane College retains 100 percent 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. A term is defined as one complete eight-week period, including seminars. The official registration and withdrawal process must take place during the appropriate timeframe 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. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan Program
4. Federal Parent (PLUS) Loan Program
5. Federal Pell Grant Program
6. Academic Competitiveness Grant
7. National SMART Grant
8. Federal Supplemental Educational Opportunity Grant (SEOG)
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.
Access/Services for Students with Disabilities
The Rehabilitation Act of 1973 (section 504) and the Americans with Disability 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 take other steps to open some 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 Dean of Undergraduate 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 program 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, the program 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. Beverage alcohol may not be consumed on the premises under any other conditions.

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

Schedule of Terms
Terms vary slightly each year. Most courses are offered in an eight-week intensive format. During the eight-week term, students attend one class session per week for each course in which they are enrolled. Both morning and evening classes are offered. Courses are also offered on a flexible schedule spanning a time period determined by the nature of the learning experience or the needs of the participants.

Preregistration and Registration
The schedule of classes is normally released four weeks prior to the beginning of the next term. Three weeks before the term starts, preregistration for classes begins and continues until the beginning of formal registration. Students are encouraged to participate in the preregistration process in order to reserve their place in classes.

Formal registration is held during the week prior to the beginning of a term. At this time students confirm their class schedule and pay their tuition fees. Students who receive financial aid or have their tuition reimbursed by their employer may sign a promissory note.

Cross Enrollment
In rare instances, a student is permitted to cross-enroll between the Lincoln/Grand Island and Crete campuses. Permission is required from the Vice President for Academic Affairs and the Dean of Undergraduate Studies. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at other than his/her main campus.

Transfer Policy Between the Crete and Lincoln/Grand Island Programs
A student who attends Lincoln/Grand Island or the Crete campus may be admitted to the other program after an absence from the college of two full academic years. A student who wishes to attend the other program after a shorter period of time must have the written permission of the Vice President for Academic Affairs. The student must meet the criteria for admission and must be formally admitted by the other program. The student must also be in good standing with the Business Office.

Repeating a Course
Courses in which a grade of F, D-, D, or D+ has been received may be repeated, and generally such courses may be repeated only once.

The cumulative grade point average and the grade point average in the major are computed using only the credits and grade earned in the repeated course. Course credits can be counted only once toward the required hours for graduation.

A student may enroll at another college in a course that is a repeat of a course taken at Doane in which the grade earned was below a C-. The course must be taken for a grade and the grade earned must be at least a C-. The grade in the successfully repeated course is recorded on the
Doane transcript as a “P” (Pass). The cumulative grade point average is then computed without the original grade in the calculation.

Pass/Fail Option
A student who has accumulated at least 60 semester credits on the Doane College transcript may choose to enroll in one course per term using the Pass/Fail Option. This option allows an instructor to assign either a “P” (Pass) or “F” (Fail) grade in the course, instead of a letter grade. The following stipulations apply:

1. Only one course per term may be taken on a pass/fail basis. (This does not include courses normally graded on a pass/fail basis.)
2. A student must not enroll in an internship for four credits or more in the same term he/she has declared a Pass/Fail Option course.
3. A maximum of two Doane Plan courses may be taken using the Pass/Fail Option. A student who transfers in two or more courses for the Doane Plan is not eligible to use the Pass/Fail Option for any additional Doane Plan courses.
4. A Pass/Fail Option course may be taken in, but not counted toward, the student’s major. Exception: a Doane Plan course which is taken using the Pass/Fail Option may count toward the major if the course was taken before the major was declared.
5. The grade of “P” (pass) will have no effect on the student’s cumulative grade point average. (In order to receive a grade of “P” (pass), a student must earn a grade of “C-” or above in the course.)
6. The grade of “F” (fail) will be figured in the student’s cumulative grade point average.

Full, Part, and Half-time Status
A full-time student on the Lincoln or Grand Island campus is a student in six credits or more per term. A part-time student is enrolled in 4-5 credits. A half-time student is enrolled in three credits or less per term.

Double Majors and Emphases
A student who chooses to complete more than one major or emphasis may fulfill the requirements by using common courses, unless otherwise specified.

Class Attendance
A student is expected to regularly attend all classes for which he/she is registered. Absence from class jeopardizes a student’s understanding of the course and may result in a reduction of grade. The extent of such reduction is to be determined by the individual instructor. Each student is responsible for all work missed, regardless of the reason for the absence. There is no such thing as an automatic excuse from any segment of academic endeavor, nor is there an automatic extension of due date for assigned work. If pos-
possible, a student is expected to contact instructors before an absence occurs to receive the next assignment or make-up assignment.

**New Coursework at Other Institutions**

A student may take courses at other institutions while enrolled at Doane College. However, if the student wishes to transfer the courses to Doane, the courses must be approved in advance by the Dean of Undergraduate Studies. The courses are to be taken for a grade (not pass/fail), but such courses are recorded on the Doane College transcript as “P” (Passed). Only courses in which a grade of “C-” or better was earned will be considered for transfer. A student planning to earn credit by correspondence must have the course approved in advance by the Dean of Undergraduate Studies.

**Supplemental Course Offerings**

In addition to regular catalog courses offered in a particular term, the following options are also available:

**Selected Topics** courses (271, 371, 471) offer students an opportunity to investigate topics not covered in any other course and provide a procedure for faculty to pilot new courses. A selected topics course is not offered as an independent study but as a supplement to regular catalog courses and is listed on the schedule of classes. Selected topics courses may be offered for 1-3 credits. Generally, a maximum of six credits of selected topics courses may be counted in the student’s major. Selected topics are repeatable for credit, provided the topic is different. Once a particular selected topics course has been offered during two consecutive years, it must be approved by the faculty as a regular catalog course before it can be offered again.

**Directed Studies** (290, 390, 490) offer an opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty. Directed Studies may be offered for 1-3 credits. Directed Studies are repeatable for credit, provided the topic is different.

**Grades and Credits**

**Grading System**

Letter grades are used to evaluate a student’s performance in class work. These letter grades become part of the student’s permanent record. The grade of A is reserved for superior performance in all course requirements. The grade of B is awarded for work of high quality. The grade of C recognizes satisfactory achievement in meeting course expectations. The grade of D designates unsatisfactory performance in meeting course requirements. The grade of F represents failure to meet course requirements. Other grades include I – Incomplete; P – Passed; AU – Audit; IP – In Progress (Passing); W – Withdrawn.

An “I” (Incomplete) is given if a student is not able to complete the work by the last day of the course because of sickness or other extenuating circumstances which that student has discussed with the
The instructor will assign an expiration date for the “I” grade based on how much course work needs to be completed or the next course availability. After the expiration date passes, the incomplete grade is automatically converted to an F.

The “P” grade is used for courses offered only on a Pass/Fail basis, courses completed using the Pass/Fail Option, credit for courses transferred from other colleges, and credit earned through portfolio evaluation or the Credit by Examination process.

A student who audits a class attends that class regularly without the responsibility of completing assignments and without receiving credit. One-half the regular tuition rate is charged.

The “IP” grade is used only in courses that extend beyond the normal ending date of a term and indicates that the student is currently passing the course. This grade must be replaced with an appropriate letter grade assigned by the instructor.

Grade point averages are computed by dividing the total grade points earned by the number of GPA credits. AU, I, W, P and IP grades are not included in the calculation.

Class Standing
Students are classified according to the number of credits they have earned. Student must successfully complete the minimum credits detailed:

   Sophomore - 30 credits
   Junior - 60 credits
   Senior - 95 credits.

Grade Reports
A student’s grade in each course is filed with the Registrar and is recorded on the transcript. At the end of each term, the final grades are issued to students over the web via WebAdvisor.

Grade Changes
After the final grade reports are released at the end of a term, the student has up to 10 days to report an error or omission. After 10 days have elapsed, the grade report will be considered correct and complete.
Audit
A student wishing to attend classes regularly without the responsibility of completing assignments and without receiving credit may do so with the approval of the Dean of Undergraduate Studies and the instructor. One-half the regular tuition rate is charged for an audited course. This needs to be indicated at pre-registration. A grade of AU will appear on the transcript.

Grades Upon Withdrawal from a Course
If a student withdraws from a course prior to census day (second Monday of the term), the course will not appear on the student’s transcript. If the student withdraws after census day and prior to the fourth class meeting, the transcript will indicate “W” (withdrawal) for that course. If the student withdraws after the fourth class meeting, the transcript will indicate “F” (failed) for that course.

Senior Grades
Final grades for seniors who are completing graduation requirements in May are processed before Commencement. Once processed, these grades are considered correct and complete.

Academic Forgiveness
The Academic Forgiveness Policy is designed for the student who experienced poor, often disastrous, academic results while previously attending Doane College and who can now demonstrate they are prepared to be academically successful in their college experience. A person is eligible to apply for academic forgiveness when at least five (5) years have elapsed since the concluding date of the candidate’s last semester of enrollment at Doane College and the start date at Doane Lincoln/Grand Island

1. Re-enter Doane College and successfully complete 12 credits with a minimum cumulative GPA of 2.5.
2. Have an academic major declared.
3. Work in conjunction with your Academic Advisor to notify the Registrar’s Office in writing of desire to pursue Academic Forgiveness.

Academic Forgiveness is applied to one semester of Doane courses. No letter grades will be removed from the academic record. The semester accepted for academic forgiveness will bear the notation “Academic Forgiveness Granted.” These courses will then no longer be considered in the grade point average computation. Any academic probations, suspension or dismissals from forgiven semesters will not be forgiven. Any course for which academic forgiveness is given cannot be used to fulfill graduation requirements. A student who has been granted academic forgiveness must earn a minimum of 30 credit hours from the point of readmission to be eligible to graduate. Academic forgiveness may be granted only one time and is not revocable. Academic forgiveness only pertains to the student’s academic record and does not apply to other areas such as financial aid.
**Academic Probation and Suspension**

A student not maintaining a minimum grade point average based on credits attempted is subject to academic probation or suspension at the end of any term according to the following formula. (Transfer credits are included in the number of credits attempted.)

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Academic Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>Below 1.70</td>
</tr>
<tr>
<td>36-59</td>
<td>Below 1.85</td>
</tr>
<tr>
<td>60 or over</td>
<td>Below 2.00</td>
</tr>
</tbody>
</table>

The Vice President for Academic Affairs may place a student on academic probation or suspend a student who is not making satisfactory progress and is in danger of failing to meet any all-college requirement, including the grade point average in the major. Specific conditions of probation or suspension are communicated in writing to students by the Vice President for Academic Affairs.

Any student who is suspended will not be readmitted to Doane College for at least two regular terms and must undertake an activity that illustrates a renewed commitment to learning before applying to the Vice President for Academic Affairs for readmission.

**Graduation**

**Graduation Application**

All Doane College students are required to complete and submit an Application for Graduation. The process occurs once a student is nearing his/her final course work. The Application for Graduation is available from an academic adviser or the Associate Registrar. Applications must be submitted by the deadlines listed below to the Associate Registrar.

- October completion — Application due Oct. 1
- December completion — Application due Oct. 1
- March completion — Application due Feb. 1
- May Commencement — Application due Feb. 1
- August completion — Application due April 1

A new graduation application will be available at the start of every Autumn term for the next graduation year.

**Honors at Graduation**

Degrees with distinction are conferred upon those students who graduate in the top 15 percent of their graduating class and have completed at least 52 graded credits at Doane College. Crete and Lincoln/Grand Island campus graduates are considered separately for determination of degrees with distinction.

<table>
<thead>
<tr>
<th>Honor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>Top 3%</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>Next 5%</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>Next 7%</td>
</tr>
</tbody>
</table>
Participation in Commencement

Commencement is held once a year at the end of the spring term. A student who has not completed degree requirements by the end of the spring term may participate in the ceremony and be considered a candidate for the August degree if he/she is lacking one requirement (competency or course) and receives permission from the Dean of Undergraduate Studies to participate.

Award of Degree/Issuance of Diplomas

Degrees at Doane College are awarded and diplomas are issued twice a year—at the end of the spring term in May and on August 15. However, the graduation ceremony takes place only in May.

Students who complete graduation requirements after the August 15 degree date and before May Commencement of the following year will be May graduates. A comment stating that requirements for the degree have been met and that the degree will be awarded at the May ceremony is added to the transcripts of such students upon completion of all requirements. The diploma will be issued during the May Commencement or mailed to the student if he/she is in absentia.

Students who complete graduation requirements after May Commencement but no later than August 15 of the same year are awarded their degree as of August 15. (All final grades and any official transcripts from other schools must be received by the Registrar by August 15.) Diplomas will be mailed to each August graduate.

Diploma’s only list the degree awarded (Bachelor of Arts or Bachelor of Science) not the majors earned. Students who double major do not receive two diplomas. Student who return to Doane to complete an additional major do not receive a second diploma.

Transcripts

The Registrar’s Office releases official Doane transcripts of a student’s academic record only after the student has granted permission in writing. Transcripts are not issued to students who have financial obligations to the college. Students who request transcripts should allow three days for them to be prepared and issued. A $5 fee will be assessed for each transcript.

During periods at the beginning or following the end of a semester, at least one week should be allowed for issuance. Official transcripts from other institutions which may be part of a Doane student’s file cannot be copied and issued to the student. To obtain copies, the student must contact the original issuing institution directly.

Once a student graduates or discontinues attendance at Doane College, subsequent college credits from other schools do not become a part of the student’s Doane College transcript.
The Academic Program

Successful completion of the Doane Plan, an academic major, the general requirements, and the additional degree requirements qualifies students to receive a baccalaureate degree from Doane College. The bachelor of arts degree (BA) is the central degree at Doane College, but a student may opt for the bachelor of science degree (BS) if the following criteria are met:

1) a major in information systems management; or
2) a total of four courses (a minimum of 12 credits), chosen from astronomy, biology, chemistry, geology, information science and technology (not including any information science and technology courses below IST-140), information systems management, mathematics, physical science, or physics, in addition to the three courses required in the Natural Science and Mathematical Reasoning categories of the Doane Plan.
The Doane Plan

The college learning experience at Doane imparts an established body of knowledge in selected areas of study and teaches various processes of acquiring knowledge and ways of thinking and doing. This dual emphasis is important because content without process can become an amassing of facts without meaning, just as process without content can turn into aimless pursuit of trivia.

The development of attitudes and values is an inevitable outcome of learning. Perhaps the most important development is in how the student perceives, understands, and values learning. Doane affirms that the continuing quest for knowledge is a liberating force in human existence. The college encourages students to develop their capacities for ongoing personal growth and adaptability through individual and group learning that is broadly based in the liberal arts and involves students directly in the applications of theory to practice. The Doane experience is meant to cultivate a genuine regard for education and a commitment to learning.

Through the completion of the Doane Plan, Doane students demonstrate the following:

1. An understanding of the origins, development, values, and distinctive qualities of our collective heritage
2. An understanding of the nature and effects of economic, political, psychological, and social forces
3. An understanding of the values, traditions, behaviors, and philosophical foundations of diverse national and international cultures
4. An understanding of the basic phenomena of the natural world, methodologies governing the sciences, and the relationship of both to the world community
5. An understanding of the fundamental processes of mathematics and the ability to use mathematical modeling in solving practical problems
6. The ability to read, write, speak, listen, and interpret meanings effectively
7. The ability to understand, appreciate, and engage in creative expression
8. An understanding of health and lifetime fitness
9. An understanding of constructive leadership and ethical decision making
10. The ability to appreciate and explore new areas of learning.
Doane Plan Categories of Study

Heritage Studies ............................................................ 9 credits
All civilizations have been formed by their own values and traditions. Having grown up in Western cultures, or under their influence, we have had our thought shaped in good part, though not exclusively, by Western values and traditions. To understand ourselves and our world and to act effectively to make our lives better, we need to understand our Western and non-Western heritage in terms of its origins, development, values, and distinctive qualities.

Each student must successfully complete at least one course from each of the following areas:

1. History 105, 106, 205, 206, 305, 321
2. English 205, 206, 237

Contemporary Issues .................................................... 9 credits
Interactions among social, political, economic, and psychological forces exert a powerful influence on our lives. In order to be responsible and effective citizens, we need to understand the nature of these forces and how they affect us.

Each student must successfully complete two courses from different areas in Group 1 and one course from Group 2.

Group 1, Group 2
Political Science 101, 105, 243, 323 Psychology 117, 336, 365
Economics 203 Sociology 109, 324, 336, 366
Education 211, 338

Cultural Perspectives .................................................... 3 credits
Awareness of the world’s diverse peoples and traditions is a necessity for intelligent participation in everyday life. The aim of Cultural Perspectives is to provide students with the opportunity to study and gain knowledge and awareness of diverse values, art forms, social behaviors, and philosophical foundations in international and national arenas.

Each student must successfully complete one course chosen from one of the following groups:

1. One semester of a foreign language, or the equivalent of one semester’s study abroad
2. Anthropology/Sociology 308; Business 346, 357, Speech Communication 321; Economics 347; English 329; Geography 301; History 321; History/International Studies 314, 317, 318, 349; History/Political Science 340, 342; International Studies 310, 311; Political Science 215; Sociology 324.

NOTE: International students studying full-time at Doane College are considered to have met this requirement at matriculation.
Natural Science ............................................................. 7 credits
Science has an increasing impact on our lives. We make important personal and public decisions in which knowledge of science-related principles is critical. It is vital to individual and community well-being that we possess an understanding of the principles and methodologies governing the sciences and their relationship to important issues.

Each student must successfully complete two courses from those listed, one of which must be a laboratory science.

Laboratory Science Courses
Biology 101, 120, 121, 216, 260, 320, 330
Chemistry 101, 125, 126
Geology 101, 103, 104
Physical Science 105
Physics 107, 108, 201, 202

Science Course (lab optional)
Astronomy 103 (lab optional)
Geology 107 (lab optional)

Mathematical Reasoning................................. 3-5 credits
Mathematical reasoning involves logical thinking, discovering relationships, making connections to other disciplines, and using higher order thinking skills to develop solutions within a framework of mathematical structures.

Each student must successfully complete one of the following courses:
Communication .......................................................................... 6 credits
Language is a basic means of gaining knowledge about ourselves and our world. Communication skills are fundamental to the use of our knowledge. Our abilities to interpret meaning accurately (as readers and listeners) and to convey meaning effectively (as writers and speakers) are essential for understanding and influencing the world.

Each student must successfully complete each of the following:
1. English 101 or 201
2. One course from Speech Communication 105, 112, 210, 220, or 316
3. At least 15 credits of writing-intensive courses, which are designated with a “W.” (At least six of the “W” credits must be above the 100 level.)

Competence as a writer does not come simply from the completion of one course. Practice, in many different contexts, is needed to develop these skills. To gain that practice, each student must demonstrate writing competence.

The requirement for the number of “W” credits to be earned at Doane for transfer students is as follows:

<table>
<thead>
<tr>
<th>Transfer Credits</th>
<th>“W” Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>12</td>
</tr>
<tr>
<td>31-60</td>
<td>9</td>
</tr>
<tr>
<td>61-99</td>
<td>6</td>
</tr>
</tbody>
</table>

Aesthetic Perspective ................................................... 5 credits
All societies have given form to the beautiful by artistic means. The study of and experience in forms of artistic expression can lead us to an understanding of, and appreciation for, this important aspect of all human life.

Each student must successfully complete at least five credits in this category:

Activity 106, 173
Art 107, 110, 204, 205, 207, 221, 222, 234, 235, 245, 252, 254
Fine Arts 103, 104, 281
Journalism 240
Music 111, 112, 190, 191, 192, 195, 196, 211, 335
Theatre 101, 103, 108, 109, 112

Health and Well-Being .................................................. 2 credits
A well-rounded education includes an understanding of what health is and of ways to maintain it. Maintaining lifelong health should also include an involvement in constructive physical activity.

Each student must successfully complete each of the following courses:

Physical Education 101 - Physical Activity
Physical Education 104 - Theory of Lifetime Physical Fitness

NOTE: A maximum of four physical education activity/theory of physical fitness credits apply toward graduation.
Reorientation to Higher Education
Interdisciplinary Studies 104, Reorientation to Higher Education, is required of all entering students. It reintroduces students to academic studies and includes the development of research skills, writing and reading skills, and helps students understand the meaning of a liberal arts education. Students must successfully complete this requirement or re-enroll in successive terms until a passing grade is earned.

Liberal Learning ............................................................ 9 credits
At Doane, the liberally educated person continues to explore new areas. Education does not suddenly narrow to one field after two years of college, nor after four. Therefore, as part of the Doane Plan, students must successfully complete nine credits of courses at an advanced level (300 or 400), in at least two different disciplines outside their primary major. Directed studies and selected topics courses at the 300/400 level may be used, provided that they do not fulfill another part of the Doane Plan. One or two semesters of a single foreign language at any level can be applied. Students whose primary language is not English may substitute English 201 for the one semester of foreign language or English 201 and a literature course in any language for the two semesters of foreign language, provided neither is used to fulfill another part of the Doane Plan. A course that is cross-referenced and carries a prefix of the student’s primary major and a prefix of another discipline is not considered to be a course outside the student’s major. Such a course may not be used to fulfill a liberal learning requirement. Internships do not fulfill the Liberal Learning requirement. Several majors satisfy this requirement through cognate coursework.
General Requirements
The level of teaching and learning at Doane requires that students have certain basic skills when they arrive. If they need to improve these skills, students must enroll in certain courses designed to help them do so. During the IDS 104, Reorientation to Higher Education, students are evaluated to determine skill levels in the areas listed below. The learning skills that Lincoln and Grand Island campus students are expected to bring with them are:

1. Basic computer knowledge and keyboarding skills: Students must demonstrate basic knowledge of the computer and keyboarding skills before enrolling in any computer course numbered above 090. This requirement may be met by passing Doane’s Basic Computer Skills Test.
2. Basic computer skills: Students must be competent in word processing and in one of the following areas: spreadsheets, database, desktop publishing, information retrieval, or programming. Demonstration of competence can be met by completion of one of the following:
   a. Examination
   b. A passing grade in CSA 101 and in one of the following: CSA 102, 103, 108, 109
   c. A passing grade in CSA 101 and a “C-” or above in any other computer science course.
3. Basic Mathematical Skills: All students must demonstrate basic computational skills before enrolling in any math course numbered 100 or above. This requirement may be met in one of the following ways:
   a. By passing Doane’s Computational Skills Test
   b. By completing DLC 090 with a grade of C- or higher
   c. By attaining an Enhanced ACT math score of 19 or higher
   d. By attaining an SAT-math score of 500 or higher
   e. By transferring credits that are equivalent to DLC/DSS 090, or college-level mathematics
4. Basic Writing Skills: Writing skills are evaluated during the course IDS 104, Reorientation to Higher Education. If, during this evaluation, a student does not demonstrate adequate basic skills, the student must complete DLC 116 with a C- or higher before enrolling in ENG 101.

Additional Requirements
In addition to completing the Doane Plan and General Requirements, students must also complete the following:

1. A minimum of 132 credits, with a cumulative grade point average of 2.00 or above. NOTE: Students who take both DLC 090 and CSA 090 are required to complete a minimum of 135 credits.
2. An academic major in which the grade point average is 2.00 or above in all major coursework including cognates, which may be outside the students primary discipline.
3. An additional major also requires a grade point average of 2.00 or above.
4. A minimum of 30 graded credits earned at Doane College.
Stipulations

1. The following credit maximums apply toward graduation:
   a. A total of 48 credits in the major discipline, with this exception: 60 credits are permitted for the Information Systems Management major.
   b. Four physical education activity/theory of physical fitness credits.
   c. Six semester credits of technical electives. These credits may be awarded in transfer for those courses which are not taught at a traditional four-year liberal arts college. If a student has completed a professional competency (i.e., an associate degree, diploma, or certificate in a particular technical competency from a two-year school, community college, or approved proprietary school), the six-credit maximum does not apply. Within the six-credit limit, the following courses in transfer may also be used: intercollegiate sports, and journalistic and forensic activities.
   d. Nine DLC credits.

2. Requirements for a major must be met by following a catalog in effect during the student’s year of entry or a subsequent term of enrollment at Doane College.

3. Requirements for the Doane Plan must be met by completing the requirements for each category of the Doane Plan in the student’s catalog of entry. Any course added to a Doane Plan category may be used as an additional option for that category, regardless of the catalog of entry.

4. Graduation requirements are reviewed on a case-by-case basis for students who return to Doane after an extended absence.

5. The last 30 credits immediately preceding graduation will normally be in residence.

6. All other academic policies and regulations as stated in this catalog must be followed.

7. A maximum of 12 combined internship credits may be included as credits toward graduation.
Professional Studies in Accounting, Lincoln and Grand Island Campus

The Professional Studies in Accounting major is designed to provide students with educational opportunities to develop a solid foundation in accounting and financial practices and to provide additional coursework required for persons who wish to take the CPA examination.

Requirements for the Professional Studies in Accounting Major:
1. Complete the following core courses:
   ACC 103, 104, 231, 232, 315, 331, 332, 335, 427, 496
2. Complete the following cognates:
   a. BUS 205, 215, 226, 242, 251, 341, 497
   b. CSA 102 (or competency)
   c. ECO 203, 204
   d. IDS 206
   e. MTH 115 or 235

Requirements to Sit for the CPA Examination in the State of Nebraska:
Any student interested in writing the CPA examination in Nebraska after January 1, 1998 must meet the state-mandated “150-hour rule.” In addition to the major requirements above, the following additional courses should be completed: ACC 411, Systems/Applied Accounting; ACC 415, Tax Accounting II; ACC 435, Government and Not-For-Profit Accounting; and BUS 339, Quantitative Methods. Students should work closely with their academic adviser to be sure that they are aware of all available options, which may include graduate study.
**Allied Health, Lincoln and Grand Island Campus**

This degree program for registered nurses and other health care professionals provides the opportunity to complete a bachelor's degree based on prior education in nursing, other health care training, and professional experience. Doane recognizes that the academic, clinical, and professional experiences of persons in the health care professions constitute the foundation for the bachelor of arts degree in health care. Documentation of in-service learning and professional practice, along with formal professional education, provides a sound basis for further work. Completion of degree requirements involves courses in the liberal arts and electives in areas of interest.

**To be Admitted to the Program:**
1. An individual must have a three-year diploma from a school of nursing and provide documentation of two full years of professional practice as a registered nurse, or
   An individual must have a two-year associate degree (or diploma) and three full years of employment as a registered nurse, or the part-time equivalent, in the allied health field.
2. Registration as a certified professional (e.g., Nursing, Medical, Dental) must be current.

**To Graduate from the Program:**
1. An individual must earn a minimum of 132 credits, with a cumulative grade point average of 2.00 (C) or better.
2. Doane Plan requirements for the bachelor of arts degree must be met.
3. A maximum of 12 credits may be earned through learning portfolio based on individual attainments in areas other than previous professional education.
4. Students must complete the following courses:
   IDS 206 Introduction to Research and either SSI 217 Applied Statistics for Social Science or BUS 215 Applied Statistics for Business
5. Students must provide documentation of professional practice.
6. Students must complete 30 graded credits at Doane College.
Professional Studies in Business, Lincoln and Grand Island Campus

Requirements for the Professional Studies in Business Major:

1. Complete the following courses: BUS 205, 212, 215, 226, 242, 251, 341 and 497.

2. Complete the following cognate courses:
   a. ACC 103, 104
   b. CSA 102 (or competency), 109
   c. ECO 203, 204
   d. IDS 206
   e. MTH 115 or 235
   f. CMS 316

3. Complete one emphasis chosen from the following:
   a. General Business – BUS 495, plus three courses at the 300/400 level (excluding internship credits). The three courses must be from three of the following four areas and must total a minimum of six semester credits. One of these courses must be at the 400 level:
      - Finance: BUS 394, 428, 445, 460
      - Human Resources: BUS 312, 331, 345, 415, 418, CMS 323
      - Management: BUS 312, 315, 331, 354, 410, 454, 496
      - Marketing: BUS 301, 323, 452, 454 and 496.
   b. Human Resource Management – BUS 312, 418, 493; plus one course chosen from the following:
      - BUS 315, 331, 345, 415, CMS 323.
   c. Management – BUS 492, plus one course chosen from each of the following groups (the three courses chosen must total a minimum of six semester credits):
      1) Business 331
      2) Business 454 (or 496 or 354),
      3) Business 315 (or 410).
   d. Marketing - BUS 301, 323, 452, 494.
   e. Self-Designed Emphasis – A student majoring in Professional Studies in Business may apply to the Dean of Undergraduate Studies for a Self-Designed emphasis. To apply for the Self-Designed Emphasis, the student must meet the following criteria:
      - Have completed or be in the final term of completion of all 100/200 level core and cognate requirements.
      - Have a minimum cumulative grade point average of 3.00.
      - Have a minimum cumulative grade point average in Business of 3.25.
      (Students completing a Self-Designed Emphasis must complete Business 492, 493, 494 or 495.)
Criminal Justice, Lincoln and Grand Island Campus

The major in criminal justice combines a liberal arts education with a study of the causes of crime, the criminal justice system, and the roles of policing, courts, laws, and corrections as they contribute to social order. The program is designed as both a four-year major and as an affiliated program for students transferring from community colleges. It prepares students for a broad range of career opportunities, including work in law enforcement and security, probation and parole, the court system, corrections, and other human services professions.

Requirements for the Criminal Justice Major:
1. Complete the following courses: CRJ 205, 210, 215, 310, 312, 320, 330, 340, 410, 420, 496
2. Complete the following cognate courses:
   a. BUS 215 (or SSI 217)
   b. CMS 220, 334
   c. IDS 206
   d. SOC 109, 288, 324

Graphic Design, Lincoln Campus

The mission of the Graphic Design program is to provide a balanced foundation of knowledge and skills for careers involving graphic design and visual communication. The major prepares students to work in areas including newspaper and magazine layout and design, advertising and public relations, production and design, illustration, and electronic media publication and production.

Requirements for the Graphic Design Major:
1. Complete the following core courses: GRD 228, 237, 241, 252, 258, 315, 316, 415, 416, 496.
2. Complete the following cognate courses:
   a. ART 107, 207, 235, 256, 308, 309, 358
   b. BUS 323
   c. CSA 109
   d. IDS 206
   e. CMS 105
**Human Relations, Lincoln and Grand Island Campus**

The Human Relations major is designed to provide undergraduate education appropriate for persons seeking careers in human services professions. In addition, it provides undergraduate coursework that prepares students to continue beyond the bachelor’s degree to advanced education in various fields of counseling.

**Requirements for the Human Relations Major:**
1. HRE 315, 417, 421 (1-3 credits), 428, 496
2. IDS 206
3. PSY 117, 234, 259 (or 255 or 256), 336, 365, 416
4. SSI 217
5. CMS 112, 220.

**Information Systems Management, Lincoln Campus**

The Information Systems Management major prepares an individual for a career within the information systems component of an organization. An individual who completes this major will have the knowledge, skills, and experience to design, implement, and manage information systems and coordinate the communication function of information technology among the various components of the enterprise. This education is accomplished through the integration of coursework drawn from a variety of disciplines, including business, information science and technology, and communication.

**Basic Skills**

The level of teaching and learning for the Information Systems Management major requires that students have certain basic skills before beginning coursework for the major. All students must demonstrate basic competencies in each of the following areas before enrolling in any ISM prefixed course: word processing, spreadsheets, database, and information retrieval skills. Competency may be demonstrated by the successful completion of introductory level coursework in the areas, by successful completion of tests in the areas, or by the award of credit through portfolio.

**Requirements for the Information Systems Management Major:**
1. Complete the following courses: ISM 101, 102, 215, 253, 315, 316, 342, 409, 496.
2. Complete the following cognates:
   a. BUS 215, 242, 354
   b. ECO 203 or 204
   c. IDS 206
   d. PRE 231
   e. CMS 220, 301, 316
3. Complete four additional approved courses chosen from the areas of information science and technology or related field. The four courses must represent a minimum of 10 semester credits.
Liberal Arts Studies, Lincoln and Grand Island Campus

This degree program is specifically designed for nontraditional students who seek a bachelor’s degree for career advancement and personal growth. This program of study provides a curriculum that focuses on the development of critical and analytical thinking skills, oral and written communication skills with a strong liberal arts component.

Requirements for the Liberal Arts Studies Major:
1. One course from HIS 105, 106, 205, 206, 305, 321, 324.
2. One course from ENG 205, 206, 237
3. One course from PRE 110, 111, 115, 120, 121, 231, 323, 324
4. One course from PSI 101, 105, 243, 323
5. ECO 203
6. One course from PSY 117, 365, PSY/SOC 336, SOC 109, 324, 366
7. One course from ANT/SOC 308, CMS 321, ENG 329, GEG 301, HIS 314, 321, 349, HIS/PSI 342, SOC 324, one semester foreign language
8. Two courses from AST 103 (no lab), BIO 101, 120, 121, 320, 330, CHM 101, GEO 101, 103, 104, 107 (no lab), PHS 105, PHY 107, 108. (At least one course must include a lab.)
9. BUS 215
10. One course from MTH 107, 108, 115, 125, 217, 235
11. Take CMS 210, 220, 316
12. BUS 205, IDS 206, ENG 101
14. PED 101, 104
15. Fifteen credits at the 300/400 level in at least two different disciplines.

Organizational Communication, Lincoln and Grand Island Campus

This major is designed for students interested in serving as communication experts for business and non-profit organizations — often representing organizations or events or improving communication in a workplace.

Requirements for the Organizational Communication Major:
Complete the following courses:
1. BUS 215 and 497.
2. CSA 108.
3. ENG/JOU 113 (or BUS 205), CMS 330.
4. IDS 206.
5. CMS 112, 210, 220, 296, 316, 321 (or 348), 323, 336, 342, 351, 496.
6. Two courses chosen from: BUS 212, 242, 251, 301, 315.
7. Two courses chosen from: PSY 256, 365, PSY/SOC 336, SOC 324.
Paralegal Studies, Lincoln Campus

The Paralegal Studies major is designed for those persons who wish to pursue a career as a paralegal/legal assistant. This baccalaureate program provides a unique academic curriculum, composed of legal and professional education built on a foundation of liberal arts. It is the mission of this program to develop graduates who are competent to perform substantive legal work that requires knowledge of legal concepts, as well as skills for critical thinking, organization, legal research, legal writing, interviewing and investigation, technology, and oral communication.

Requirements for the Paralegal Studies Major:
1. Complete the following courses: PLS 121, 205, 221, 233, 307, 315, 330, 345, 354, 412, 425, 496
2. Complete the following cognate courses:
   a. BUS 341, 342, 331, 345, 410
   b. CMS 105, 334
   c. PHI 114
3. Students must demonstrate competency or complete the following: CSA 101, 102, 103.

Public Administration, Lincoln and Grand Island Campus

The Public Administration major is designed to prepare individuals for careers in public service and for the further development of those already in professional and paraprofessional levels of career activity.

Requirements for the Public Administration Major:
1. Complete the following courses:
   BUS 212, 215 (or SSI 217), 242; CMS 316; ECO 203 (or 204);
   ECO/PSI 308; IDS 206; PSI 101, 243, 323, PAD 496.
2. Complete six courses (minimum of 12 semester credits) chosen from the following:
   BUS 205, 312, 315, 331, 410, 415, 497; CMS 112, 220, 330;
   PSI 214, 234, 271, 316, 328, 371, 471; PSY/SOC 336; SOC 109, 314.

NOTE: A maximum of six credits of selected topics in Political Science 271, 371, 471 may be applied to the major.
Courses of Instruction

Accounting (ACC)

ACC 103  Financial Accounting  (3)
An introduction to accounting principles and their application to the proprietorship, partnership and corporation through a financial statement approach.

ACC 104  Managerial Accounting  (3)
An introduction to the use of accounting data by managers in directing the internal affairs of organizations. Topics include cost relationship, statement analysis, management reports and other accounting techniques and methodology used for management purposes.

Prerequisite:  ACC 103 with a minimum grade of C- or permission.

ACC 231-232  Intermediate Accounting I, II  (3-4) (3-4)
An introduction to the theory and practice of accounting which addresses financial reporting, conceptual framework, review of the accounting process, preparation of accounting statements (financial position), results of operations (income), cash flow, and changes in retained earnings. Other topics include calculation of compound interest; financial reporting; determination of cash and receivables; inventory measurement and flow assumptions; acquisition and disposal of property, land, and equipment; calculation and presentation of appreciation and depreciation. The courses also cover measurement of intangibles; valuation of current and noncurrent liabilities; valuation of current and noncurrent investment; accounting for income taxes and post retirement benefits; accounting for leases; computation and presentation of earnings per share; and accounting for changes in prices (inflation).

Prerequisite for ACC 231:  ACC 104 with a C- or higher, or permission.
Prerequisite for ACC 232:  ACC 231 with a C- or higher, or permission.

ACC 315  Tax Accounting I (3)
A focus on taxation fundamentals with emphasis on procedures for business taxpayers and individuals and practice in preparation of tax returns.

Prerequisite:  Junior standing.

ACC 322  Federal Taxation  (4)
This course introduces students to the complex study of federal taxation, covering a broad range of subjects from the definition of income to corporate tax practices, including practice in preparation of tax returns. Various taxable entities (including individuals, corporations, partnerships, and estates and trusts) are discussed. In addition, there is a tax research and planning component to the course, which acquaints the student with the fundamentals necessary for better understanding complex tax issues. Upon successful completion of this course, students will be able to: 1) describe basic provisions of Federal income tax law as they relate to individual taxpayers; 2) discuss tax compliance issues affecting individual taxpayers; 3) recognize the ethical implications of working within a tax system characterized, in part, by a high degree of ambiguity; 4) understand (at a basic level) the Federal Income Tax Code and other sources of authority that combine to make up...
the working body of tax law; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues; 6) use tax information in a variety of planning and decision making contexts; and 7) exercise research skills that will enable them to find answers to a variety of tax scenarios.

ACC 331 Advanced Accounting I (3)
Advanced Accounting I focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for (1) combined, consolidated financial statements, and (2) multinational accounting issues (foreign currency transactions and financial instruments, and translation of foreign entity financial statements). Upon completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to combined and/or consolidated corporations, and issues related to accounting for transactions with foreign countries that have currencies other than U.S. dollars (foreign currency exchange rate differences).

Prerequisite: ACC 232 with a C- or higher, or permission.

ACC 332 Advanced Accounting II (3)
Advanced Accounting II focuses on the concepts and methods of analysis applicable to accounting for partnerships and the major types of not-for-profit organizations: governmental units, hospitals and other health care providers, colleges and universities, and voluntary health and welfare organizations. Other advanced accounting topics are also covered (SEC reporting, and segment and interim reporting). Upon completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to partnerships and not-for-profit organizations, as well as in the other advanced accounting topic areas discussed. Prerequisite: ACC 331 with a C- or higher, or permission.

ACC 335 Managerial Cost Accounting (3)
This course contains the concepts and techniques of managerial cost accounting, including cost analysis and estimation, cost management systems, and management control systems. Upon successful completion, students will: 1) identify and analyze cost information for decision-making, 2) understand cost management systems and create reports for internal use, 3) create budgets, 4) analyze actual results (compared to budgets) and identify sources of variances, and 5) recommend action plans as variances are identified. Prerequisite: ACC 232 (or taken concurrently) with a C- or higher or permission.

ACC 411 Systems/Applied Accounting (3)
This course helps students understand the potential and uses of a variety of accounting information systems, including both manual accounting systems and computer-based systems. Issues related to the design and evaluation of management accounting and control systems are discussed. Students will utilize existing technology to formulate solutions in the context of various problem and case scenarios. Upon successful completion of this course, students will be able to: 1) discuss the uses and limitations of accounting information in addressing solutions to diverse business problems; 2) describe
the limitations of traditional general ledger based accounting systems; 3) utilize a manual set of accounting records and documents; 4) differentiate the methods used in computerized accounting software; 5) explain how technology affects the traditional accounting information process; 6) discuss the importance of continual learning in the “Information Age” for accounting professionals and the importance of controlling organization risk; and 7) apply flowcharting and systems narratives. **Prerequisite:** ACC 232 (or taken concurrently) with a C- or higher or permission.

**ACC 415  Tax Accounting II (3)**
A general overview of income tax laws as they relate to partnerships, corporations, fiduciaries, estates and trusts, gifts, and tax research and planning. **Prerequisite:** ACC 232 and 315 with a C- or higher, or permission.

**ACC 427  Auditing (3)**
This accounting major capstone course focuses on Generally Accepted Auditing Standards (GAAS), the ethical and legal responsibilities of auditing, and auditing procedures and sampling techniques. In addition to focusing on current ethical issues in accounting/auditing, the course includes the study of working paper techniques, preparation of audit reports, and evaluation of internal controls. Upon successful completion of this course, students will: 1) recognize the ethical and legal implications of various accounting/auditing situations in terms of the standards set by the accounting profession, 2) analyze, synthesize, and evaluate various accounting/auditing issues to form reasoned, logical solutions in light of the ethical and legal considerations, 3) analyze prepared financial statements in light of current Generally Accepted Auditing Standards, 4) be able to read and understand the precise accounting terminology used in the field of auditing, and 5) be able to communicate audit findings, both orally and in written form to interested stakeholders. **Prerequisite:** ACC 232 with a C- or higher.

**ACC 435  Governmental and Not-For-Profit Accounting (3)**
An examination of procedures for accounting and financial reporting for educational, health and welfare, governmental, health care, and certain other non-profit organizations. **Prerequisite:** ACC 232 with a C- or higher, or permission.

**ACC 496  Senior Seminar (3)**
With the guidance of a faculty member, students will review all aspects of accountancy required by the “Revised and Substituted Rules of the Nebraska State Board of Public Accountancy.” At the conclusion of the course, to demonstrate the knowledge and skills expected upon completion of the major, students will complete a standardized examination designed to measure the knowledge and skills required for public accountancy. Satisfactory completion of this course will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field. **Prerequisite:** IDS 206, senior standing, C- or higher for all accounting courses completed, and permission.
Anthropology (ANT)

ANT 308 Cultural Anthropology (3)

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

Art (ART)

ART 107 Two-Dimensional Design (3)

A course which focuses on the fundamentals of visual composition and design theory. Students work in various media, exploring the visual potential of line, color, texture, pattern, light and shadow, and space. Students will be able to apply the principles and elements of design, to understand how these principles and elements interact, and to analyze and evaluate the quality of design and form.

ART 204 Visual Communication in History I (3)

A presentation of the various patterns of symbolic communication used in European, African and Middle-Eastern cultures and civilizations, from prehistoric times through the later Middle Ages. Topics include the Egyptian pyramids, Stonehenge, the classical heritage of Greece and Rome, and the Christian arts of Rome, Byzantium and northern Europe. Students will be able to articulate the meanings of artworks in their historical context.

ART 205 Visual Communication in History II (3)

A discussion of the symbolic expression of ideas and values from the 14th century proto-Renaissance through 17th century Baroque. The major visual arts of architecture, painting, and sculpture are studied in the context of important historical, philosophic, and spiritual concerns. Students will be able to articulate the meanings of artworks in their historical context.

ART 207 Drawing (3)

An exploration of various drawing media in relation to the expression of still life objects and the human figure. Students will learn to sketch fundamental shapes, draw still life compositions, and be able to draw what they see through the use of the principles and elements of design.

ART 221 Ceramics (3)

Studio work in ceramics with emphasis given to various methods of making pottery-making: slab, coil, sculptural, and wheel-thrown pottery. Students will present a body of work that demonstrates their understanding of these methods. Open to non-art majors.

ART 234 Introduction to Digital Photography (3)

An introduction to the fundamentals of digital photography, including the operation of digital cameras and related hardware, the uses of the various digital media, and the basic functions of image editing software. Additional topics will include basic principles of photographic aesthetics and composition, and the history of photography. Course content will consist of lectures and demonstrations, with an emphasis on hands-on learning through the application of digital techniques to sample photographs and to the student’s
own work. Upon satisfactory completion of the course, the student will have
the requisite knowledge to determine the appropriate equipment, materials
and software to meet their basic photographic requirements. The student
will know the basic functions and capabilities of common digital devices and
software, and the skills required to utilize those functions and capabilities.

ART 235  Color Theory and Application  (3)
The study of color systems and interaction through studio work, computer
programs, and the consideration of historically notable works of art. Students
will demonstrate their understanding through the creation of a portfolio of
works.  

Prerequisite:  ART 107.

ART 252  Modern Art (3)
The study of architecture, sculpture, and painting in Europe from the 18th
century through the present. Attention is given to the role of the visual arts
in political and social milieu, the impact of aesthetic theories, and the revo-
lutionary impulses in modern Western civilization. Students will articulate
the meanings and significance of artworks in their historical context.

ART 254  The Visual Arts in the United States (3)
The history of the visual arts of architecture, sculpture, and painting in
America from colonial times through the present. Emphasis is placed on
the inter-relationships of the visual arts and social, political, and spiritual
concerns. Students will articulate the meanings and significance of artworks
in their historical context.

ART 256  Illustration (3)
The development of concepts and techniques relevant to the interpretation
of stories, historical and contemporary events, architecture, and nature. The
course includes an historical perspective on illustration art from the mid-
19th century to the present. Upon completion of the course, students will
be able to plan and execute a copy illustration, choosing the style, medium,
and color scheme that most effectively illustrates the copy.

Prerequisite: ART 107, 308, and permission.

ART 271, 371, 471  Selected Topics  (1-3)  (1-3)  (1-3)
An investigation of topics not offered in other courses, selected on the basis
of student interest and available instruction.

ART 308  Drawing II (3)
A course in which students further improve their drawing skills, especially
the use of proper lighting and proportions with application to products and
the human figure, and learn how to draw complex and intricate textures.

Prerequisite:  ART 207.

ART 309  Drawing Studio (3)
An advanced drawing course implementing the media and techniques learned
in ART 207 Drawing and ART 308 Drawing II. Students more finely tune
their drawing skills and apply those skills to a professional-level rendering of
a variety of subjects.  

Prerequisite:  ART 308.
ART 358  Arts, Issues, and Controversies  (3)
The study of the interplay within the arts and the role they play in ideology, politics, propaganda, and moral issues. Consideration is given to issues of patronage, advertising, eroticism and pornography, religion, and the visual images of popular culture. Students will be able to articulate the role of the visual arts in society and relate how images serve and challenge dominant human institutions.

Prerequisite: Junior standing or three previous credits in Art History.

Astronomy (AST)

AST 103   Introductory Astronomy (3)
A study of the structure and evolution of the universe with emphasis on the solar system, stellar evolution, galaxies, cosmology, and planetary systems.

AST 103L  Astronomy Laboratory (1)
An optional laboratory accompanying AST 103. The laboratory work includes telescope operations and viewing and laboratory experiments illustrating the physical principles of astronomy.

Biology (BIO)

BIO 101   Introduction to Biology  (4)
An introductory course in biology utilizing the scientific method in the study of molecular, cellular, organismal, taxonomic, genetic, ecological and evolutionary aspects of life. A weekly laboratory experience emphasizes observation and problem solving.

BIO 115, 116  Microbiology for Nurses I, II  (2) (2)
Provides students with a knowledge of microorganisms (bacteria, viruses, fungi and protozoa) and the infections caused by them. Upon completion, students will understand the etiology of infectious diseases and have an awareness and understanding of the significance and complications of infection. The knowledge gained will enable students to deliver improved patient management and control of infection. Prerequisite: BIO 101.

BIO 215-216  Human Anatomy and Physiology I, II  (4), (4)
A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses students will have a solid foundation in human structure and function and be prepared for basic clinical course-work. Prerequisite: BIO 101.

BIO 219  Pathophysiology  (3)
An introduction to the basic concepts of pathophysiology. Students examine the phenomena that produce alterations in human physiologic function and the resulting human response. Upon completion of this course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. Prerequisite: BIO 216.
Business (BUS)

BUS 205 Business Writing (3)
An examination of effective written communication in organizational contexts through realistic applications relevant to the current business environment. Upon successful completion of the course, students will be able to: 1) use technically correct, clear English in the preparation of business documents, including letters, memoranda, and reports; 2) analyze and synthesize information to write a focused, effectively organized report for a designated audience; and 3) document research sources appropriately.

BUS 212 Human Resource Management (3)
An introduction to the organization of human resources in business organizations. This course presents human resource issues in a manner relevant to all students and emphasizes practical applications for managers and supervisors in various organizations. Topics covered include the following: human resource environments, securing human resources, rewarding and developing human resources, and evaluating the human resource function.

BUS 215 Applied Statistics for Business (3)
An introductory course in statistical procedures with applications to business. Topics include descriptive statistics, the binomial and normal distributions, sampling, hypothesis testing, estimation, correlations, contingency tables, and one-way analysis of variance and linear regression.

BUS 219 Issues in Health Care Costs and Financing (3)
An introduction to the basic principles of health care costs and financing, including supply and demand, product markets, employment, payer and price systems, and the impact of government and regulatory agencies. Upon completion of the course, students will be able to apply basic business principles to discussion of health care issues, including health care costs, access, and payment for service. Prerequisite: Math competency.

BUS 226 Finance (3)
A survey of financial concepts and analytical tools used by domestic and international businesses. This course includes financial mathematics, financial and operational planning and management, and long-term investment analysis, including cost of capital and capital budgeting. When appropriate, spreadsheet applications will be integrated into this course. Prerequisite: ACC 103, ECO 204 and CSA 102 (or demonstrated competency). (ACC 104, BUS 215, and ECO 203 are strongly recommended.)

BUS 242 Management (3)
An introduction to the internal organization, structure and executive functions in the business enterprise and other goal-directed institutions.

BUS 251 Marketing (3)
An introduction to the adjustment of the firm to its market environment with emphasis on competitive strategy. Also covers international aspects of marketing.
BUS 301 Consumer Behavior (3)
An emphasis on the application of behavioral science theories, concepts, methods, and research findings to the understanding and prediction of consumer behavior as the basis of decision-making by marketing managers. 
Prerequisite: BUS 251. (PSY 117 is recommended.)

BUS 307 Money and Banking (3)
An examination of the history of the U.S. banking system, with special emphasis on the history, purpose, and functions of the Federal Reserve System. The tools and techniques of monetary policy will also be addressed. Students completing this course will be able to 1) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; 2) critically examine and analyze the business of banking and the role of government regulations of the banking industry, and 3) describe and evaluate Federal Reserve monetary policy in both domestic and international settings.
Prerequisite: ECO 203. (Cross-referenced with ECO 307).

BUS 312 Advanced Human Resource Management (3)
An advanced examination of human resource issues. The course provides opportunities for students to participate in analysis and case applications involving topics such as job analysis and design, performance evaluation (including instrument design), labor-management relations and employee safety.
Prerequisite: BUS 212.

BUS 315 Organizational Behavior (3)
A study of the latest research and theory in organizational behavior and its practical application to the management of organizations. Topics include employee performance and satisfaction, leadership, and organizational development. Prerequisites: BUS 242.

BUS 323 Advertising (3)
A course which gives students a basic understanding of the advertising industry and how to access and meet client needs. Students learn when, how, and why to use various advertising media and develop and create a small advertising campaign. Prerequisite: CMS 105.

BUS 324 Promotions Management (3)
A study of all aspects of marketing communication. Both personal and impersonal efforts are considered, ranging from sales to advertising. A managerial approach is taken with the emphasis on strategic decision-making applied to marketing communication. Integration of sales promotions programs and public relations is also covered. Prerequisite: BUS 251.

BUS 331 Personnel Law (3)
An in-depth study of personnel law from both a conceptual and practical perspective. Students learn (1) the guidelines established for disciplinary actions, hiring, firing and promotion; (2) the legal response to sexual harassment in the workplace; (3) the responsibility of the employer to provide safe working conditions; (4) equal employment opportunity law; and (5) legal issues as they pertain to physical, mental, and emotional illness and disability. (Cross-referenced with HRE 331.)
BUS 339  Quantitative Methods  (3)
An introduction to modern quantitative methods used in decision making in business. Topics include linear models, simplex method, network and scheduling models, inventory models, decision theory, transportation method, and other methods. **Prerequisite:** Math certification and cognates or permission. *(MTH 115 or 235 is recommended.)*

BUS 341  Business Law I  (3)
An examination of legal issues related to the operation of business entities. Students will (1) be able to identify the elements necessary to form a contract and the remedies available for breach of contract; (2) be able to recognize appropriate dispute resolution methods for business situations; (3) be able to identify negotiable instruments and understand the legal issues surrounding their creation and transfer; (4) understand the concepts of negligence, duty, breach, proximate cause, intentional torts, and strict liability; and (5) be able to apply general principles of the Uniform Commercial Code to sales contracts. **Prerequisite:** At least junior standing or permission.

BUS 342  Business Law II  (3)
A course that examines the legal rights and responsibilities present when business entities are operated in various forms, including: sole proprietorships, partnerships, corporations, and limited liability corporations. Students learn: (1) how to create and terminate agency relationships; (2) the advantages and disadvantages of the various forms of business entities; (3) the bankruptcy system in the United States and will be able to describe the key features of Chapter 7 and Chapter 11 bankruptcies; and (4) the general rights and responsibilities of bailees, bailors, landlords, and tenants. **Prerequisite:** At least junior standing or permission. Offered alternate spring terms.

BUS 345  Business, Professional and Consumer Negotiations  (3)
The study of negotiation and mediation theory and practice. Students develop the skills to work with parties at variance to promote reconciliation, settlement, or compromise.

BUS 346  International Management  (3)
An overview of management of U.S. enterprises operating in the international context. Using case studies and application of relevant theories from management and economics, students consider ways in which cultural, economic, political, and social differences affect management of business. Students successfully completing this course will be able to identify the various components of the international business environment and understand the interrelationships among them, critically evaluate international business situations and identify potential outcome alternatives, and develop action plans that will explicate and accommodate anticipated changes in the international business environment. **Prerequisite:** BUS 242. Offered alternate years.

BUS 354  Operations Management  (3)
An analytical approach to the fundamentals of operations management. Emphasis is on the design, planning and control of production in industry.
Topics include plant layout, materials handling, inventory control, production control, method analysis, work measurement, and time management.

Prerequisite: BUS 215, 339, MTH 115 (or 235), or permission.

BUS 357 International Marketing (3)
An introduction to international marketing, focusing on the competitive rigors of today’s global business environment. The successful marketing student must be globally aware and have a marketing frame of reference that goes beyond a country or given region, and encompasses the world. Students will develop global awareness and build skills related to strategic planning and organizing for global markets. They will be able to explain how products and services can be adapted to reflect international differences, and how advertising and promotion methods can either communicate a common message to the world or be adapted to each and every community.

Prerequisite: BUS 251. Offered alternate years.

BUS 358 International Trade and Finance (3)
An examination of current theories of international trade and finance. Emphasis is placed upon understanding financial decision-making in a global setting. Students successfully completing this course will be able to: 1) demonstrate understanding and application of partial- and general-equilibrium models of international trade; 2) explain the concept of comparative advantage and its determinants; 3) evaluate the effects of international trade policies on economic welfare and relevant markets; 4) identify risks associated with doing business globally; 5) recommend financial tools that can be used to reduce risk, and 6) apply the theoretical material to critically evaluate real world issues in international trade and finance.

Prerequisite: ECO 203. (Cross-referenced with ECO 358.)

BUS 394 Investments (3)
An introduction to the risks and returns of investing both domestically and globally. Emphasis is placed upon understanding the characteristics and valuation of common financial securities, including stocks, bonds, mutual funds, futures, and options, as well as the financial markets in which they trade. In addition to the theories of investments, personal investing issues are addressed and students make investment decisions on the $50,000 Martin portfolio. Upon successful completion of this course, students will be able to: 1) identify and differentiate the characteristics of the most common financial securities and markets, 2) apply financial tools and theories to measure risk and return associated with single securities as well as portfolios of securities, and 3) analyze risk and return factors that are relevant when making investment decisions.

Prerequisite: BUS 226. (or demonstrated competency).

BUS 410 Regulatory Compliance (3)
An introduction to the American legal system, focusing on the roles and authority of the federal and state regulatory agencies. Students learn the rights and responsibilities of individuals and business entities in the context of several regulatory schemes, including: environmental (EPA), employment (EEOC), and occupational safety (OHSA). Students will be able to identify
and analyze business situations involving regulatory issues and will be able to apply legal concepts to determine a recommended course of action for individuals and organizations.

**BUS 415  Leadership in Organizations (3)**
A course designed to investigate attitudes and behaviors which inspire and motivate others to a common purpose through an investigation of current and historic leadership theories, to lead students to a conceptual understanding of the term leadership, and to help students acquire the attitudes and skills necessary for innovation, risk taking and team building.

**BUS 418  Human Resource Strategy (3)**
An advanced exposure to relevant human resource management topics, using a case-based analytical approach. Emphasis is placed upon how strategic human resource decisions interplay with the overall strategies of an organization. Upon successful completion of this course, students will be able to: 1) explain the relationship of human resource strategy with overall organization strategy; 2) describe how an organization’s external and global environments directly and indirectly impact strategic human resource management decisions; 3) elucidate strategies for effective recruitment, selection, and retention of employees; 4) discuss ways to increase productivity through organizational restructuring, job design, and effective leadership; and 5) delineate the characteristics of a good disciplinary climate.  **Prerequisite:** BUS 212.

**BUS 445  Financial Institutions Management (3)**
A survey of the function, management and regulation of financial institutions while addressing the specific roles of commercial banks. When appropriate, computer applications are integrated into this course.  **Prerequisite:** BUS 226 and CSA 102 (or demonstrated competency). (BUS/ECO 307 is strongly recommended.)

**BUS 452  Marketing Research (3)**
An examination of the methods and principles of investigation and analysis used by manufacturers and middlemen in solving problems of marketing policies, product markets, channels, sales effort, and advertising. This course includes planning investigations; gathering, organizing, and interpreting data; and presentation of findings.  **Prerequisite:** BUS 216 and 251 or permission.

**BUS 454  Entrepreneurship (3)**
An application of management techniques to the small business setting. This course examines business problems and opportunities using the field case-study approach.  **Prerequisite:** BUS 242, 251.

**BUS 460  Advanced Financial Management (3)**
An in-depth examination of financial theory in the management of domestic and multi-national corporations. Emphasis is placed upon how financial tools and theories can be applied to key financial decisions of a firm. In addition to an in-depth study of financial theories, student learning is enhanced through case studies and spreadsheet applications. Upon successful completion of this course, students will be able to: 1) identify and use financial tools and theories associated with risk management, capital structure and dividend policy, option theory, valuation and capital budgeting, and other special topics, 2)
apply and analyze evidence derived from financial tools and theories, and 3) recommend action steps that will lead to stronger long-term financial health for domestic and multi-national corporations.  

**BUS 492  Senior Seminar in Management  (3)**  
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be the area of management.  

**Prerequisite: BUS 226.**

**BUS 493  Senior Seminar in Human Resource Management  (3)**  
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be in the area of human resource management.  

**Prerequisite: BUS 215, IDS 206, senior standing, and permission.**

**BUS 494  Senior Seminar in Marketing  (3)**  
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be in the area of marketing.  

**Prerequisite: BUS 215, IDS 206, senior standing, and permission.**

**BUS 495  Senior Seminar in General Business  (3)**  
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be in the area of general business.  

**Prerequisite: BUS 215, IDS 206, senior standing, and permission.**
BUS 496  Strategic Management  (3)
An advanced examination of the development, implementation, and ongoing analysis of corporate strategy. This course combines the information from multiple business areas (e.g. accounting, economics, finance, management, and marketing) to establish cogent strategic directions for organizations. Using a computer simulation, students are exposed to the theoretical constructs of strategic management and learn how to apply those constructs in a controlled competitive environment. Upon successful completion of this course, students will be able to: 1) identify and comprehend complex, business strategy related issues and problems, 2) collect and use evidence to effectively analyze and resolve strategically relevant issues and problems, 3) develop strategic initiatives appropriate for their simulation company, 4) create sophisticated strategic plans, and 5) demonstrate enhanced critical thinking, communication, and teamwork skills.  Prerequisite: Completion of all Business Administration core and cognate courses, or permission.

BUS 497  Business and Professional Ethics  (3)
An integration of the student’s experience by focusing on the ethical implications of business policies. Using the case study method, students are exposed to business issues and practice the use of leadership skills to make and implement decisions considered to be ethically troublesome to managers of businesses.  Prerequisite: Business 226, 242, 251, and senior standing.

Chemistry (CHM)

CHM 101  Introduction to Chemistry  (4)
This course introduces students to chemistry in the context of the environment and every day life. Upon successful completion of the course, students will demonstrate an understanding of the chemistry of acid rain, ozone layer depletion, global warming, nuclear reactions of power plants, molecules of life like DNA, proteins, important pharmaceuticals, etc. In contrast to general chemistry, this course stresses the conceptual perspectives of chemistry rather than focusing on quantitative reasoning. This course is designed for non-science majors and is not required for a science related major. Lecture and laboratory.

Communication Studies (CMS)

CMS 105  Fundamentals of Communication  (3)
An introduction to basic concepts in communication, focusing upon the development of speaking, listening, and critical thinking skills necessary for effective communication. Students completing this course will begin developing communicative competency in public speaking and in interpersonal, small group, organizational, public, and mass communication contexts.
CMS 112  Small Group Communication  (3)
A practical course in the theory and practice of small-group problem solving. Small-group processes and procedures are examined and practiced. Students focus on leadership which fosters effective teamwork by a group and how effective leaders adapt to the competencies and needs of their members as well as the situations within which they work.

CMS 210  Public Speaking  (3)
A course focusing on the development of effective public speaking skills. Students completing this course will understand and be able to apply public speaking knowledge, including audience analysis, exigency analysis, research and critical analysis of content, organization of content in appropriate formats, presentational skills, and the linguistic requirements of effective public speaking. These skills will be demonstrated through several speech presentations, including informative, persuasive, interpretive, and other styles.

CMS 220  Interpersonal Communication  (3)
A focus upon the nature and influence of communicative behavior in close, personal relationships. Interpersonal communication structure and processes are explored as they relate to the development and maintenance of identities, friendships, romance, and family relationships.

CMS 296  Organizational Communication Practicum  (1)
Supervised work experience on a campus or community organizational communication project. The student gains practical hands-on experience and develops a sense of professionalism.  (Pass/Fail)

CMS 301  Global Network Communication  (3)
An examination of the research, educational, social, and business applications of the Internet and World Wide Web. Students explore virtual environments and master search strategies and online information retrieval; plan, design, and maintain personal web sites; and develop and implement a plan for marketing a product or service on the Internet.  Prerequisite:  CSA 109, or competence.

CMS 316  Business and Professional Communication  (3)
An exploration of the communication process in organizations and institutions. The course includes study and practice in interpersonal, small group, and public communicative situations as those typically encountered in the workplace.  Prerequisite: CMS 105 or permission.

CMS 321  Intercultural Communication  (3)
Communication between cultures in the interpersonal and organizational context. Differences in communication behaviors due to nationality, ethnicity, and social status are explored. Students study their own cultures, as well as the cultures of others, to develop greater awareness of patterns of thinking, beliefs, assumptions, values, and cultural norms which influence communicative (verbal, nonverbal, and listening) behaviors. This course fulfills the Cultural Perspectives requirement of the Doane Plan.
CMS 323  Training and Development  (3)
A course providing the knowledge and skills necessary to be effective as a trainer in the workplace. The leadership role of the trainer in the organizational socialization process is explored. Units on needs analysis, program design and training strategies, and program evaluation are included.  
**Prerequisite: SOC 285 or permission.**

CMS 330  Public Relations  (3)
A course providing a basic understanding of public relations processes, practices and effects, focusing on public relations as a career. It also provides an understanding of how public relations decisions affect various occupations in an increasingly technological and intercultural environment. The course reviews key social science concepts, such as public opinion, persuasion, and systems theory, and the ethical, analytic, and strategic approaches used by public relations professionals. Students completing this course will be able to describe the history and theories of public relations, use the basic vocabulary of the public relations practitioner, and recognize and discuss public relations as used by institutions, business, politics, government, and other organizations. They will also be able to develop writing skills for public relations tactics, use critical thinking to identify organizational problems, to offer appropriate public relations suggestions for their solution, and to identify the ethical implications of public relations practices.  
*(Previously CMM 320)*

CMS 334  Interviewing and Investigation  (3)
A study of the strategies used to gain information from individuals, businesses, government agencies, and health care organizations. The principles applicable to all interviewing situations will be examined, as well as the various techniques and approaches used. Students will develop skills for structuring, planning, and conducting an effective interview and for accurately analyzing and recording the information gained.

CMS 336  Applied Organizational Communication  (3)
An advanced course in organizational communication and its application to real-life enterprises. Study will include examination of actual cases involving media and public relations in PR firms, corporate communication departments, government agencies, political organizations and non-profit environments. Upon completion of this course, students will understand the nature of organizational culture, methods of organizational socialization, communication needs analysis, and preparing and implementing programs of organizational change. They should be able to critically analyze organizational communication approaches to social, managerial, environmental, and other issues, and project possible ramifications or outcomes of various communication approaches in a variety of contexts.  
**Prerequisite: CMS 216.**
CMS 342  Leadership Communication  (3)
A course which examines historical and contemporary theories of leadership, explores the uses, abuses and meaning of power in leadership situations and relationships, develops an understanding of the role of communication in facilitating or hindering leadership, identifies the tensions between individuals and communities in a variety of contexts, and applies conflict management principles to those tensions. Students successfully completing this course will become aware of their own leadership styles, develop the ability to improve communication in conflict situations, develop collaborative skills, synthesize information from a variety of sources, and apply that information to ethically improving leadership in contextually appropriate ways.

CMS 348  Gender Communication  (3)
A course surveying writings and research in human communication in order to answer the question “Are there differences in the ways men and women communicate and, if so, what effects do those differences have on relationships?” Students completing this course will become familiar with the research and theories regarding same-gender and cross-gender communication, will increase sensitivity to the effects and functions of communication within human relationships, and will become more aware of their historical/cultural/personal gender biases and how those biases affect communication with others. Prerequisite: CMS 220.

CMS 351  Persuasion  (3)
A study of persuasive strategies for the purpose of becoming more enlightened recipients and skillful creators of persuasive messages and campaigns (in advertising, politics, and interpersonal and group interaction).

CMS 496  Senior Seminar  (3)
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. Prerequisite: IDS 206, BUS 215, senior standing, and permission.
and design. Provides hands-on use of drawing (paint) programs, design programs, presentation graphics and desktop publishers.

**Prerequisite:** Demonstrated word processing competence or CSA 101.

CSA 109  Information Retrieval Skills (1)
An introduction to the available resources for researching topics in a variety of discipline areas. Covers traditional search strategies, CD-ROM search, online information retrieval, and proper use/notation of bibliographic information.

**Prerequisite:** CSA 101 or demonstrated competency. (Pass/Fail)

CSA 283  Microcomputer Applications (1-2)
Mastery of specified applications programs on microcomputers for small businesses and other organizations. Mastery of software-machine interaction and creation of systems for applications in business or other settings is demonstrated through a competency examination.

**Prerequisite:** Permission. (Pass/Fail)

CSA 285  Complex Microcomputer Systems (2-4)
Mastery of extensive programs linked to businesses and other organizations; demonstration of proficiency in controlling data flow in such applications as finance, management, inventory, production, sales, personnel, scheduling, forecasting, information retrieval, records, and analysis. Assumes competency in microcomputer operation and applications programs. **Prerequisite:** Permission. (Pass/Fail)
Computer Systems Applications (CSA)

CSA 090  Introduction to Computer Systems  (1)
A course designed to bring students who are weak in computer skills to a competency level to allow for success in college-level computer courses. Students learn to use and navigate through current operating systems, utilize laser and dot-matrix printers, load software, operate CD-ROMS, and develop a working understanding of computer terminology.

**Does not apply to minimum degree requirements.** *(Pass/Fail)*

**NOTE:** All students in the Lincoln program must demonstrate adequate basic knowledge of the computer and basic keyboarding skills before enrolling in any computer systems course numbered above 090. This requirement may be met in one of the following ways:

1. By passing Doane’s Basic Computer Skills Tests.
2. By completing Computer Systems Applications 090 with a grade of “P” *(Pass)*.

CSA 101  Introduction to Word Processing  (1)
An introduction to the microcomputer. Students learn to use a word processing applications program as a writing tool to create, revise, save and print documents. *(Pass/Fail)*

CSA 102  Introduction to Spreadsheets  (1)
A course wherein students learn to develop and use an electronic spreadsheet applications program, manipulating numerical data in tabular format for a variety of business applications.

**Prerequisite: CSA 101, or permission.** *(Pass/Fail)*

CSA 103  Introduction to Database Software  (1)
A course which develops an understanding of how information may be stored and manipulated on a microcomputer with the use of a database applications program. Through hands-on experience, students learn how to organize, enter, manipulate, extract and create reports based on various kinds of data.  **Prerequisite: CSA 101, or permission.** *(Pass/Fail)*

CSA 106  Introduction to Statistical Software  (1)
Hands-on experience with a statistical applications program entering, manipulating and reporting data using various statistical techniques. Recommended: taken concurrently with a statistics course.

**Prerequisite: CSA 101 or permission.** *(Pass/Fail)*

CSA 107  Advanced Spreadsheets/Macros  (1)
A course providing advanced concepts for using electronic spreadsheets. Includes advanced functions, programming functions, linking worksheets, development of customized menus, and creation of run-time programs.

**Prerequisite: CSA 102 or permission.** *(Pass/Fail)*

CSA 108  Desktop Publishing  (3)
Lab-intensive experience in desktop publishing using personal computers. Demonstrates how technology can facilitate the creation of quality documents through the implementation of concepts of layout
and design. Provides hands-on use of drawing (paint) programs, design programs, presentation graphics and desktop publishers.

**Prerequisite:** Demonstrated word processing competence or CSA 101.

CSA 109  **Information Retrieval Skills**  (1)
An introduction to the available resources for researching topics in a variety of discipline areas. Covers traditional search strategies, CD-ROM search, online information retrieval, and proper use/notation of bibliographic information.

**Prerequisite:** CSA 101 or demonstrated competency. *(Pass/Fail)*

CSA 283  **Microcomputer Applications**  (1-2)
Mastery of specified applications programs on microcomputers for small businesses and other organizations. Mastery of software-machine interaction and creation of systems for applications in business or other settings is demonstrated through a competency examination.

**Prerequisite:** Permission. *(Pass/Fail)*

CSA 285  **Complex Microcomputer Systems**  (2-4)
Mastery of extensive programs linked to businesses and other organizations; demonstration of proficiency in controlling data flow in such applications as finance, management, inventory, production, sales, personnel, scheduling, forecasting, information retrieval, records, and analysis. Assumes competency in microcomputer operation and applications programs. **Prerequisite:** Permission. *(Pass/Fail)*
Cooperative Education (CED)

CED 200 Career Life Planning Seminar (0-1)
Development of decision-making and goal-setting skills as they relate to the career planning process. The process includes developing self-awareness, conducting career research, acquiring decision-making skills, and setting career and educational goals. (Pass/Fail)

Criminal Justice (CRJ)

CRJ 205 The American Legal System (3)
A comprehensive study of the nature of the judiciary and the court system and the major function the law serves in modern society. Students learn 1) the general structure of the U.S. legal system at the federal, state, and local levels, 2) the roles of the various officials involved in the court system, 3) the differences in function and procedure among trial courts, appellate courts, and administrative hearings, 4) the difference between substantive and procedural law, and 5) the difference between criminal and civil law. Special attention is given to the detailed structure of the state and local courts in Nebraska. (Cross-referenced with PLS 205.)

CRJ 210 Introduction to Criminal Justice (3)
This course conducts an examination of the history, development, and underlying philosophies of the American criminal justice system. Upon completion of the course, students will understand the theories of crime and criminal justice, including the causes of crime; and the role of the police, courts, penal institutions, probation and parole in the protection of society.

CRJ 215 Police and Society (3)
This course is a study of the basic operational functions of law enforcement agencies and the relationship between police and society in the United States. Upon completion of the course, students will have an understanding of how changes and trends in society affect police operations and how a community relates to policing and its affects on the problems of crime and crime control. Students will also learn patterns of interaction between the police and the diverse populations in American society and how special interest groups and politics affect the police.

CRJ 271, 371, 471 Selected Topics in Criminal Justice (1-3) (1-3) (1-3)
An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction

CRJ 310 Corrections (3)
The focus of this course is the historical development and evolution of corrections in Europe and America. Students learn the theories of corrections, the development of the prison system, administration and programming of corrections, and contemporary application of probation and parole.
CRJ 312  Juvenile Justice  (3)
This course examines the historical response to juvenile delinquency and the origins of the juvenile justice system. Students learn the theories relating to the causes of juvenile delinquency; the laws governing the police handling of delinquency and detention; the structure of the juvenile court system; the application of corrections to juvenile offenders; and strategies for prevention of juvenile offences.

CRJ 320  Rules of Evidence  (3)
This course is a study of the rules of evidence, including the statutory and common-law foundations governing the admissibility of evidence in state and federal courts. Upon completion of this course, students will know and understand the types and forms of evidence; know and understand the rules governing the examination and cross-examination of witnesses; know and understand the distinctions among real evidence, circumstantial evidence, hearsay evidence, opinion evidence, and scientific/demonstrative evidence. Students will also be introduced to the law governing confidential communications (attorney-client, physician-patient, psychotherapist-patient, priest-penitent, and marital privilege.)

CRJ 330  Criminal Law  (3)
A study of the law of crimes against persons and property. Students learn 1) the Constitutional safeguards and procedures necessary from arrest through trial, 2) precedents for defenses to prosecution and punishment, 3) criminal procedure, and 4) techniques for evidence gathering. Emphasis is on the Nebraska Penal Code and related forms and documents. *(Cross-Referenced with PLS 330.)*

CRJ 340  Criminal Investigation  (3)
This course introduces the application of procedures, methods, and techniques to investigation in the context of crime and the legal system. Topics include crime scene procedures and practices, the collection of evidence, and the basis of analysis of that evidence. Upon completion of the course, students will know the proper procedures for collection, organization, preservation, and maintenance of chain of custody of evidence in a variety of contexts.

CRJ 410  Contemporary Issues in Criminal Justice  (3)
This course is an examination of current and emerging issues in the field of criminal justice. Topics include, but are not limited to: Restorative Justice; Domestic Violence; Organized Crime; White-Collar Crime; Issues of Race and Ethnicity; Terrorism. Students will continue the development of critical thinking skills in application to issues that require the balancing of victim, offender, citizen, and community needs and rights.

Prerequisites: BUS 215 (or SSI 217) and IDS 206.

CRJ 420  Professional Ethics in Criminal Justice  (3)
This course is an exploration of the ethical issues confronting the criminal justice practitioner. Through the use of case studies, students develop an awareness and understanding of the ethical dilemmas faced in the police service, the judiciary, and the correctional system and the checks and bal-
ances established to preserve the integrity of the criminal justice system.  

**Prerequisites:** CRJ 205, 210.

**CRJ 496 Senior Seminar in Criminal Justice (3)**

With the guidance of a faculty member, students will develop a research or experiential project that will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively.  

**Prerequisites:** BUS 215 (or SSI 217), IDS 206, senior standing, and permission.

The Doane Learning Course (DLC)

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

**DLC 090 Computational Skills (3)**

An accelerated algebra program designed to bring students who are weak in mathematical skills to a competency level allowing for college success. **Does not apply to minimum degree requirements.**  

**Prerequisite:** Permission.

**NOTE:** All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above.

**DLC 101 Reading Skills Development (3)**

A developmental course to enhance college-level reading skills. Reading experiences encompass a wide variety of forms and topics, such as reading analytically and critically. Students also become familiar with various writing strategies and techniques.

**DLC 116 Writing Skills (3)**

An intensive writing course designed to improve basic skills in college-level composition.

Economics (ECO)

**ECO 203 Macroeconomics and Literacy (3)**

The successful operation of modern economics depends on the participation of economically literate citizens. An economically literate citizen should be able to identify problems, gather relevant information, weigh costs and benefits, analyze incentives, and make choices. Students successfully completing this course will be able to comprehend and use basic economic concepts, interpret major macroeconomic statistics, explain how both monetary and fiscal policy can be used to stabilize the economy, and discuss macroeconomic issues.
ECO 204  Microeconomics and Business (3)
An introduction to basic concepts governing the operation of the micro-
economy, with specific emphasis placed on understanding microeconomic
theory, policy, and issues as they relate to business decision-making.
Students successfully completing this course will be able to comprehend
the workings of the supply and demand model from both a graphical
and mathematical perspective, explain the role that elasticity plays in
the supply and demand model and know how to calculate and interpret
various elasticities, understand utility maximization and the theory of
consumer behavior, explain how cost structures differ in the short run
and the long run, analyze various market structures in terms of their
economic performance, and understand the workings of the various fac-
tor markets. **Prerequisite:** ECO 203.

ECO 307  Money and Banking (3)
An examination of the history of the U.S. banking system, with special
emphasis on the history, purpose, and functions of the Federal Reserve
System. The tools and techniques of monetary policy will also be ad-
dressed. Students completing this course will be able to: 1) understand
basic monetary concepts and frameworks including the role of money
and financial institutions and financial markets; 2) critically examine
and analyze the business of banking and the role of government regulation
of the banking industry; and 3) describe and evaluate Federal Reserve
monetary policy in both a domestic and international setting.
**Prerequisite:** ECO 203. **(Cross-referenced with BUS 307.)**

ECO 308  Public Finance (3)
Introduces the basic concepts used to describe and measure government
decision-making as it pertains to economics. This course examines the
effects of fiscal policy on resources, incomes, prices, and employment.
Students successfully completing this course will be able to: 1) understand
the characteristics, functions, and interactions of public
and private institutions; 2) explain fundamental economic theory and
terminology as it relates to public finance; 3) apply economic theory to
current policy problems; and 4) analyze and apply economic data to the
study of a public policy problem.
**Prerequisite:** ECO 203. **(Cross-referenced with PSI 308.)**

ECO 309  Environmental Economics (3)
An examination of the relationship between economic analysis and the
quality of the natural environment in which we live. Students successfully
completing this course will be able to: 1) understand economic theory
and terminology as they relate to issues of environmental quality; 2)
apply economic theory, where appropriate, to various environmental
problems; 3) comprehend the interactions between both the private and
public sectors in the struggle to find workable solutions to environmental
problems; 4) appreciate the global dimension of environmental issues;
and 5) analyze and evaluate environmental policy proposals to determine
feasible solutions. **Prerequisite:** ECO 203.
ECO 329  Health Care Economics  (3)
The U.S. health care system continues to experience problems in the financing, organization, and delivery of health care services. Costs are increasing at unsustainable rates while fewer employers are offering health insurance to their employees. While the U.S. leads the world in money spent on health care, it ranks low on most measures of health status. This course will examine how economic analysis can be applied to health care. Students successfully completing this course will be able to: 1) understand economic theory and terminology as they relate to health care; 2) apply economic theory to health care problems and issues; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to health care problems and issues; and 4) analyze and evaluate various health care policy proposals to determine feasible solutions. **Prerequisite: ECO 203.**

ECO 358  International Trade and Finance  (3)
An examination of current theories of international trade and finance. Emphasis is placed upon understanding financial decision-making in a global setting. Students successfully completing this course will be able to: 1) demonstrate understanding and application of partial- and general-equilibrium models of international trade; 2) explain the concept of comparative advantage and its determinants; 3) evaluate the effects of international trade policies on economic welfare and relevant markets; 4) identify risks associated with doing business globally; 5) recommend financial tools that can be used to reduce risk, and 6) apply the theoretical material to critically evaluate real world issues in international trade and finance. **Prerequisite: ECO 203. (Cross-referenced with BUS 358.)**

Education (EDU)

EDU 280  Higher Education for Adult Learners  (2)
The development of a learning plan through knowledge of how to use the resources of higher education. Students also learn the theory and function of higher education in America, clarify individual values and educational goals, increase appreciation of strengths and worth as a learner, and create a portfolio of life and career accomplishments for submission to faculty evaluators for award of credit. **(Pass/Fail)**

EDU 338  Children, Youth, and the Family  (3)
A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization.

EDU 481, 581  Selection and Development of Educational Leaders  (3)  (3)
A study of the theory and practice of the selection and development of effective teachers and administrators, utilizing the Teacher Perceiver Interview and analysis process; development of skills and knowledge enabling individuals to use the process and achieve certification and professional
competence. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. **Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling. (Pass/Fail.)** NOTE: A grade of “Pass” represents an evaluation of “B” or better.

**EDU 483, 583  Seminar in Perceiver Analysis  (2) (2)**
Developing individual growth plans for teacher effectiveness; synthesis of the principles of Teacher Perceiver Interview; preparation of a teacher portrait and the feedback process. **Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling. Pre-requisite: Education 481 or 581. (Pass/Fail.)** NOTE: A grade of “Pass” represents an evaluation of “B” or better.

**EDU 580  Development of Education Specialists  (3)**
A study of the theory and practice of student strength assessment to determine more effective ways to accomplish learning and individual development and growth. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. **(Pass/Fail.)** NOTE: A grade of “Pass” represents an evaluation of “B” or better.

**English (ENG)**

**ENG 101  Writing Seminar  (3)**
A writing intensive course designed to enhance the quality of critical thinking and the knowledge of writing. A variety of texts are interpreted, and critical responses are written, using one or more literary forms. The student increases breadth and depth of critical thinking and knowledge of writing. **Prerequisite: All students must demonstrate adequate basic skills before enrolling in ENG 101.**

**ENG 113  Basic Newswriting and Reporting  (3)**
An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. The student who successfully completes this course will have developed interviewing, note taking and writing skills, especially for print media. **(Cross-referenced with JOU 113.)**

**ENG 201  Intermediate Writing  (3)**
Experience and instruction for students seeking further development of expository writing skills. **Prerequisite: ENG 101 or permission.**

**ENG 210  Film Studies  (3)**
This course involves the critical study of film art. Through readings, study of selected films, lectures, written assignments, and class discussion, students will investigate the elements of film art, such as film language, editing, cinematography, sound, narrative structure, and special effects. The course also emphasizes the relationship of film to historical and social contexts, cultural trends, and national ideologies. Particular attention will be paid to film analysis, film theory, and film technique. Students who successfully complete this course will understand the many ways in which films produce meaning and will be able to write and speak knowledgeably about film, using standard critical vocabulary.
ENG 237  Introduction to Fiction  (3)
Reading and study of various authors and forms of fiction (such as short
story, novella, novel), with attention to historical development and critical
terminology.

ENG 301  Women Writers  (3)
Poetry, fiction, diaries, letters, plays from ancient times to the present
and from several cultures, including 11th and 20th century Japan.

ENG 329  Great Plains Studies  (3)
An interdisciplinary examination of the cultures of the Great Plains,
including Canada, through discussions of literature, arts, (including ar-
chitecture), history, religions, mythology, and folklore. The geography,
which gives the Great Plains its sense of place as well as its current is-
sues concerning future development, is also examined. The outcome
for students of the course should be an enhanced perspective on this
part of North America, where Doane College is located. This course
fulfills the Cultural Perspectives requirement of the Doane Plan.

Fine Arts (FAR)

FAR 103  Introduction to Fine Arts: Music  (3)
An introduction to the art of music as an expression of the cultures of
civilizations, both East and West, through selected examples of music
literature.

FAR 281  Introduction to Fine Arts: Performing Arts  (3)
An introduction to fine arts with emphasis on appreciation of the visual
and the performing arts from the audience perspective.

Geology (GEO)

GEO 101  Environmental Geology  (3)
An examination of how geologic processes and hazards influence human
activities. The geologic aspects of earth resources and environmental issues
related to water, soils, minerals, and fossil fuels are investigated. Hazards
such as earthquakes, landslides, flooding, volcanism, and surface deforma-
tion are included. A geologic framework for environmental issues, includ-
ing rocks and minerals, tectonic processes, and geologic time is provided.
Upon successful completion of this course, students will demonstrate an
understanding of the structure and dynamics of geology, as well as the
natural and human-induced changes in geologic systems.

GEO 103  Physical Geology  (4)
A study of the earth including earth materials, processes of weathering
and erosion, and processes acting to elevate earth surfaces. Lecture and
laboratory. Study includes oceanography.

GEO 104  Historical Geology  (4)
An introduction to paleontology and the geological development of
North America. Topics addressed include stratigraphy, vertebrate and
invertebrate paleontology, paleobotany, structural geology, plate
tectonics and some theoretical aspects of biological evolution as supported by fossils. Lecture and laboratory.

**GEO 107  Introduction to Meteorology  (3)**

An introduction to the principles of meteorology. Study of weather, climate, paleoclimate, and instruments used in the field. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere and the short and long term sequences of weather events.

**Graphic Design (GRD)**

**GRD 228  Typography  (3)**

An introduction to lettering and type as a means of visual communication. Students learn basic type measurement, fonts and their application, and the use of type as a design element. **Prerequisite: Computer competency.**

**GRD 237  Multi-dimensional Design  (3)**

A continuation of the study of design theory, preparing students to create multi-dimensional design projects. Students will learn how to apply the principles of design and color theory to mock-ups of three-dimensional package designs. **Prerequisites: ART 107 and ART 235.**

**GRD 241  Graphic Design and Layout  (3)**

An introduction to the principles and practices of layout and graphic design, the relationship between type and image, and the development of multiple solutions to a given problem, with a focus on visual thinking. Students learn traditional layout tools and techniques, design and layout theories as they apply to print media, and the creative process of designing a printed piece from start to finish. **Prerequisites: ART 207, GRD 237.**

**GRD 252  History of Graphic Design  (3)**

A course which traces the history of graphic design from its origins to modern times. Students learn to analyze and critique the work of the artists who developed the foundation for contemporary styles and major trends in graphic design.

**GRD 258  Introduction to Computer Graphics  (3)**

A course designed to begin development of the knowledge and skills necessary to use computer software to create graphics and documents. Upon completion of the course, students will understand how a computer and its devices work and will have a basic understanding of various software used for the purpose of graphic design. **Prerequisite: GRD 241.**

**GRD 315  Graphic Design I  (3)**

The application of principles of graphic design and the appropriate software programs to print media for advertising, publications, and corporate communication. Students develop design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. **Prerequisite: ART 356, GRD 228, 258.**
GRD 316 Graphic Design II (3)
The application of the principles of graphic design and the appropriate software programs to electronic media for advertising, corporate communication, and the web. Audio is introduced as a design element. Students design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. 
Prerequisite: Beginning Web Design or permission.

GRD 415 Graphic Design III (3)
The application of the principles of graphic design and appropriate software programs to animation, multi-media, and interactive visuals for digital advertising. Students learn the relationships between traditional cell animation and computer animation and develop technical skills to integrate all media and create animation. Prerequisite: GRD 316.

GRD 416 Graphic Design IV (3)
An advanced studio course wherein students use their knowledge of the principles of graphic design, their skills for critical thinking and problem solving, and their knowledge of technology to design corporate identities and advertising campaigns. Students produce an advanced project from the initial planning stages to final output. Prerequisite: GRD 415.

GRD 496 Senior Seminar in Graphic Design (3)
With the guidance of a faculty member, students will develop an extensive portfolio which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this portfolio will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to be creative artisans and problem solvers, and to accomplish visual communication effectively. Prerequisite: Senior standing, and permission.

History (HIS)

HIS 105, 106 History of Civilization I, II (3) (3)
An analysis of the development of civilization in Europe and elsewhere. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of how human perceptions changed over time—a key component of the very notion of “civilization.” As a result of these courses, students will gain an understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. First term: 1300-1815; Second term: 1815 to the present.

HIS 205, 206 History of the United States I, II (3) (3)
A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate
knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. First term: to 1877. Second term: since 1865.

**HIS 301  Women in History  (3)**
An analysis of the role and evolving status of women within Western culture in modern history (19th and 20th centuries.)

**HIS 305  Recent History of the United States  (3)**
Examines selected topics in U.S. history, from the 1950s to present. Students will gain a deeper understanding of Cold War culture, popular culture, gender roles, the modern civil rights movement(s) and other social movements. Particular attention is paid to domestic politics, from the rise of Lyndon B. Johnson’s “Great Society” to Ronald Reagan and the rise of the “New Right.” Students who complete this course also will gain a deeper understanding of the interplay of culture, politics, and society (and the analytical constructs of race, gender, and class), as they study the origins of issues relevant to contemporary society.

**HIS 306  U.S. Intervar Years  (3)**
Provides an in-depth examination of political, social and cultural history, from the 1920s to the early 1940s. Students who successfully complete this course will demonstrate knowledge of the background to the economic collapse of the Great Depression, the rise of Franklin D. Roosevelt’s “New Deal,” and the beginnings of the Second World War. Students also will gain a deeper understanding of U.S. diversity, from region to race, from rural to urban, and from liberal to conservative strains of political thought. (Cross-referenced with PSI 306.)

**HIS 312  Industrialists, Populists, and Reformers  (3)**
An in-depth examination of the cultural, social, economic and political history of the United States from circa 1870 to 1920. Students who successfully complete this course will demonstrate knowledge of the main themes of industrialization, urbanization, and immigration and the rise of programs of various social-political reformers. Attention is given to the culture of the Victorian or Gilded Age and the Progressive and Modern critique of that culture. Students will also gain a deeper understanding of the interplay of culture, politics, and society (and gender, race, and class) as they study industrialists, reformers, laborers, and presidents.

**HIS 314  History of the Vietnam War and the 1960s  (3)**
A course designed to provide an overview of the Vietnam War as well as the social, political and cultural context of the 1960s. Effects of the Vietnam War and the 1960s on U.S. culture and politics today are also emphasized. This course fulfills the Cultural Perspectives requirement of the Doane Plan. (Cross-referenced with INT 314.)

**HIS 315  The Civil War and Reconstruction  (3)**
Examines the causes, character, and consequences of two great American tragedies: the Civil War and Reconstruction, from the mid-19th century to 1877. Students who successfully complete this course will demonstrate
knowledge about the failure of antebellum political mechanisms, the
growth of sectionalism, justifications for and against secession, and the
methods and implications of war. Students will also gain a deeper under-
standing of the different constitutional systems underpinning the conflict,
efforts to eradicate Southern separatism, and the promises, failures, and
continuing legacy of the Reconstruction Era.

**HIS 320 American Environmental History (3)**
Examines American environmental history from colonial times to the
present. Students who successfully complete this course will gain a deeper understanding of topics such as changing interpretations of nature and resources, the conservation and environmental movements, the roles of art, literature, and culture in American visions of nature, as well as issues of public health, government interaction with the environment, and more recent environmental debates. The primary objective of this course is to explore the question “What is environmental history?” Students will also demonstrate knowledge of major authors and their works and will demonstrate the complexity and interdisciplinary nature of environmental history and its interpretations of human interactions with the environment.

**HIS 321 American Race Relations (3)**
Surveys events in United States history, from the colonial era to the present, that suggest the racial underpinnings of American culture and society and explores how race interacts with class, gender, ethnicity, religion and culture. Students will gain a deeper understanding of the historical reality of American multiculturalism. Students examine the history of Native “Indian” Americans, African-Americans, Asian and Western and Eastern European immigrants and their descendants, in colonial and national contexts. Topics covered include conquest, assimilation, slavery, ethnicity, eugenics, and the modern civil rights movements. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. This course fulfills the Cultural Perspectives requirement of the Doane Plan.

**HIS 329 The U.S. Revolutionary Era (3)**
An examination of the U.S. colonial revolution and early national period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain’s North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans, African-Americans, women, and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. (Cross-referenced with PSI 329.)

**HIS 336 American Culture and Thought (3)**
An examination of some of the major thinkers and cultural forms in American history from colonial times to the present. Particular attention is paid to the social and political context in which individuals and groups
expressed themselves and their ideas. Areas of emphasis include political and social analysis, literary expression, and popular culture. Through successful completion of this course, students will gain a deeper understanding of the development and values of Western cultures, particularly as they relate to the United States, and the interrelations between people, systems and social forces.

**HIS 337 American Women’s History (3)**

A general survey of U.S. women’s history, from the colonial period to the present. Students successfully completing this course will demonstrate knowledge of the major themes and problems of women in American history and women’s contributions to American political, social, and cultural life. Students examine how women are connected and divided by region, race and class. Students will also gain a deeper understanding of the role of gender and sex in American history and how such themes/ideologies affect men as well as women.

**HIS 342 The United States and the Middle East (3)**

A focus on the history of the Islamic Middle East and the relationship between the United States and the broader Middle East from the 18th century to the present, through an examination of selected countries, including Egypt, Iran, Iraq, Israel and Palestine. Students who successfully complete the course will demonstrate knowledge of the rise of Islam in the Arabian Peninsula; the history of the Ottoman Empire and the mandate system; U.S. foreign policy in the Middle East; the Gulf Wars; and the Middle East and the media. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. (Cross-referenced with PSI 342.)

**HIS 346 Modern Eastern European History (3)**

Students who successfully complete this survey course will demonstrate knowledge of the struggle for national independence by the people of the Balkans and East-Central Europe (Rumania, Yugoslavia, Czechoslovakia, Poland and Hungary), and also gain a deeper understanding of the post-1945 Communist period and the dynamics of the transition from Communism since 1989.

**HIS 348 History of the Roman Empire (800 BCE—476 CE) (3)**

Focus on the rise of Roman civilization. Students who successfully complete this course will demonstrate knowledge of the cultural, military, political, and economic aspects of Roman civilization. Students also will gain a deeper understanding of the political transformation from the Roman Republic to the Roman Empire, as well as why this amazing civilization, which would serve as a model for so many future empires, eventually collapsed.

**HIS 349 Contemporary Europe (3)**

Collapse of European civilization through World War I and World War II, followed by the emergence of a New Europe in recent times. This course fulfills the Cultural Perspectives requirement of the Doane Plan. (Cross-referenced with INT 349.)
HIS 352  American West  (3)
In this survey of the American West, students examine the major themes of conquest, migration, water, agriculture, urbanization, government, myth, race, region, class, and gender, with special emphases on the Great Plains region and environmental history. Students will gain a deeper understanding of social, racial and cultural diversity in the West, with emphasis on Native American “Indian” cultures. Students also will gain a deeper understanding of the significance of region and the environment as forces in history and the West as a source of themes in U.S. history.

Human Relations (HRE)

HRE 221  Human Potential and Growth  (3)
A course exploring underlying theories, current research and knowledge in the area of cognitive skills training. Its goal is to help students understand the processes of thinking and the potential for effective learning.

HRE 232  Case Planning and Management  (3)
Specific to alcohol/drug abuse and other addictions, students are taught to 1) develop, coordinate, and prioritize client treatment goals, 2) develop and utilize the written client record for case assessment, planning, and management, 3) work with other agencies, resources, and services, and 4) appreciate the rules of confidentiality of client information and records. **Prerequisite: PSY 219 or permission.**

HRE 271, 371, 471  Selected Topics in Human Relations  (1-3) (1-3) (1-3)
An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

HRE 315  Group Counseling  (3)
A study of the basic issues and key concepts involved in group counseling and the application of these concepts to a variety of therapeutic groups. **Prerequisite: CMS 112 and PSY 234.**

HRE 317  Psychopharmacology  (2)
A study of the basic pharmacology and classification of drugs and the effects of drug/alcohol use on the systems of the body. **Prerequisite: PSY 219 or permission.**

HRE 321  Clinical Treatment Issues in Chemical Dependency  (3)
A study of treatment issues and various treatment theories and models specific to alcohol and drug abuse. **Prerequisite: PSY 219 or permission.**

HRE 331  Personnel Law  (3)
An in-depth study of personnel law from both a conceptual and a practical perspective. Students learn (1) the guidelines established for disciplinary actions, hiring, firing and promotion; (2) the legal response to sexual harassment in the workplace; (3) the responsibility of the employer to provide safe working conditions; (4) equal employment opportunity law; and (5) legal issues as they pertain to physical, mental, and emotional illness and disability. **(Cross-referenced with BUS 331.)**
HRE 415  Leadership in Organization  (3)
A course designed to investigate attitudes and behaviors which inspire and motivate others to a common purpose through and investigation of current and historic leadership theories, to lead the student to a conceptual understanding of the term leadership, and to help students acquire the attitudes and skills necessary for innovation, risk-taking and team-building. (*Cross-referenced with BUS 415.*)

HRE 417  Multicultural Counseling  (3)
A course designed to give students the self-understanding, knowledge, and techniques necessary to counsel a person whose culture is different from that of the counselor. *Prerequisite: PSY 234.*

HRE 421  Internship in Human Relations  (1-3)
On-the-job experience and involvement in activities which develop skills in the effective management of people. The internship may be in a business firm or human services agency. (*Pass/Fail*)

HRE 428  Professional Ethics and Issues  (3)
The study of ethical counseling practices, behaviors and decision making. Includes legal considerations, rights of clients, and counselor roles and values. *Prerequisite: PSY 234.*

HRE 496  Senior Seminar  (3)
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. *Prerequisite: IDS 206, BUS 215 or SSI 217, senior standing, and permission.*

**Information Science and Technology (IST)**

IST 341  Principles of Programming Languages  (3)
A study of the principles governing the design of modern programming languages including: language syntax - representation and parsing; language processors - compilers and interpreters; language representations - data/control structures and binding; language styles - procedural, functional, object, logic, and data flow. One or more example languages are studied in some detail. Upon completion of this course, the student will have an understanding of how programming languages are developed and of the common principles that relate various programming languages. *Prerequisite: Permission.*

IST 355  Web Application Design and Development  (3)
This course investigates techniques to develop applications designed for the Web. Upon completion of this course, students will have the skills to design and develop Web applications using a number of different techniques and tools, and will design and develop a Web application using these techniques and tools. *Prerequisite: Permission.*
IST 357  System Architecture and Software  (3)
A study of the design principles for computing machinery components and elements of the operating system designed to manage these components. Upon successful completion of the course, students will have an understanding of the design principles for the processing unit and memory, and the algorithms to manage them. Prerequisite: Permission.

Information Systems Management (ISM)

ISM 101  Software Development I  (3)
This course provides, through the development of small software applications, an understanding of the process of developing software, including the identification of a problem, and the design, analysis, and implementation of algorithms and data/file structures to solve that problem. Students learn how to implement algorithms and data/file structures in a high-level language, and how to test and verify that implementation. Prerequisite: ISM 100. (Students may demonstrate competence to fulfill this requirement.)

ISM 102  Software Development II  (3)
A continuation of Information Systems Management 101, this course provides, through the development of larger software applications, an understanding of the process of developing software, including the identification of a problem, and the design, analysis and implementation of algorithms, and data/file structures to solve that problem. Students learn how to implement algorithms and data/file structures in a high-level language, and how to test and verify that implementation. Prerequisite: ISM 101 or competence and MTH 115. (Students may demonstrate competence to fulfill this requirement.)

ISM 215  Information Systems Theory and Practice  (3)
This course provides an understanding of the decision process and how information is used for decision support in organizations. Students develop an understanding of decision theory and practice essential for providing viable information to the organization and will be able to identify the various types of information systems. Prerequisite: ISM 100 or competence.
ISM 253  Information Technology Architecture  (3)  
This course provides the hardware and software technology background necessary to enable students to understand computer architecture for effective use in the business environment. Students learn the various hardware designs, how to choose and organize hardware, fundamental operating systems concepts, and basic networking components.  
Prerequisite: ISM 102 or competence.

ISM 271/371/471  Selected Topics  (1-3)  
An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

ISM 315  Systems Analysis and Design  (3)  
This course applies a student’s understanding of the systems development and modification process as outlined by the systems development life cycle. It enables students to evaluate and choose a system development methodology. Students demonstrate their mastery of the analysis and design process acquired in this course and earlier courses by analyzing, designing, and constructing a physical system (implemented via either a DBMS or programming language) from a logical design.  
Prerequisite: ISM 102 or competence.

ISM 316  Communication, Technology, and Organizational Behavior  (3)  
This course examines the impact of technology on the way we communicate with others as well as communicative processes in the workplace. Students will examine essential communication and human relations concepts to help them recognize, define, and resolve change and productivity issues. The course attempts to develop in students an ability to understand human dynamics and communicate effectively to ensure the integration of technology and other functions of the enterprise.  
Prerequisite: Computer Systems Applications requirements.

ISM 325  Software Engineering I  (3)  
An investigation and application of engineering principles to the development of software systems. Students will gain a better understanding of these principles through the completion of a software engineering project using the same software development environment learned in ISM 101 and 102. Prerequisite: ISM 102.
ISM 326  Software Engineering II  (3)
Further investigation and application of engineering principles to the
development of software systems. Students will continue to develop a
better understanding of these principles through the completion of a
software engineering project using a software development environment
different from that used in ISM 101 and 102.  *Prerequisite: ISM 325.*

ISM 342  Network Management  (3)
This course provides in-depth knowledge of data communication and
networking requirements, including telecommunication technologies,
hardware, and software. Emphasis is on the analysis and design of net-
working applications in business. Management of telecommunications
networks, cost-benefit analysis, and evaluation of connectivity options is
also covered. Students learn to evaluate, select, and implement differ-
ent communication options within a business and develop the skills for
network administration.  *Prerequisite: ISM 253.*

ISM 358  Network Technology  (3)
This course provides in-depth study of data communication and network-
ing topology requirements. Students learn to set up, install, and configure
networking hardware and software. Emphasis is on network trouble
shooting and technical support as students explore network performance
measurement issues.  *Prerequisite: ISM 253, 342, or competence.*
ISM 409  Project Management  (3)
   An introduction to the basic concepts of project management. Students become familiar with generally accepted project management knowledge and practice, learn all aspects of the processes of project management, and develop an understanding of the relationship of project management to other management disciplines. **Prerequisite: BUS 242.**

ISM 421  Information Systems Management Internship  (0-9)
   Supervised on-the-job experience in a for-profit, not-for-profit, or governmental environment. **Prerequisite: Permission. (Pass/Fail)**

ISM 425  Network Administration  (3)
   In this course, students develop the skills necessary for computer systems network administration. They learn the administration requirements for current network operating systems, including both server and workstation support. Emphasis is placed on routine network administration management tasks, along with back up and disaster recovery procedures within a client/server environment. **Prerequisite: ISM 253, 342, 358, or competence.**

ISM 445  Modeling and Simulation  (3)
   Students learn to use techniques of modeling to simulate business operations for problem solving, forecasting, and decision making. The focus of the course is the practical application of simulation modeling. Each student builds an operational model/simulation for a local organization. **Prerequisite: ISM 215 or permission.**

ISM 496  Senior Seminar  (3)
   With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. **Prerequisite: IDS 206, senior standing, and permission.**
Interdisciplinary Studies (IDS)

IDS 104  Reorientation to Higher Education  (1)
A course designed to 1) help students understand the meaning of a liberal arts and sciences education and the organization and structure of college degree requirements; (2) build the student’s confidence in the ability to study and learn in a formal academic setting; (3) diagnose current individual skill levels in the areas of writing, reading comprehension, reading rate, vocabulary, and math; (4) continue development of study skills for note-taking, textbook analysis, time management, test-taking, and listening; and 5) help students understand college-level writing requirements and demystify writing as a skill.  (Pass/Fail)

IDS 109  American Sign Language I  (3)
A beginning course in the visual-gestural processes of American Sign Language (ASL.) Students develop basic receptive and expressive language skills in ASL, including signs, grammar syntax, and finger spelling, and will begin development of an understanding of the culture of the deaf.

IDS 206  Introduction to Research  (3)
The study of basic research methodology and the tools of research with instruction in principles and procedures applicable to all disciplines. Students are introduced to the concepts and skills necessary for data collection and analysis.

International Studies (INT)

INT 314  History of the Vietnam War and the 1960s  (3)
A course designed to provide an overview of the Vietnam War as well as the social, political and cultural context of the 1960s. Effects of the Vietnam War and the 1960s on U.S. culture and politics today are also emphasized. This course fulfills the Cultural Perspectives requirement of the Doane Plan.  (Cross-referenced with HIS 314.)

INT 315  International Relations Since 1945  (3)
A course examining critical changes in international relations since World War II. Particular emphasis is on three concepts: security, interdependence, and global commons. This course fulfills the Cultural Perspectives requirement of the Doane Plan.

INT 349  Contemporary Europe  (3)
Collapse of European civilization through World War I and World War II, followed by the emergence of a New Europe in recent times. This course fulfills the Cultural Perspectives requirement of the Doane Plan.  (Cross-referenced with HIS 349.)
Journalism and Media (JOU)

JOU 113  Basic Newswriting and Reporting  (3)
An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. The student who successfully completes this course will have developed interviewing, note taking and writing skills, especially for print media.  *(Cross-referenced with ENG 113.)*

Mathematics (MTH)

MTH 107  Problem Solving  (3)
This is a basic problem-solving course suitable for students in any major. A survey of a wide variety of problem solving strategies. Students successfully completing this course will effectively communicate mathematically, utilize various strategies in analyzing problems, and increase problem-solving persistence and sharpen problem-solving skills.

MTH 108  Modeling & Applications  (3)
This is an algebra-based course with an emphasis on practical applications. An examination of real-life models and their applications using algebra as a foundation. Students successfully completing this course will effectively use algebra and technology to analyze models of real-world phenomena; effectively read, interpret and analyze problems; and gain quantitative literacy and confidence.

MTH 115  Finite Mathematics  (3)
Matrices, systems of linear equations, linear programming using geometric and simplex methods, set theory, probability, Markov chains, and game theory.  *Prerequisite:* Two years of high school algebra or MTH 107 or 108.

MTH 125  Precalculus  (4)
A study of topics in algebra and trigonometry that are used in calculus. Topics include functions, advanced algebra, logarithmic and exponential functions, and trigonometry. Students who successfully complete this course will have the mathematics background needed to study calculus.  *Prerequisite:* Two years of high school algebra or MTH 107 or 108.

MTH 235  Calculus I  (4)
An examination of the fundamentals of limits and differentiation, and an introduction to integration. Students successfully completing this course will be able to: 1) conceptually understand the definitions of limit, derivative and integral, 2) apply the concepts of limits and differentiation to a variety of theoretical and real-life questions and 3) decisively utilize paper/pencil and technology-based problem-solving techniques.  *Prerequisite:* High school precalculus (algebra and trigonometry) or MTH 125.  *(MTH 125 is recommended if ACT math score is 22 or lower.)*
Music (MUS)

MUS 308   History of Music II   (2)
A survey of 20th century music, with analysis of selected representative compositions. Upon successful completion, students will become aware of the many cultural and stylistic strains in the music of the 20th century and begin to study ways in which this music is organized and communicates meaning.

MUS 335   World Music   (3)
A survey/appreciation course to stimulate interest in music of other cultures, including Eastern, Latin American, African, and Spanish civilizations.

Paralegal Studies (PLS)

PLS 121  Legal Writing and Drafting  (3)
A course focusing on the fundamentals of good writing and the effective use of English, both to inform and to persuade. Students develop these skills and apply them to the drafting of basic legal documents.

PLS 205  The American Legal System  (3)
A comprehensive study of the nature of the judiciary and the court system and the major function the law serves in modern society. Students learn 1) the general structure of the U.S. legal system at the federal, state, and local levels, 2) the roles of the various officials involved in the court system, 3) the differences in function and procedure among trial courts, appellate courts, and administrative hearings, 4) the difference between substantive and procedural law, and 5) the difference between criminal and civil law. Special attention is given to the detailed structure of the state and local courts in Nebraska. (Cross-referenced with CRJ 205.)

PLS 221  Introduction to Legal Research  (3)
A course providing a general understanding of the nature of legal research and its specific techniques and methodologies. Students learn how to use the resources available in a standard law library and in computer-assisted legal research programs to locate primary source materials and secondary source materials, such as treatises, law review articles, and legal encyclopedia, all of which help explain the law. Prerequisite: PLS 121.

PLS 233   Litigation, Pleadings, and Arbitration  (3)
A thorough examination of the procedures for trial preparation, focusing on the steps involved in the preparation, litigation, and appeal of civil cases. Attention is given to the differences between criminal and civil procedures and the nature of the remedies available through civil litigation. Students learn 1) how to initiate and commence legal proceedings, 2) how to prepare pleadings, motions, and other necessary legal documents, 3) state and federal discovery procedures and statutes, 4) methods of gathering factual data, 5) the preparation and organization of evidence for trial, and 6) pre- and post-trial activities. Prerequisite: PLS 121, 205.
PLS 307 Family Law (3)
A course covering the legal formalities of family law and its impediments, including marriage, annulments, divorce property rights and distribution, child custody and visitation, alimony, separation agreements, adoptions, and parent and child law. Students learn how to interview clients with family law problems, conduct investigation and evidence gathering, and prepare complaints and agreements. Prerequisite: PLS 121, 233.

PLS 315 Wills, Trusts, and Estate Planning (3)
A study of the initial planning and preparation necessary for a comprehensive estate plan. Students also learn 1) the purposes of estate planning, probate, guardianships, conservatorships, and trusts, 2) the provisions and techniques for drafting wills and trusts, 3) the processes of estate administration, 4) how to contest, revoke, and terminate a will, and 5) the probate process.

PLS 330 Criminal Law (3)
A study of the law of crimes against persons and property. Students learn 1) the Constitutional safeguards and procedures necessary from arrest through trial, 2) precedents for defenses to prosecution and punishment, 3) criminal procedure, and 4) techniques for evidence gathering. Emphasis is on the Nebraska Penal Code and related forms and documents. (Cross-Referenced with CRJ 330.) Prerequisite: PLS 205, 233.

PLS 345 Real Property (3)
An examination of the acquisition, ownership, regulation, and disposition of real property. Students learn 1) the basic concepts in the law of real property; 2) how to draft real property descriptions and sales agreements; 3) the various techniques for financing, and 4) the processes for closing and settlement.

PLS 354 Torts (3)
An examination of the remedies provided by law for recourse when an injurious act is committed by one person or entity against another. Students learn 1) the basic differences between criminal law and tort law; 2) the distinguishing features of intentional torts, negligence torts, and strict liability torts, 3) the elements for a cause of action; 4) the determining factors for foreseeability, cause in fact, and proximate cause; and 5) the categories of basic business torts.

PLS 412 Legal Research and Writing (3)
A course designed to strengthen skills for research, writing, analysis, and critical thinking. It focuses on the crucial issues of writing in the context of law practice. Students learn how to 1) report legal research findings in an appropriate format, 2) use appropriate citations for sources, 3) use the proper format and content in drafting client correspondence and legal documents; and 4) modify standardized forms found in form books, pleading files, or a computer data bank. Prerequisite: PLS 221.
PLS 425 Ethics and the Paralegal Profession (3)
Through this course, students develop knowledge and understanding of the ethical and legal responsibilities that have been established by statutes, decisions, and court rules affecting paralegals/legal assistants and lawyers, including conflict of interest, confidentiality, competence, solicitation, fees and billing, obligations of attorneys to clients, and protection of client funds. **Prerequisite: Senior standing.**

PLS 496 Senior Seminar in Paralegal Studies (3)
With faculty guidance, the student develops a research or experiential project which demonstrates the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, demonstrates a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. **Prerequisites: PLS 412, senior standing, and permission.**

**Philosophy (PHI)**

PHI 114 Informal Logic (3)
A non-formal examination of the nature of good reasoning. Students examine and learn the nature of cognitive argument, the role of inductive and deductive reasoning, and the effects of non-cognitive aspects of language on the cognitive. Students will examine informal fallacies and apply what is studied to examples of reasoning in such areas as science and law.

**Philosophy-Religion (PRE)**

PRE 111 Ethics (3)
An examination of philosophical theories on the foundations, principles, and applications of ethics. Upon completion, students will be able to describe the theories of Egoism, Virtue Ethics, Utilitarianism, the Social Contract, and Kantian Ethics. Also, students will be able to apply the insights of these theories to contemporary moral issues.

PRE 115 Comparative Religions (3)
This course is designed as an introduction to the major religious traditions of our world. Attention will be paid to primary sources as well as secondary literature, as well as history, culture, and aesthetic issues. The student should, by completion of the course, be aware of the major tenets, aesthetic expressions, and lived practices in each tradition.

PRE 120 Understanding the Old Testament (3)
An introduction to the great ideas and stories of the Bible, focusing on the Old Testament. Students examine leadership in the Bible through daily assignments, short written papers, and a research project.
PRE 121  Understanding the New Testament  (3)
An introduction to the literature and thought of the New Testament, focusing on the life and teachings of Jesus and the letters of Paul.

PRE 231  History and Philosophy of Technology  (3)
This course focuses on aspects of the history of technology; the moral and social dilemmas that past technologies gave rise to (even when those dilemmas were not clearly acknowledged); the potentials of selected current technologies; and the moral and social dilemmas that those technologies raise. Students study the ways major thinkers have tried to deal with the dilemmas technologies have posed, and are asked to think through their own responsibilities concerning the technologies discussed.

PRE 323  Religion in American Life  (3)
An examination of the intellectual and social history of religion in America. Beliefs and practices of major religious groups are also examined.

PRE 324  Christian Social Ethics  (3)
Ethical principles of the Judeo-Christian tradition and their importance for economics, politics, race relations, world hunger, war, and peace.

Physical Education (PED)

PED 101  Physical Activity Course  (1)
An opportunity for physical conditioning through a variety of activities.  
(Pass/Fail)

PED 104  Theory of Lifetime Fitness  (1)
A course providing students with knowledge of how to stay fit throughout their lifetimes. It includes both academic (fitness theory and nutrition) and physical (how to exercise properly) components.  
NOTE: A maximum of four physical education activity/theory of physical fitness credits apply toward graduation.

PED 209  Nutrition  (3)
An introduction to basic principles of human nutrition with emphasis on nutrients, food sources, and function of nutrients within the human body. Nutritional requirements throughout the life span are addressed, as well as the impact of cultural, psychological, and personal health factors on an individual’s nutritional status. Upon completion of the course, students will know how to assess nutritional status and provide preventive and therapeutic dietary teaching based on an individual’s nutritional needs and developmental, cultural, psychological, and physiological dimensions.
Physical Science (PHS)

PHS 105  Principles of Physical Science   (4)
A survey of topics selected from physics and chemistry designed for the non-science major. Some physics topics to be studied include: the nature of light and color, electrical phenomena, heat and energy, as well as other topics necessary for understanding much of the phenomena associated with everyday life. Chemistry topics include the nature of matter at a macroscopic level and at an atomic level. Social issues with a scientific or technological component are discussed. All topics are developed through laboratory exercises.

Political Science (PSI)

PSI 101  American Politics   (3)
An analysis of American political institutions and behavior.

PSI 105  Comparative Governments   (3)
An examination of political systems beyond American borders. Topics include a comparison of various political systems and may also include elementary international relations and/or American foreign policy. Upon completion, students will demonstrate an understanding of the alternatives that exist to American democracy and the advantages and disadvantages of alternate systems.

PSI 213  Political Attitudes and Behavior   (3)
A study of public opinion, political participation, voting behavior, candidate selection, political party organization, media coverage of politics, and campaigns. Upon completion, students will demonstrate an understanding of the attitudes and behaviors of the American electorate and the basics of public opinion polling.

PSI 215  The Politics of the Developing World   (3)
This course provides an introduction to major social and economic challenges facing developing countries, and examines the nature of government and political change in that context. Issues considered will include colonial experiences, economic dependency, poverty and inequality, modernization, democracy and authoritarianism, and ethnic conflict. In addition to discussion of these broad issues, the class will include a selection of illustrative case studies from Latin America, Asia, and sub-Saharan Africa. Upon completion, students will demonstrate an understanding of the forces that have shaped political realities throughout the developing world, and how those forces have affected specific countries.

PSI 234  Legislative and Executive Behavior   (3)
Policy-making processes and behavior at the national and state levels. Includes the presidency, Congress, and bureaucratic politics.

PSI 243  Contemporary Political Issues   (3)
A course in policy analysis. Includes selected policy issues facing government.
PSI 271, 371, 471  Selected Topics in Public Administration  (1-3)
An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

PSI 306  U.S. Interwar Years  (3)
Provides an in-depth examination of political, social and cultural history, from the 1920s to the early 1940s. Students who successfully complete this course will demonstrate knowledge of the background to the economic collapse of the Great Depression, the rise of Franklin D. Roosevelt’s “New Deal,” and the beginnings of the Second World War. Students also will gain a deeper understanding of U.S. diversity, from region to race, from rural to urban, and from liberal to conservative strains of political thought.  *(Cross-referenced with HIS 306.)*

PSI 308  Public Finance  (3)
Introduces the basic concepts used to describe and measure government decision-making as it pertains to economics. This course examines the effects of fiscal policy on its resources, incomes, prices, and employment. Students successfully completing this course will be able to: 1) understand the characteristics, functions and interactions of public and private institutions; 2) explain fundamental economic theory and terminology as it relates to public finance; 3) apply economic theory to current policy problems; and 4) analyze and apply economic data to the study of a public policy problem.  
*Prerequisite:  ECO 203. (Cross-referenced with ECO 308.)*

PSI 313  Political Parties and Interest Groups  (3)
A study of how political parties and interest groups link citizens to government. Upon completion, students will demonstrate an understanding of the mechanics of parties and interest groups and the role each has in a democratic society.

PSI 323  State and Local Politics  (3)
An analysis of political processes and behavior in state, metropolitan, and local governments.

PSI 325  International Relations in the Modern Era  (3)
A study of the dynamics of the international system with emphasis on issues of conflict, security, interdependence, and the global commons. Upon completion, students will demonstrate an understanding of both realist and liberal conceptions of the international system.

PSI 328  Constitutional Law  (3)
A study of the constitution through an analysis of Supreme Court decisions. Will include distribution of powers, the commerce clause, intergovernmental relations, state powers, and substantive due process.

PSI 329  The U.S. Revolutionary Era  (3)
An examination of the U.S. colonial revolution and early national period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain’s North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and
selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans, African-Americans, women and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. (Cross-referenced with HIS 329.)

PSI 342  The United States and the Middle East  (3)
A focus on the history of the Islamic Middle East and the relationship between the United States and the broader Middle East from the 18th century to the present, through an examination of selected countries, including Egypt, Iran, Iraq, Israel and Palestine. Students who successfully complete the course will demonstrate knowledge of the rise of Islam in the Arabian Peninsula; the history of the Ottoman Empire and the mandate system; U.S. foreign policy in the Middle East; the Gulf Wars; and the Middle East and the media. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. (Cross-referenced with HIS 342.)

PSI 421  Governmental Internship  (0-3)
An internship in a governmental agency to provide experience with public management skills. Prerequisite: Permission (Pass/Fail)

Psychology (PSY)

PSY 117  Introduction to Psychology  (3)
An introduction to the systematic study of individual people and what they do. Fundamentals of behavior, learning, conditioning, growth, cognitive processes, perception, emotion, personality, and psychopathology are among the issues studied.

PSY 219  Addictions  (3)
A basic survey of chemical and non-chemical addictions. Upon completion of the course, students are knowledgeable with regard to the various types of addictions, theories of causation, and methods of prevention and control. Prerequisite: PSY 117 or permission.

PSY 234  Introduction to Counseling Theories and Techniques  (3)
A course designed primarily for individuals who plan to use listening and attending skills in helping professions, such as mental health counseling, human services, criminal justice, teaching, and health fields. This course is introductory in nature and includes consideration of theoretical approaches and in-class practice of skills used in counseling. Prerequisite: PSY 117 or permission.

PSY 255  Child and Adolescent Development  (3)
A study of human development from the prenatal period through adolescence. Cognitive, emotional, and social development are considered. Prerequisite: PSY 117, EDU 211, or permission.

PSY 256  Adult Development  (3)
A study of human development from young adulthood through old age. Cognitive, emotional, and social development are considered. Prerequisite: PSY 117, EDU 211, or permission.
PSY 259  Human Growth and Development  (3)
The study of human physical, psychological, and social development from conception to death. Upon completion of the course, students will know and understand prominent human development theories and the primary stages of growth and development across the life span.

PSY 336  Social Psychology  (3)
Studies in the relationships between individual and social spheres with attention to such issues as conformity, persuasion, self-justification, aggression, prejudice, and attraction.  Prerequisite: PSY 117 or SOC 109.  (Cross-referenced with SOC 336.)

PSY 365  Psychology of Personality  (3)
A study of human individuality from various theoretical and empirical orientations.  Prerequisite: PSY 117.

PSY 416  Abnormal Psychology  (3)
Inquiry into abnormal behavior, its categories, causes, and treatments.  Prerequisite: Two courses in psychology or permission.

Public Administration (PAD)

PAD 496  Senior Seminar for Public Administration  (3)
With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effectively problem solve and communicate.  Prerequisite: IDS 206, senior standing, and permission.

Social Science (SSI)

SSI 217  Applied Statistics for Social Science  (3)
An introduction to descriptive and inferential statistics. Areas of study include data collection and organization, measures of central tendency and variability, percentiles, probability, binomial and normal distributions, correlation, t-tests, analysis of variance, and non-parametric statistics. Application is oriented toward the social sciences.

Sociology (SOC)

SOC 109  Introduction to Sociology  (3)
An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships.
SOC 308  Cultural Anthropology  (3)
An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society. This course fulfills the Cultural Perspectives requirement of the Doane Plan. *(Cross-referenced with ANT 308.)*

SOC 324  Race and Nationality  (3)
A study of racial and cultural minorities, with special emphasis on intergroup, racial, and ethnic relations. This course examines myths, doctrines, and movements, and reviews the processes and consequences of conflict, discrimination, and prejudice. This course fulfills the Cultural Perspectives requirement of the Doane Plan.

SOC 336  Social Psychology  (3)
Studies in the relationships between individual and social spheres with attention to such issues as conformity, persuasion, self-justification, aggression, prejudice, and attraction. *Prerequisite: PSY 117 or SOC 109. (Cross-referenced with PSY 336.)*

SOC 366  Marriage and Family Relationships  (3)
A study of human kinship processes and the various communal forms associated with intimacy, marital bonding, and parenthood.

**Spanish (SPA)**

SPA 101-102  Elementary Spanish  (3)  (3)
A sequential introduction to basic spoken and written Spanish and Hispanic culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written Spanish and will demonstrate an introductory knowledge of Spanish-speaking cultures. Not open to native speakers of Spanish. SPA 101 and 102 do not count toward the major or the minor. *Prerequisite: For SPA 102, either 101 or one year of high school Spanish.*

**Theatre (THE)**

THE 101  Introduction to Theatre  (3)
A survey of the theatre as it relates to the viewer of today with investigation of theatre forms and traditions, film, and television.

THE 103  Acting I  (3)
An introduction to the tools of acting, concentrating on the skills of voice, movement, and improvisation.

THE 112  Oral Interpretation  (3)
Fundamental principles of the oral interpretation of literature surveying prose, poetry, and the drama.

THE 207  Advanced Acting  (3)
A concentration on the acting process and character interpretation. The course will build on the skills that have developed in Theatre 103. *Prerequisite: THE 103 or permission.*
LADC - Licensed Alcohol & Drug Counselor

State of Nebraska - Department of Health and Human Services (DHHS)
New Regulations effective December 12, 2007 - 172 NAC 15

Students interested in becoming Licensed Alcohol & Drug Counselors in the State of Nebraska must first prepare and apply for a Provisional Licensed Alcohol and Drug Counselor (PLADC).

PLADC Requirements
A minimum of a high school diploma or G.E.D.
300 hours of supervised practical training.
270 hours of education, to include the required content courses:

<table>
<thead>
<tr>
<th>PLADC Content</th>
<th>Recommended Doane Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories and Techniques</td>
<td>PSY 234 Introduction to Counseling Theories and Techniques (3)</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>HRE 315 Group Counseling (3)</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSY 259 Human Growth and Development</td>
</tr>
<tr>
<td>Professional Ethics and Issues</td>
<td>HRE 428 Professional Ethics and Issues (3)</td>
</tr>
<tr>
<td>Case Planning and Management</td>
<td>HRE 232 Case Planning and Management (3)</td>
</tr>
<tr>
<td>Multicultural Counseling</td>
<td>HRE 417 Multicultural Counseling (3)</td>
</tr>
<tr>
<td>Medical and Psychosocial Aspects of</td>
<td>HRE 371 Selected Topics: Medical &amp; Psychosocial Aspects of</td>
</tr>
<tr>
<td>Alcohol/Drug Use, Abuse, Addiction</td>
<td>Addiction (3)</td>
</tr>
<tr>
<td>Clinical Treatment Issues in Chemical</td>
<td>HRE 321 Clinical Treatment Issues in Chemical Dependency (3)</td>
</tr>
<tr>
<td>Dependence</td>
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</tr>
</tbody>
</table>

DHHS no longer pre-appraises courses to meet requirements. STUDENTS MUST SAVE COURSE SYLLABI to submit with their PLADC application.

To obtain the Licensed Alcohol and Drug Counselor (LADC) students must complete an additional 4,000 hours of paid, supervised clinical work experience providing alcohol and drug counseling services to alcohol and drug clients.

For additional information on certification requirements visit http://www.hhs.state.ne.us/crl/mhcs/adc/adc.htm or contact Nebraska Department of Health and Human Services Regulation & Licensure Credentialing Division PO Box 94986 Lincoln, NE 68509-4986 402.471.2115
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 three 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.

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**Melvin E. Emeigh** '58, 1977-01, Allstate Insurance, Sierra Vista, Arizona

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Dean of Undergraduate Studies, Lincoln Campus and Grand Island Campus
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Adjunct Faculty
Gerald W. Allen, 1988-, Adjunct Instructor in Sociology and Human Relations
University of Nebraska-Omaha, B.A., M.A.; further study,
University of Nebraska-Lincoln
Peter Allman, 1994-, Adjunct Instructor in Communication and Psychology
University of Nebraska-Lincoln, B.S., M.A.
Jeanne Baer, 1995-, Adjunct Instructor in Interdisciplinary Studies
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Don Belau, 2004-, Adjunct Instructor
University of Nebraska-Kearney, M.S., EDS; University of Nebraska-
Lincoln, Ph.D.
Randy Blair, 2004-, Adjunct Instructor
Doane College, M.A.
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Doane College B.A., University of Pennsylvania, Ph.D.
James H. Budde, 1992-, Adjunct Instructor in Business and Economics
Texas A&M University, B.S.; Ohio State University, M.S.
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Wayne State College, B.S.; University of Nebraska-Lincoln, M.A.
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Kay Davis, 2007-, Adjunct Instructor in Communication and Human Relations
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Spring Hill College, B.S.; St. John’s University, M.S.; Loyola
University, M.Div.; University of Wyoming, Ph.D.

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Chris Hadfield, 1997-, Adjunct Instructor in Graphic Design

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University of Memphis, B.S; Auburn University, M.A.

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Point Loma Nazarene University, B.A.; Boston College, M.T.S  

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Kim Smith, 1992-, Student Coordinator  

Shawn Soper, 2006-, Helpdesk Manager  

Mary Theobold, 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
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Loyal support for 137 years from dedicated individuals and the prudent and attentive management of funds by Doane’s trustees have resulted in an endowment fund of approximately $71 million (as of December 2008). Net tuition paid by Crete campus students provides less than half the necessary funds to operate the college. Income from the endowment provides scholarships to students, support for faculty, and contributes to the necessary operating budget of the college. However, the need is always great for additional gifts to meet current expenses.

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George B. Hastings Professor of Fine Arts
A.R. Kinney Professor of Business and Economics
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It is not possible to list all gifts to the endowment or restricted general funds. Most established funds, however, are given below. The income from many of these, in accordance with the donors' requests, is to be used for specific purposes.

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Jason M. Farrar  
Dr. Jean P. Feese  
Rev. James B. Fiske Prize  
Donald L. Fix  
H. A. French  
Kenneth E. Fridrich  
John & Rosa Fuhrer  
Homer & Marjory Gausman  
Effie Geer  
Mrs. Louis Gellately  
Maurine Stiles Gettinger  
Robert & Clarice McLeod Goodall  
Helen M. Gorder  
Melvin & Doreen Ostrander  
Gottschalg  
C. Loren & Esther Barns Graham  
J. Taylor & Martha Greer  
Annadora F. Gregory  
George & Mary Foss Gregory  
Rev. Lewis Gregory  
Everett & Mildred Gross  
Mr. & Mrs. E. J. Hainer  
Gerald & Lynn Hallas  
Zenon C.R. Hansen Leadership Program  
Leo D. Harman, Jr.  
Dr. Julia M. Hawkes  
Ward H. Haylett Prize  
Edward & Mary Heilman  
Edward H. Hemingway  
Capt. Charles L. Herman  
Richard & Grace French Herman  
David & Corinne Higbee  
Reed & Eunice Higby  
Duane H. Hillmer  
Wallace & Janet Heilman Hood  
Donald M. Hosford  
Eleanora F. Houser  
Andrew & Lottie Lee Houston  
Mary C. Houston  
Mary Ellen Ingles-Farries  
Mrs. D. Willis James  
Mary E. Jeffer  
A. Ivan & Betty Spencer Johnson  
James E. Jones  
Gerald & Vivian Nerud Kahle  
Ellen Marek Kalal  
Hertha I. Kayser  
Ann L. Kelsall  
Benjamin & Cora Kemp  
Frank B. Kennicott  
Alva and Grace Barragar Kinney  
Henry & Mary Louise Kleinkauf  
Dr. Eugene A. Klingler  
John & Beth Klosterman  
Herbert & Mary Knapp  
Karl & Mary Tidball Koch  
Michael & Geri Semerena Krantz  
Benjamin & Choon Sook Kremanak  
Harold W. Kruse  
Dr. Joseph Kuncl, Jr.  
Mildred Oberg Kuncl  
Patti Kahler Kundinger  
J. Leighton & Joyce Kunkel  
Winthrop B. Lane  
Dr. George R. LaRue  
Stanley H. Lawton  
Fred W. Leavitt  
Lawrence H. Lee Library Fund  
Literary Fund of 1896  
Carl E. Lockman  
Fred & Mary Elizabeth Rodgers Loomis  
Harvey Mahloch  
John & Anne MacDonald  
Robert C. Makosky Prize  
Alfred S. Martin  
Arthur & Elizabeth Welty Mayer
John & Clarice Droullard
McDermand
Charles & Alys McMunn
Beth Anna Mekota
John E. Mekota, Jr.
Elloise B. Messacar
Frederick E. Meyer
Henry Meyer
Clarence R. & Mary A. Miles
Helen N. Morrow
Mary Mortensen Mougey
Robert D. Muckel Tri Beta Prize
Wilbert & Phyllis Johnson Myers
Nebraska Quarter Centennial
George L. Newton
Margaret Stines Nielsen
Louise Niemann
Ralph & Harriet Noyce
J. Chris & Dorothy Gorder Nyrop
Walter & Ruth Ross Olsen
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Mrs. D. K. Pearsons Professorship
Kitty M. Perkins Foundation
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Kenneth R. Rossman Library Endowment in History
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Stuart S. Rough

E. E. Sanborn Prize
S. A. Sanderson Athletic Prize
Josephine Sanford Professorship
Lillian M. Boswell Schauffler Professorship
Addison & Margaret Thompson Sheldon Professorship
Frank & Shirley Whitaker Sibert
Lester & Ruth Herron Skolil
Arch & Neldea Shoup Slate
Charles C. Smith
Dr. David H. Smith Memorial Research Award
A. Elula Smith Smrha
Charles C. Snow
Ruth Mary Stevens Prize
Mary Gregory Stowell
Frank & Marion Olsen Taylor
Joseph E. Taylor Library History Fund
John & Rene Burton Teague
Clayton & Janet Tidball
William & Verna Trepka
Ardyce B. Tressider
Trustee-Faculty Enrichment Professorship
Ralph W. Tyler Lectureship
Edison & Ida Padour Walker
Elizabeth Walker
Alice E. Wallace
Gladys & Vera Warner
Conrad C. Wells
Wilson A. Wells
Dr. Lloyd E. & Florence Fredrick West
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Josephine Darrow Wolcott Wolph Memorial
Worchester Professorship
Dr. John & June Yost
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Rev. Sandra Vasel Edwards Memorial
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Allen & Ruth Osterhout Franta Memorial
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Fremont Congregational Church
Ida M. Fuhrer Memorial
Franklin R. Gardner Memorial
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Charles B. Hastings
Lumir C. Havliceck Band
William Randolph Hearst
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Class of 2008— August Graduates
August 15, 2008

Katherine Ann Bunjer, Wahoo, NE, Bachelor of Arts in Human Relations
Stefani L. Drew, Lincoln, NE, Bachelor of Arts in Human Relations
Craig Lee Erickson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jennifer A. Gale, Lincoln, NE, Bachelor of Arts in Human Relations
* Adam Clark Glandt, Lincoln, NE, Bachelor of Arts in Graphic Design
Aaron Michael Goodwin, Lincoln, NE, Bachelor of Arts in Graphic Design
Jade A. Greenland, Hastings, NE, Bachelor of Arts in Organizational Communication
Alicia L. Guerra, Lincoln, NE, Bachelor of Arts in Organizational Communication
Kendra Marie Kazebeer, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Christina L. Kelly, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Brannon Keith Lauritzen, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
* Melissa J. Lewis, Milford, NE, Bachelor of Arts in Professional Studies in Accounting
Danette Molifua, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Joseph JN Mumaugh, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Tara R. Parrish, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Denise M. Peck, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Robert Lucas Peddicord, Lincoln, NE, Bachelor of Arts in Graphic Design
Keri M. Richie, Lincoln, NE, Bachelor of Arts in Human Relations
Nicholas J. Schaffer, Davey, NE, Bachelor of Arts in Professional Studies in Business
Gage James Stermensky II, Lincoln, NE, Bachelor of Arts in Human Relations
Kira Leigh van Rossum, Omaha, NE, Bachelor of Arts in Organizational Communication
Sara S. Werner, Saint Edward, NE, Bachelor of Arts in Professional Studies in Business
Todd Aaron Wilson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kimberly J. Wood, Walton, NE, Bachelor of Arts in Liberal Arts Studies

***Summa Cum Laude (top three percent) **Magna Cum Laude (next five percent) *Cum Laude (next seven percent)
Class of 2009 — May Graduates

May 17, 2009

Tammy J. Albers, Eagle, NE, Bachelor of Arts in Organizational Communication
Michael S. Almond, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Kellie A. Antle, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Tamara Christine Applebee, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Mary Angela Apthorpe, Lincoln, NE, Bachelor of Arts in Human Relations
Mandilyn R. Armour, Lincoln, NE, Bachelor of Science in Professional Studies in Business
Lori B. Arterburn, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
John M. Barnett, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Christopher Michael Barrett, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kevin C. Bearinger, Bradshaw, NE, Bachelor of Arts in Professional Studies in Business
Kamilla J. Beaty, Firth, NE, Bachelor of Arts in Professional Studies in Accounting
Thomas J. Beck, Lincoln, NE, Bachelor of Arts in Organizational Communication
Zachary L. Becker, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Danielle L. Belina, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Maureen G. Beltran, Lincoln, NE, Bachelor of Arts in Human Relations
*Samantha Kay Bernhart, Greeley, NE, Bachelor of Arts in Liberal Arts Studies
Heath C. Blackwell, Lincoln, NE, Bachelor of Arts in Organizational Communication
Elizabeth Renee Bokelman, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Steven E. Bolli, Lincoln, NE, Bachelor of Science in Information Systems Management
Julie Ann Boone, Ceresco, NE, Bachelor of Arts in Professional Studies in Accounting
Todd M. Bowman, Firth, NE, Bachelor of Arts in Professional Studies in Business
Vanessa M. Bruhn, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Michelle Nichole Buller, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kay Marie Burbach, Lincoln, NE, Bachelor of Science in Allied Health
Samantha Jo Buresh, Lincoln, NE, Bachelor of Arts in Human Relations

***Summa Cum Laude (top three percent)  **Magna Cum Laude (next five percent)  *Cum Laude (next seven percent)
Douglas D. Burks, Lincoln, NE, Bachelor of Arts in Organizational Communication

Andrew Ryan Carlson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

*Christine Anne Marshall Case, Grand Island, NE, Bachelor of Arts in Liberal Arts Studies

**Julie Ann Catalina, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Monica R. Clancy, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Andrea L. Clausen, Lincoln, NE, Bachelor of Arts in Organizational Communication

Andrew Robert Clements, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Drew D. Cook, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Matthew L. Cox, Lincoln, NE, Bachelor of Science in Information Systems Management

Victoria E. Craig, Lincoln, NE, Bachelor of Arts in Human Relations

Larry A. Cronk, Lincoln, NE, Bachelor of Arts in Organizational Communication

Lindsey R. Crosier, Lincoln, NE, Bachelor of Arts in Graphic Design

Mandy R. Cunningham, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Karen R. Dey, Staplehurst, NE, Bachelor of Arts in Professional Studies in Accounting

Meredith Lynn Dougherty, Lincoln, NE, Bachelor of Arts in Organizational Communication

Cindy J. Draper, Lincoln, NE, Bachelor of Arts in Organizational Communication

***Amy Elizabeth Duey, Lincoln, NE, Bachelor of Arts in Graphic Design

Sydnee Leigh Dunham, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

***Thomas L. Eckery, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies

Mandy Jo Eifert, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

***Teresa J. Elliott, Lincoln, NE, Bachelor of Arts in Organizational Communication

Christine Ann Esch, Lincoln, NE, Bachelor of Arts in Paralegal Studies

Debra K. Evans, Lincoln, NE, Bachelor of Arts in Human Relations

Lisa A. Everett, Lincoln, NE, Bachelor of Arts in Organizational Communication

Michael P. Faubion, Lincoln, NE, Bachelor of Science in Information Systems Management

Stephanie L. Ferris, Lincoln, NE, Bachelor of Arts in Paralegal Studies

***Summa Cum Laude (top three percent)  **Magna Cum Laude (next five percent)  *Cum Laude (next seven percent)
Cory W. Filter, Omaha, NE, Bachelor of Arts in Professional Studies in Business

Rachel A. Fossler, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Andrew M. Francis, Lincoln, NE, Bachelor of Science in Information Systems Management

Ashley R. Franks, Lincoln, NE, Bachelor of Arts in Human Relations

Jason Alan Freeman, Milford, NE, Bachelor of Science in Information Systems Management

Justin Taylor Gemmell, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Larissa Colette German, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

* Jennifer M. Giovino, Lincoln, NE, Bachelor of Arts in Human Relations

Heather L. Gleason, Waverly, NE, Bachelor of Arts in Professional Studies in Business

Elizabeth M. Graybeal, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Natasha Ann Griffin, Lincoln, NE, Bachelor of Arts in Organizational Communication

Marcus Allen Groetzinger, Aurora, NE, Bachelor of Arts in Liberal Arts Studies

Rachel M. Grundman, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Kendy Y. Guerra, Lincoln, NE, Bachelor of Arts in Spanish

Erica Lynn Hair, Lincoln, NE, Bachelor of Arts in Professional Studies in Business & Professional Studies in Accounting

Aundraia Revae Hajek, Lincoln, NE, Bachelor of Arts in Human Relations

Kara Lynn Hamik, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Mitchell J. Hamik, Fullerton, NE, Bachelor of Arts in Professional Studies in Accounting

*** Ashlee S.M. Hannan, Lincoln, NE, Bachelor of Arts in Human Relations

Laura Marie Hansen, Lincoln, NE, Bachelor of Arts in Paralegal Studies

John Franklin Hartman, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

** Troy Alan Hartwig, Lincoln, NE, Bachelor of Science in Information Systems Management

Lynn D. Hartzell, Hallam, NE, Bachelor of Arts in Liberal Arts Studies

Jennifer B. Hassett, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Amy C. Haufschild, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting

Emily Lyn Heathcock, Lincoln, NE, Bachelor of Arts in Organizational Communication

***Summa Cum Laude (top three percent) **Magna Cum Laude (next five percent) *Cum Laude (next seven percent)
Amber D. Hegwood, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Erica Loree Heiden, Lincoln, NE, Bachelor of Science in Allied Health
Michael Gayle Heiser, Roca, NE, Bachelor of Arts in Professional Studies in Business
Jared M. Hemmingsen, Lincoln, NE, Bachelor of Arts in Organizational Communication
Amanda M. Herman, Lincoln, NE, Bachelor of Arts in Paralegal Studies
* Sara Renee Hermelbracht, Lincoln, NE, Bachelor of Arts in Graphic Design
Cheryl Lynn Hestermann, Firth, NE, Bachelor of Science in Allied Health
Ronald Lee Heyen, Lincoln, NE, Bachelor of Science in Information Systems Management
Lendy Jo Hicks, Lincoln, NE, Bachelor of Arts in Human Relations
Amanda Jo Higgins, Lincoln, NE, Bachelor of Arts in Organizational Communication
Sheena M. Holz, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
* Paul Hopgood, Lincoln, NE, Bachelor of Science in Information Systems Management
*Kaise Ann Hopp, Lincoln, NE, Bachelor of Arts in Human Relations
Rachel Marie Horstman, Sterling, NE, Bachelor of Arts in Professional Studies in Accounting
David John Humphrey, York, NE, Bachelor of Science in Information Systems Management
**Joan N. Hunink, Clymer, NY, Bachelor of Arts in Professional Studies in Business
Amber Marie Janzen, Grand Island, NE, Bachelor of Arts in Liberal Arts Studies
**Lori Lynn Johnson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Roxie Johnson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jorge J. Jones, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Amy S. Kapperman, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Tad E. Kastl, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jacob A. Kavan, York, NE, Bachelor of Arts in Professional Studies in Business
Samantha Marie Knapp, Omaha, NE, Bachelor of Arts in Liberal Arts Studies
Alison Marie Kortefay, Lincoln, NE, Bachelor of Arts in Human Relations
Kristen Kay Kovar, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Jamie A. Christensen Kramer, Lincoln, NE, Bachelor of Arts in Human Relations
Chad James Krings, Omaha, NE, Bachelor of Arts in Human Relations
Michelle Adair Kruse, Lincoln, NE, Bachelor of Arts in Organizational Communication
Jenny Lee Kumpula, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

***Summa Cum Laude
**Magna Cum Laude
*Magna Cum Laude
(top three percent)
(next five percent)
(next seven percent)
Patricia Kay Kyhn, York, NE, Bachelor of Arts in Public Administration  
Angie L. Lafferty, Lincoln, NE, Bachelor of Arts in Human Relations  
Patrick R. Lawler, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting  
Jo R. Lisec, Crete, NE, Bachelor of Arts in Liberal Arts Studies  
Kelly Lynn Louch, Lincoln, NE, Bachelor of Arts in Paralegal Studies  
Laura F. Lovett, Lincoln, NE, Bachelor of Arts in Public Administration  
Alex W. Lowe, Lincoln, NE, Bachelor of Arts in Graphic Design  
Ashlie I. Ludwig, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting  
Stephanie L. Luebbe, Utica, NE, Bachelor of Arts in Human Relations  
** James Patrick Mahoney, Hickman, NE, Bachelor of Arts in Organizational Communication  
Braden Anthony Manolidis, Lincoln, NE, Bachelor of Arts in Professional Studies in Business  
Freba Masud, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting  
Krista Marie McMahon, Lincoln, NE, Bachelor of Arts in Human Relations  
Dustin Michael McMurry, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting  
Terry A. Meinke, Crete, NE, Bachelor of Arts in Professional Studies in Accounting  
Samuel E. Mfinanga, Lincoln, NE, Bachelor of Science in Liberal Arts Studies  
Megan Marie Miller, Bennet, NE, Bachelor of Arts in Public Administration  
Jean M. Moeller, Lincoln, NE, Bachelor of Arts in Professional Studies in Business  
Stanley Ashton Moore, Lincoln, NE, Bachelor of Arts in Human Relations  
Jayne E. Moser, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies  
Jeffrey Paul Mueri, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies  
** Kathleen Marie Naden, Hastings, NE, Bachelor of Arts in Human Relations  
Kelly Korene Ockinga-Smith, Waverly, NE, Bachelor of Arts in Human Relations  
Toby A. Oglesby, Lincoln, NE, Bachelor of Science in Information Systems Management  
* Adam R. Olson, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting  
** Shauna Dee Pekny, Lincoln, NE, Bachelor of Arts in Graphic Design  
* Deana L. Peterson, Hastings, NE, Bachelor of Arts in Human Relations  
Brandon G. Poppert, Lincoln, NE, Bachelor of Arts in Professional Studies in Business  
Lori Lynn Prange, Firth, NE, Bachelor of Science in Information Systems Management  
*** Holly M. Pulley, Seward, NE, Bachelor of Science in Information Systems Management  

***Summa Cum Laude  
(top three percent)  
**Magna Cum Laude  
(next five percent)  
* Cum Laude  
(next seven percent)
Ronald D. Quick, Lincoln, NE, Bachelor of Arts in Human Relations
Rachel Ann Raisch, Lincoln, NE, Bachelor of Arts in Human Relations & Organizational Communication
Lea A. Reece, North Platte, NE, Bachelor of Arts in Professional Studies in Business
** Trisha J. Rizek, Lincoln, NE, Bachelor of Arts in Organizational Communication
Doshie L. Rodgers, Lincoln, NE, Bachelor of Arts in Human Relations
Jon A. Rodriguez, Hastings, NE, Bachelor of Arts in Human Relations
Kris Michael Rodysill, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Lindsay Dawn Rodysill, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Peter M. Rutherford, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Chris H. Schaffert, Aurora, NE, Bachelor of Arts in Professional Studies in Business
Ashley M. Schoenholz, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kimberly Jo Schrad, Lincoln, NE, Bachelor of Arts in Organizational Communication
Patti L. Schumann, Lincoln, NE, Bachelor of Science in Allied Health
Stephanie Linn Seawall, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Jeannie R. Seeley, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Michelle Marie Seier, Lincoln, NE, Bachelor of Arts in Human Relations
Christopher S. Seim, Chapman, NE, Bachelor of Arts in Public Administration
*** Kevin J. Selle, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Tonya Ann Shipley, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Perry L. Showers, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kayla Jean Slama, Lincoln, NE, Bachelor of Arts in Human Relations
Jill M. Sloma, Lincoln, NE, Bachelor of Arts in Paralegal Studies
*Randall Eric Smillie, Malcolm, NE, Bachelor of Science in Human Relations
Britt Kristin Sommer, Lincoln, NE, Bachelor of Arts in Human Relations
*** Tami Corine Soper, Lincoln, NE, Bachelor of Arts in Public Administration
Matthew A. Soukup, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Dayton R. Stejskal, Lincoln, NE, Bachelor of Arts in Organizational Communication
Natasha Milan Ctvrtilk Strasburg, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Katie Elizabeth Strauss, Lincoln, NE, Bachelor of Arts in Human Relations

***Summa Cum Laude (top three percent)  **Magna Cum Laude (next five percent)  *Cum Laude (next seven percent)
Steve P. Swafford, Lincoln, NE, Bachelor of Science in Information Systems Management
Anne J. Taylor, Benedict, NE, Bachelor of Arts in Professional Studies in Accounting
Lisa Ann Taylor, Lincoln, NE, Bachelor of Arts in Human Relations
Jackyn A. Thernes, Lincoln, NE, Bachelor of Arts in Organizational Communication
** Judy Jo Thiem, Lincoln, NE, Bachelor of Science in Information Systems Management
Charles B. Thomas, Lincoln, NE, Bachelor of Arts in Public Administration
Olivia J. Thoreson, Lincoln, NE, Bachelor of Science in Information Systems Management
Chad A. Tietmeyer, Hampton, NE, Bachelor of Arts in Liberal Arts Studies
Richard Clayton Tomjack, Wahoo, NE, Bachelor of Arts in Liberal Arts Studies
Bradley Michael Trausch, Omaha, NE, Bachelor of Arts in Professional Studies in Business
Jasna Tubanovic, Lincoln, NE, Bachelor of Arts in Human Relations
Annette L. Unger, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Hollie J. Urbauer, Lincoln, NE, Bachelor of Arts in Human Relations
Tiffany Anne Venn, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
*** Deborah Ann Wilke, Lincoln, NE, Bachelor of Science in Liberal Arts Studies
Valerie K. Williams, Lincoln, NE, Bachelor of Arts in Human Relations
Clifford James Wilson, Lincoln, NE, Bachelor of Arts in Organizational Communication
Katy Anna Wilson, Hickman, NE, Bachelor of Arts in Professional Studies in Business
Alexis Ann Winder, Roca, NE, Bachelor of Arts in Organizational Communication
Desa Renae Wood, Lincoln, NE, Bachelor of Arts in Human Relations
David Andrew Wright, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
David R. Wright, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Paul Jay Young, Lincoln, NE, Bachelor of Arts in Human Relations
Mindi A. Younger, Lincoln, NE, Bachelor of Science in Human Relations
Justin Daniel Zysset, Lincoln, NE, Bachelor of Arts in Organizational Communication

***Summa Cum Laude (top three percent)  **Magna Cum Laude (next five percent)  *Cum Laude (next seven percent)
Honors and Awards in 2008-09

Senior Awards
Alumni Senior Awards
  Cindy J. Draper
  Richard Clayton Tomjack
Outstanding Graduate in Professional Studies in Accounting
  Julie Ann Catalina
Outstanding Graduate in Allied Health
  Cheryl Lynn Hesterman
Outstanding Graduate in Professional Studies in Business
  Lori Lynn Johnson
  Chris H. Schaffert
Outstanding Graduate in Graphic Design
  Amy Elizabeth Duey
Outstanding Graduate in Human Relations
  Ashlee S.M. Hannan
  Kathleen Marie Naden
Outstanding Graduate in Information Systems Management
  Holley M. Pulley
Outstanding Graduate in Liberal Arts Studies
  Christine Anne Marshall Case
  Deborah Ann Wilke
Outstanding Graduate in Organizational Communication
  Teresa J. Elliott
Outstanding Graduate in Paralegal Studies
  Laura Marie Hansen
Outstanding Graduate in Public Administration
  Patricia Kay Kyhn
  Tami Corine Soper
Outstanding Graduate with a Double Major
  in Human Resources and Organizational Communications
  Rachel Ann Raisch
Valedictorians
  Christine Anne Marshall Case
  Ashlee S.M. Hannan

Faculty Award
Outstanding Teachers of the Year
  Brenda Kastens
  Josef Kren
## Academic Calendar

### 2009-10 / Doane’s 138th Year
Doane College Lincoln Campus’ 29th Year  
Doane College Grand Island Campus’ 7th Year

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>13</td>
<td>Monday Autumn Term schedule released</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Monday Preregistration begins for Autumn Term</td>
</tr>
<tr>
<td>Aug.</td>
<td>13-15</td>
<td>Thur.-Sat. FORMAL REGISTRATION for Autumn Term</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Monday Autumn Term begins</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Monday CENSUS DAY - Last day to drop or add Autumn classes</td>
</tr>
<tr>
<td>Sept.</td>
<td>7</td>
<td>Monday NO CLASSES - Labor Day</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Monday Winter I Term schedule released</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday Preregistration begins for Winter I Term</td>
</tr>
<tr>
<td>Oct.</td>
<td>15-17</td>
<td>Thur.-Sat. FORMAL REGISTRATION for Winter I Term</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Saturday Autumn Term ends</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Monday Winter I Term begins</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Monday CENSUS DAY - Last day to drop or add Winter I classes</td>
</tr>
<tr>
<td>Nov.</td>
<td>9</td>
<td>Monday Winter Flex/Winter II Term schedules released</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Monday Preregistration begins for Winter Flex/Winter II Terms</td>
</tr>
<tr>
<td></td>
<td>26-28</td>
<td>Thur.-Sat. NO CLASSES - Thanksgiving weekend</td>
</tr>
<tr>
<td>Dec.</td>
<td>10-12</td>
<td>Thur.-Sat. FORMAL REGISTRATION for Winter Flex &amp; Winter II Terms</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Saturday Winter I Term ends</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday CENSUS DAY - Last day to drop or add Winter Flex classes</td>
</tr>
</tbody>
</table>

The Lincoln and Grand Island campus will be CLOSED Dec. 24 - Jan. 2.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>3</td>
<td>Sunday Winter Flex Term begins</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Saturday Winter Flex Term ends</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Monday Winter II Term begins</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Monday CENSUS DAY - Last day to drop or add Winter II classes</td>
</tr>
<tr>
<td>Feb.</td>
<td>15</td>
<td>Monday Spring Term schedule released</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Monday Preregistration begins for Spring Term</td>
</tr>
<tr>
<td>Mar.</td>
<td>11-13</td>
<td>Thur.-Sat. FORMAL REGISTRATION for Spring Term</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Saturday Winter II Term ends</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Monday Spring Term begins</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Monday CENSUS DAY - Last day to drop or add Spring Term classes</td>
</tr>
<tr>
<td>April</td>
<td>12</td>
<td>Monday Summer Term schedule released</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Monday Preregistration begins for Summer Term</td>
</tr>
<tr>
<td>May</td>
<td>15</td>
<td>Saturday Spring Term ends</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Sunday COMMENCEMENT</td>
</tr>
<tr>
<td></td>
<td>20-22</td>
<td>Thur.-Sat. FORMAL REGISTRATION for Summer Term</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Monday Summer Term begins</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Monday NO CLASSES - Memorial Day</td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td>Tuesday CENSUS DAY - Last day to drop or add summer classes</td>
</tr>
<tr>
<td>July</td>
<td>5</td>
<td>Monday NO CLASSES - Federal Holiday for Independence Day</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Saturday Summer Term ends</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Sunday Summer Flex Term begins</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Saturday Summer Flex Term ends</td>
</tr>
</tbody>
</table>
# Academic Calendar

**2010-11 / Doane’s 139th Year**  
**Doane College Lincoln Campus’ 30th Year**  
**Doane College Grand Island Campus’ 8th Year**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>12</td>
<td>Monday</td>
<td>Autumn Term schedule released</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Monday</td>
<td>Preregistration begins for Autumn Term</td>
</tr>
<tr>
<td>Aug.</td>
<td>12-14</td>
<td>Thur.-Sat.</td>
<td>FORMAL REGISTRATION for Autumn Term</td>
</tr>
<tr>
<td></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 - Last day to drop or add Autumn classes</td>
</tr>
<tr>
<td>Sept.</td>
<td>6</td>
<td>Monday</td>
<td>NO CLASSES - Labor Day</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Monday</td>
<td>Winter I Term schedule released</td>
</tr>
<tr>
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<td>Monday</td>
<td>Preregistration begins for Winter I Term</td>
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<tr>
<td>Oct.</td>
<td>14-16</td>
<td>Thur.-Sat.</td>
<td>FORMAL REGISTRATION for Winter I Term</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Saturday</td>
<td>Autumn Term ends</td>
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<td>Monday</td>
<td>Winter I Term begins</td>
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<tr>
<td></td>
<td>25</td>
<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Winter I classes</td>
</tr>
<tr>
<td>Nov.</td>
<td>8</td>
<td>Monday</td>
<td>Winter Flex/Winter II Term schedules released</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Monday</td>
<td>Preregistration begins for Winter Flex/Winter II Terms</td>
</tr>
<tr>
<td></td>
<td>25-27</td>
<td>Thur.-Sat.</td>
<td>NO CLASSES - Thanksgiving weekend</td>
</tr>
<tr>
<td>Dec.</td>
<td>9-11</td>
<td>Thur.-Sat.</td>
<td>FORMAL REGISTRATION for Winter Flex &amp; Winter II Terms</td>
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<tr>
<td></td>
<td>18</td>
<td>Saturday</td>
<td>Winter I Term ends</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Winter Flex classes</td>
</tr>
</tbody>
</table>

**The Lincoln and Grand Island campus will be CLOSED Dec. 23 - Jan. 2.**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>2</td>
<td>Sunday</td>
<td>Winter Flex Term begins</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Saturday</td>
<td>Winter Flex Term ends</td>
</tr>
<tr>
<td></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 - Last day to drop or add Winter II classes</td>
</tr>
<tr>
<td>Feb.</td>
<td>14</td>
<td>Monday</td>
<td>Spring Term schedule released</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday</td>
<td>Preregistration begins for Spring Term</td>
</tr>
<tr>
<td>Mar.</td>
<td>10-12</td>
<td>Thur.-Sat.</td>
<td>FORMAL REGISTRATION for Spring Term</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Saturday</td>
<td>Winter II Term ends</td>
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<tr>
<td></td>
<td>14</td>
<td>Monday</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td></td>
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<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Spring Term classes</td>
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<tr>
<td>April</td>
<td>11</td>
<td>Monday</td>
<td>Summer Term schedule released</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Monday</td>
<td>Preregistration begins for Summer Term</td>
</tr>
<tr>
<td>May</td>
<td>14</td>
<td>Saturday</td>
<td>Spring Term ends</td>
</tr>
<tr>
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<td>15</td>
<td>Sunday</td>
<td>COMMENCEMENT</td>
</tr>
<tr>
<td></td>
<td>19-21</td>
<td>Thur.-Sat.</td>
<td>FORMAL REGISTRATION for Summer Term</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Monday</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Monday</td>
<td>NO CLASSES - Memorial Day</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Tuesday</td>
<td>CENSUS DAY - Last day to drop or add summer classes</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>
<tr>
<td></td>
<td>24</td>
<td>Sunday</td>
<td>Summer Flex Term begins</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Saturday</td>
<td>Summer Flex Term ends</td>
</tr>
</tbody>
</table>

*Autumn Term 2011 - August 15-October 15  
Winter I Term 2011 - October 17-December 17*
**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.

<table>
<thead>
<tr>
<th>Disclosure</th>
<th>Description</th>
<th>Contact</th>
<th>More Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights Under Family Education Rights and Privacy Act (FERPA)</td>
<td>Student’s right to review educational records</td>
<td>Registrar’s Office – 402.826.8251 or 402.466.4774</td>
<td>Doane website, Registrar page</td>
</tr>
<tr>
<td>Federal student deferments for Peace Corps or volunteer services</td>
<td>Eligibility to defer loan payments for services performed in these areas</td>
<td>Financial Aid Office – 402.826.8260 or 402.466.4774</td>
<td>Financial Aid Office, your student loan lender and/or student loan guarantor</td>
</tr>
<tr>
<td>Financial assistance available</td>
<td>Types of financial aid programs available at Doane College</td>
<td>Financial Aid Office – 402.826.8260 or 402.466.4774</td>
<td>College catalog, Financial Aid web page</td>
</tr>
<tr>
<td>Institutional Information</td>
<td>Information about the school costs, policies and procedures</td>
<td>Office of Admission – 402.826.8222</td>
<td>College catalog, Financial Aid web page, various recruiting brochures</td>
</tr>
<tr>
<td>Completion rate, graduation rate</td>
<td>Number of students who start and graduate from Doane</td>
<td>Director of Institutional Research - 402.826.6776</td>
<td>Office of Institutional Research</td>
</tr>
<tr>
<td>Campus Security Report</td>
<td>Doane College crime statistics</td>
<td>Associate Dean of Student Leadership and Director of Campus Safety – 402.826.8295</td>
<td>Doane web site, Crime and Security Data</td>
</tr>
<tr>
<td>Disclosure</td>
<td>Equity in Athletics</td>
<td></td>
<td></td>
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<td>------------</td>
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<td></td>
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</tr>
<tr>
<td>Description</td>
<td>Information on Doane’s intercollegiate athletic teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td>Doane College Athletic Director – 402.826.8583</td>
<td></td>
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</tr>
<tr>
<td>More Information</td>
<td>Athletic Department</td>
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<thead>
<tr>
<th>Disclosure</th>
<th>Drug-Free Workplace and Drug-Free Awareness Program</th>
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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>
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<table>
<thead>
<tr>
<th>Disclosure</th>
<th>Satisfactory Academic Progress</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>Minimum standards for maintenance of federal dollars at Doane College</td>
</tr>
</tbody>
</table>
| Contact | Financial Aid Office – 402.826.8260 or 402.466.4774  
Doane College Academic Dean’s Office – 402.826.8221 |
| More Information | College catalog, Financial Aid web page |

<table>
<thead>
<tr>
<th>Disclosure</th>
<th>Doane College Student Employment Information</th>
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</thead>
<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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<table>
<thead>
<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>
</tbody>
</table>
| Contact | Academic Dean’s Office – 402.826.8221  
Financial Aid Office – 402.826.8260 |
| More Information | College catalog |

<table>
<thead>
<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>
</tr>
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<table>
<thead>
<tr>
<th>Disclosure</th>
<th>Title VI, Title IX, and Section 504</th>
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<tbody>
<tr>
<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>
FOUNDED: 1872. Doane College is Nebraska’s first liberal arts and sciences college. The program for adult learners was established in Lincoln in 1981, and in Grand Island in 2003.

TYPE OF INSTITUTION: Independent, coeducational, four-year college. Doane is historically affiliated with the United Church of Christ.

MAJORS: Programs of study leading to the Bachelor of Arts degree are offered in 12 areas: Allied Health, Criminal Justice, Graphic Design, Human Relations, Information Systems Management, Liberal Arts Studies, Nursing, Organizational Communication, Paralegal Studies, Professional Studies in Accounting, Professional Studies in Business and Public Administration.

ENROLLMENT: Approximately 750 students are enrolled in Doane’s undergraduate programs in Lincoln and Grand Island.

SCHEDULE: The Lincoln and Grand Island campuses offer five regular terms and one flex term each academic year. Courses are delivered in a flexible format appropriate for working adults.

NATIONALLY RANKED: 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.

Lincoln, Nebraska 68504 · 402.466.4774 · 888.803.6263
Grand Island, Nebraska 68801 · 308.398.0800 · 877.443.6263
Crete, Nebraska 68333 · 402.826.2161 · 800.333.6263
www.doane.edu