Campus Offices for Quick Reference

**Lincoln Campus**
Lincoln Office 402.466.4774
Toll-free 888.803.6263
Fax 402.466.4228

Doane College, 303 North 52nd Street, Lincoln, NE 68504

**Grand Island Campus**
Grand Island Office 308.398.0800
Toll-free 877.443.6263
Fax 308.398.1726

Doane College, College Park, 3180 W. U.S. Hwy. 34, Grand Island, NE 68801

**Crete Campus**
Toll-free 800.333.6263
Academic Affairs 402.826.8221
Advancement/Alumni 402.826.8258
Business Office 402.826.8200
Financial Aid 402.826.8260
Library 402.826.8287
President’s Office 402.826.8253
Registrar 402.826.8251

Business Office Fax 402.826.8600

Doane College, 1014 Boswell Avenue, Crete, NE 68333

E-mail/Internet Accounts: first name.last name@doane.edu
Doane College Website: www.doane.edu
Doane College Bookstore: http://bookstore.doane.edu/doane
Doane College WebAdvisor: www.doane.edu/wa
2012-2013
School of Graduate and Professional Studies
Lincoln and Grand Island Campus
Undergraduate Catalog

Record of Graduates
August 2011
May 2012

Academic Calendar - 2012-2014
Series XVII
August 2012

The Doane College Undergraduate Catalog is published annually at Crete, Nebraska.

Doane College reserves the right to make changes in the curriculum, course structure, calendar, graduation requirements, costs, or any of its policies without notice.

Applicants for admission and employment or professional agreements with the College are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.
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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.

History of Doane College
For 140 years, Doane College has occupied a distinguished place among the liberal arts colleges of the Midwest.

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

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

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

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

Education for a Lifetime
Throughout Doane’s 140-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.

Mission Statement
The Doane College mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.
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 at 800.621.7440 or www.ncahigherlearningcommission.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.

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.

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 advisor 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.

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
Reorientation
Any student admitted to the School of Graduate and Professional Studies undergraduate program 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 advisor, 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 Doane VA representative of any change in enrollment. Repeated courses that are used to improve the student’s GPA cannot be included in the credit hours reported to the VA. A required class that is failed can be repeated one time for purposes of VA assistance.

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 is 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 School of Graduate and Professional Studies offers 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 advisor, 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. Credit for ACT PEP tests is awarded according to the recommendations of the American Council on Education (ACE).

Testing Policies
Doane will not award test credit if the course has been failed in the past at Doane. A student who receives credit for a course by examination and repeats that course at Doane will have the examination credit removed. Also, students are not eligible to receive credit by examination for a lower-level course after they have completed or begun a course for which the other is a prerequisite.

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).
programs to students with mobility impairments. Thus, it may be necessary to reschedule 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, degree 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: fprsa@ed.gov,

For more information on FERPA, or to view the entire FERPA policy, please visit the Registrar’s web page or office.
Educational Costs and Business Regulations

Summary of Program Costs for the Academic Year 2012-2013

<table>
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<tr>
<th>Cost</th>
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<tr>
<td>Tuition per credit</td>
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</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>
<td>65.00</td>
</tr>
<tr>
<td>Mandatory fee per course</td>
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</tr>
<tr>
<td>Portfolio credit</td>
<td>122.00</td>
</tr>
<tr>
<td>Teacher Perceiver</td>
<td>244.00</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 School of Graduate and Professional Studies and the School of Liberal Arts and Sciences, 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 time frame for the student to be considered for a refund. In some cases the actual start date of a course may be after a refund is no longer available.

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

1. 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.
Financial Aid

Applying for Financial Aid

Financial aid consists of grants, loans and work programs which provide funds for students to assist them in paying for educational expenses. At Doane College, funds are awarded to students based on their qualifications and/or financial need. Financial aid that is based on need must be applied for and reviewed annually.

A new student who wishes to apply for financial aid should:

1. Complete the Doane College application for admission, pay the application fee, and be admitted into the college.
2. Complete the Free Application for Federal Student Aid (FAFSA). Doane's Title IV code is 002544. Doane College encourages students to complete the FAFSA at www.fafsa.gov. In order to file electronically, the student and parent (if dependent) need to request a PIN (personal identification number) from the U.S. Department of Education. The website to do this is www.pin.ed.gov. The PIN acts as an electronic signature when completing the FAFSA. The FAFSA is used to determine eligibility for all federal and Doane need based aid.
3. Complete the Doane College Financial Aid Questionnaire. The site is www.doane.edu/students/forms/FinAid/
4. Preregister for classes.

A continuing student who wishes to apply for financial aid should:

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Doane's Title IV code is 002544. This application must be completed annually. Commitments for financial aid based upon financial need are made annually.
2. Complete the Doane College Financial Aid Questionnaire. The site is www.doane.edu/students/forms/FinAid/
3. Preregister for classes.

For more information on the types of financial aid, you may refer to the college website or the Financial Aid Newsletter at www.doane.edu/FANewsletter.

Requirements and Availability of Financial Aid

All types of financial aid are normally awarded for an academic year and credited equally to each term’s charges. Each term, the Financial Aid Office examines the records of students receiving financial aid to determine if they are fulfilling the necessary requirements for the aid awarded to them.
1. Students who already have a baccalaureate degree are not eligible for institutional scholarships and/or grants.

2. Financial aid award notification is based on full-time enrollment (six credit hours), unless a student indicates part-time attendance. If a student changes from full-time to part-time status (fewer than six hours), it can affect the financial aid package. You will be notified when your aid is adjusted.

3. Students receiving any additional scholarships or tuition assistance from any outside source or employer must report this resource to the Financial Aid Office or on the Financial Aid Questionnaire. All resources available must be included in the financial aid award. In some instances, it may be necessary to adjust other financial aid. Veteran's Education Benefits are not factored into the students' award.

Additional deferment information is available at www.studentloans.gov or through the borrower's lender/loan servicer.

Satisfactory Academic Progress for Title IV Federal Financial Aid

Doane College is required by federal regulations to define and monitor standards of satisfactory academic progress for students who are receiving or wish to receive Title IV Federal Financial Aid from one or more of the following programs:

1. Federal Pell Grant
2. Federal SEOG (Supplemental Educational Opportunity Grant)
3. NOG (Nebraska Opportunity Grant)
4. FWS (Federal Work-Study)
5. Federal Perkins Loan
6. Federal Stafford Loan
7. Federal PLUS (Parent Loan for Undergraduate Students)
8. Federal TEACH Grant
9. Iraq & Afghanistan Service Grant

Standards of Satisfactory Academic progress consist of two measurements:

1. Qualitative or Cumulative Grade Point Average (CGPA) - ensures the student is able to meet the minimum academic grade point average (GPA) to complete a degree at Doane College
2. Quantitative - measures the student's progress toward a degree by completing a certain percentage of attempted hours.

Each term the financial aid office reviews the academic records of all students to determine if a student is maintaining the required minimum cumulative grade point average to be eligible to receive Title IV Federal Financial Aid. Below is the minimum grade point average requirements based on the number of attempted credits:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>1.70</td>
</tr>
<tr>
<td>36-59</td>
<td>1.85</td>
</tr>
<tr>
<td>60+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Note: Withdrawals, incompletes, F, and no pass grades are attempted credits.

Transfer credits are not factored into a student’s cumulative GPA but are considered in the number of attempted credits. For example if Doane College accepted 60 transfer credit hours from another institution, the student would be required to maintain a cumulative GPA of 2.0 to ensure he/she is meeting graduation requirements.

In addition to the minimum cumulative GPA standards, the financial aid office standards also ensure the student is completing at least 75% of their attempted hours and is progressing through their program of study towards completion of a degree. Attempted credits are measured by the number of credits the student was enrolled in as of census day (last day for drop and add) each term. At the end of each term, the financial aid office will review all student records to determine if they have completed at least 75 percent of their total hours attempted. The measurement used is as follows:

\[
\text{Total Credit Hours Completed} = \text{PACE} \times \text{Total Credit Hours Attempted}
\]

Only credit hours passed (grades A through D and P) are considered as credits earned. Transfer credits are considered in both the total credit hours completed and in the total credit hours attempted. Grades of I and/or IP are not counted as credits earned until they are replaced by a satisfactory letter grade. Grades of I, IP, W, and F are included as attempted credits in the calculation. A student should notify the financial aid office when I and IP's grades are replaced with a satisfactory letter grade.

Maximum Time Frame

Students can receive financial aid for up to 198 attempted credits or until a bachelor's degree is earned. If it is determined by the college the student is not able to complete his/her bachelor's degree without surpassing the 198 attempted credits, the student would be placed on Financial Aid Suspension and would not be able to receive federal financial aid.

Financial Aid Warning

Students that are not meeting either the Qualitative (CGPA) and/or the Quantitative (PACE) measurements at the end of a term, are placed on Financial Aid Warning the ensuing term of enrollment. Students are allowed to receive financial aid during the Financial Aid
Warning period. A student receives only one Financial Aid Warning term while at Doane College. The student will be notified in writing of their Financial Aid Warning Status.

Financial Aid Suspension
Financial Aid Suspension occurs following the term of Warning or any subsequent term after the Warning term if the student fails to achieve the minimum CGPA and/or the 75 percent completion rate. Students are not eligible to receive Title IV Federal financial aid if on suspension and are notified in writing of his/her Financial Aid Suspension status. Students may be able to continue taking coursework, however they are not able to receive Title IV federal aid funds and will need to pay at their own expense. Financial Aid Suspension can occur without an official warning term when it is not mathematically possible for the student to return to satisfactory status after the ensuing term.

Appeals
If the student has experienced extenuating circumstances which have impeded his/her ability to make satisfactory academic progress, the student may appeal his/her suspension. The contents of the academic program are determined on a case by case basis dependent on the circumstances and whether or not it is a qualitative or quantitative issue which has caused the financial aid suspension. Examples of extenuating circumstances include; death of a relative, personal injury or illness of the student, family medical emergency, etc.

A student must submit their circumstances in writing by the date notated in their suspension letter. The appeal must include the following information:
1. Explanation of the circumstance that prevented him/her from making satisfactory progress
2. Explanation of what has changed or been resolved for him/her to make satisfactory progress in the ensuing term and going forward.
3. Supporting documentation of the extenuating circumstance.

The appeal is considered incomplete if any of the three requirements are missing and it will not be sent to the Financial Aid Appeal Committee for review. If the financial aid appeal committee agrees to let the student continue to receive financial aid for an additional term due to extenuating circumstances, the student will be placed on Financial Aid Probation.

Financial Aid Probation
Students placed on Financial Aid Probation will be required to complete an academic plan and agree to the terms and the conditions of the plan in order to receive financial aid. The student’s progress will be monitored to ensure he/she is meeting the conditions of the academic plan. If the student completes the terms and conditions of the academic plan, and does not return to satisfactory status after the ensuing term, the student will remain on Financial Aid Probation.

Reinstatement
Reinstatement of Title IV federal financial aid occurs at the end of any term in which the student reaches the 75% percent completion rate and has met the required minimum GPA requirement consistent with graduation requirements. At his/her own expense, a student may take courses to attempt to regain their Title IV federal financial aid eligibility. A student who has regained their eligibility may contact the financial aid office if they wish to begin receiving Title IV federal financial aid.

NOTE: Transfer students accepted into Doane College are usually considered making satisfactory academic progress when admitted to a degree program at Doane College. However, if a student was not making progress at his/her previous institution, the student may be placed on Financial Aid Warning by the Financial Aid Office. The student will notified in writing if placed on Financial Aid Warning upon being admitted to Doane College.

Notice of Federal Student Financial Aid Penalties for Drug Violations is located online at www.doane.edu/Finaid/Lincoln-Finaid/additional-info
Repeat Coursework
A student may receive financial aid for a course taken previously. The student may only receive financial aid twice for the repeated coursework.

The exception to this rule is when a student receives college credits for his/her participation in Intercollegiate Athletics and/or membership in one of the major vocal/instrumental music ensembles.

In addition to the Title IV federal aid rules, a student is subject to Doane College’s Institutional Academic Policies. A student not maintaining the minimum grade point average based on credits attempted (as referenced above) may be subject to Academic Probation and/or Academic Suspension at the end of any term if the student is not meeting the above referenced cumulative GPA requirements. The Vice President for Academic Affairs may place a student on Academic probation or Academic suspension if a student is not making satisfactory progress or is in danger of not meeting all college graduation requirements. If a student is on Academic Suspension, he/she is not allowed to enroll in classes at Doane College. Specific conditions of Academic Probation and Academic Suspension are communicated in writing to the student by the Academic Affairs office.

Note: This policy is separate from the Federal Financial Aid Satisfactory Academic Progress Policy.

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 School of Graduate and Professional Studies and the School of Liberal Arts and Sciences. 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 School of Graduate and Professional Studies and the School of Liberal Arts and Sciences
A student who attends the School of Graduate and Professional Studies or the School of Liberal Arts and Sciences 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 courses normally graded on a pass/fail basis may be taken in, but not counted toward, the student’s major.
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 in the School of Graduate and Professional Studies 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 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 requirements. Other grades include I – Incomplete; P – Passed; AU – Audit; IP – In Progress (Passing); W – Withdraw.

An Incomplete (I) may be given if a student is not able to complete the work required for a course by the last day of the course due to sickness or other extenuating circumstance.
Grades are assigned to the respective grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Per Credit</th>
<th>Grade</th>
<th>Grade Points Per Credit</th>
<th>Grade</th>
<th>Grade Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>B-</td>
<td>2.7</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>C+</td>
<td>2.3</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>C</td>
<td>2.0</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>C-</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D+</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The “In Progress” (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. Students 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 Appeal Policy
If a student thinks an instructor has graded him or her in a way that is inconsistent with the grading policy outlined in the course syllabus, the student may initiate the grade appeal process below. (Students who think their grade was calculated in error should consult the Grade Change Policy.) If at any stage of the process the appeal is withdrawn or resolved, the process stops. The Grade Appeal Request form and a written statement of the resolution will be kept in the student’s record.

Steps:
1. Within 10 days of the grade’s release, the student will contact the instructor to discuss the student’s concern.
2. To continue with the appeal, the student will contact the Dean no later than 10 days following the discussion with the instructor to set up a meeting with the student and instructor to discuss the student’s concern. (If the Dean is the instructor, the Dean will designate another division faculty member to act as Dean in this matter.)
3. If the student wishes to appeal the Dean’s decision, the student will file a Grade Appeal Request form with the Registrar’s Office within 3 days, and schedule a meeting with the Vice President of Academic Affairs within 7 days. The Vice President of Academic Affairs will review the process.

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 term of enrollment at Doane College and the start date in the School of Graduate and Professional Studies.

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 (School of Liberal Arts and Sciences) or two terms (School of Graduate and Professional Studies) of Doane courses. No letter grades will be removed from the academic record. The period 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 probation, suspension or dismissals from forgiven term 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 Integrity/ Dishonesty Policy**

In order for the Doane College community to provide, clarify, and preserve an atmosphere in which individuals can strive for academic excellence, the following policy has been adopted to deter acts of academic dishonesty. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various ways.

“Issues and Perspectives on Academic Dishonesty” (Gehring, et al, 1986) suggest four categories of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. These categories have been adopted and appropriately modified for use at Doane. Provided with each category is the respective Gehring definition and a list of isolated, but not inclusive, examples of infractions. It must be noted that the essential, qualifying characteristic that must be implied with each is that the grading instructor must consider the alleged offense to be dishonest.

- **Cheating** “Intentionally using or attempting to use unauthorized information or study aids in any academic exercise.” (Gehring, et al, p. 6)
  - Intentionally using an unauthorized source to complete an objective. This may include looking at another’s paper during an exam, using unauthorized, prewritten responses and electronically-stored information such as crib notes and computer discs, and/or stolen test materials.
  - Submitting someone else’s work as one’s own research or data.
  - Allowing another to complete an exam in one’s place.
  - Submitting a project that has been or is currently being used to satisfy requirements from another course without the explicit permission of both instructors.
  - Improper collaboration on projects beyond that permitted by the instructor.
  - Sharing information between exams in multiple sections of a course.

- **Fabrication** “Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.” (Gehring, et al, p. 6)

Examples:

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing a paper from a commercial or private source, using a paper</td>
</tr>
<tr>
<td>from an organization’s files, copying sections or chapters from</td>
</tr>
<tr>
<td>reference works, or borrowing or stealing another’s paper and</td>
</tr>
<tr>
<td>submitting it as one’s own work.</td>
</tr>
<tr>
<td>Failing to indicate a direct quote from a reference source by using</td>
</tr>
<tr>
<td>quotation marks and proper citation of the source.</td>
</tr>
<tr>
<td>Attempting to represent the work, words, and ideas of another</td>
</tr>
<tr>
<td>(paraphrasing) as one’s own without proper citation or documentation.</td>
</tr>
<tr>
<td>Failing to acknowledge information obtained in one’s reading or research which is not common knowledge.</td>
</tr>
</tbody>
</table>
Sanctions for Academic Dishonesty
All acts of academic dishonesty threaten the integrity and scholarly pursuit of Doane College. Because these acts, by their nature, impact the academic environment and integrity of the College, all alleged violations involving academic dishonesty will be reported in writing to the dean. In this manner, the college fulfills its responsibility for maintaining the academic integrity of the institution. Consequently, each student has a responsibility to avoid direct acts of academic dishonesty, the aiding of others in committing acts of academic dishonesty, and/or acts that may lead to the suspicion of academic dishonesty.

The college adheres to a policy that places the responsibility for the disposition of academic dishonesty cases for first offenders in the hands of the faculty member involved. If a student or group involved is not currently enrolled in the course in question, they will be referred to the dean for investigation and sanctioning. The course instructor may impose one or more of the following penalties for cases of academic dishonesty arising in his/her classes:

- The rejection of the assignment/exercise with the request that the work be resubmitted.
- A reduced grade for the assignment/exercise.
- A grade of “F” or “0” on the assignment/exercise.
- A reduced grade for the course.
- A grade of “F” for the course.

Additionally, due to the seriousness of the infraction, the instructor may recommend imposition of greater penalties which may include suspension or expulsion from the college. All such recommendations will be handled by the dean, who will render a decision.

Sanctions for a second and subsequent offense(s) of academic dishonesty must be handled by the dean at the initiation of the appropriate faculty member. The dean may impose any of the above sanctions and/or any of the following:

- A grade of “F” for the course with the notation that the “F” resulted from an act of academic dishonesty to be recorded on the student’s transcript. The transcript will carry this notation for the period of time designated by the vice president for academic affairs. The student may appeal to the Vice President for Academic Affairs in writing to have the notation expunged.

Suspension from the college for a designated period of time that will be established by the Vice President for Academic Affairs. The student’s transcript will note the suspension for violating the academic dishonesty policy of the college and may be expunged at the written request of the student upon reinstatement. Expulsion from the college. In such cases, the student’s transcript will permanently note the expulsion decision having been based on an act(s) of academic dishonesty.

This Academic Dishonesty Policy was approved and adopted by the Doane College Faculty in May, 1987.

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.

Second Degree Policy
It is possible for a student to satisfy the requirements for more than one major program; the College will not grant two degrees for programs taken concurrently. The student must declare which degree will be posted on the transcript and diploma. A graduate who returns and completes a minimum of 30 credits beyond whatever number was accumulated for the first baccalaureate may qualify for a different Doane degree. (One cannot earn two B.A. degrees, for example.)

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
3. Philosophy-Religion 110, 111, 115, 120, 121, 231, 323, 324, Philosophy 212

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
- Political Science 101, 105, 243, 323
- International Studies 101
- Business 101 or Economics 203
- Education 211, 338

Group 2
- Psychology 117, 336, 365
- Sociology 109, 324, 336, 366

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
  - Physics 107, 108, 201, 202

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

- **Science Course (non-lab)**
  - Geography 112

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 101, 107, 110, 204, 205, 207, 221, 231, 232, 234, 252, 254
- English 210
- Fine Arts 103, 104, 281
- Journalism 240
- Music 111, 112, 190, 191, 192, 195, 196, 198, 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 the School of Graduate and Professional Studies 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. A maximum of 12 combined internship credits may be included as credits toward graduation.

Programs and Courses of Instruction

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, 250, 251, 339, 350, 365
   b. CSA 102 (or competency)
   c. ECO 203, 204
   d. IDS 206
   e. MTH 115 or 235

The “Revised and Substituted Rules of the Nebraska State Board of Public Accountancy,” effective February 28, 1993, specifically mandates the completion of 150 college credits and the course content that must be included in those credits for persons who wish to sit for the CPA examination. The 150 credits may all be completed at the undergraduate level or may be a combination of undergraduate and graduate credits. The major requirements listed above and the additional credits recommended below are designed to conform to those requirements.

Students who wish to prepare for the CPA examination should complete the major requirements and the following graduate and/or undergraduate courses:
ACC 411 Systems/Applied Accounting; ACC 415 Tax Accounting II; ACC 435 Governmental and Not-for-Profit Accounting; BUS 350 Commercial Law; CMS 316 Business and Professional Communication; CSA 107 Advanced Spreadsheets; BUS 212 OR BUS 602 Human Resource Management.

NOTE TO TRANSFER STUDENTS: “Credits earned at a non-four-year institution shall NOT be considered as acceptable in meeting the educational requirement for the CPA examination unless those hours have been accepted for purposes of a degree by a four-year college or university, as defined in Title 288-Chapter 9-001 and 9-002.” (Title 288, Nebraska Administrative Code, Revised and Substituted Rules of the Board). Thus, only those credits completed at a two-year institution and accepted in transfer by the four-year institution may be used to satisfy the educational requirement for the CPA examination.
**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
2. 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.
3. 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.

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**Professional Studies in Business, Lincoln and Grand Island Campus**

The Professional Studies in Business major prepares students for a variety of careers in business and requires students to demonstrate their abilities to anticipate, understand, and adapt to change as it affects the diverse business world. Students must exhibit effective communication and interpersonal skills in a variety of business contexts. Successful completion of this major will significantly enhance a student’s career opportunities in the many fields of business. The Professional Studies in Business major at Doane College also prepares students for further study at the graduate level.

**Requirements for the Professional Studies in Business Major:**
2. Complete the following cognate courses:
   - ACC 103, 104
   - CSA 102 (or competency), 109
   - ECO 203, 204
   - CMS 316, IDS 206
3. Complete one emphasis chosen from the following:
   - **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.
     - Finance: BUS 394, 428, 445, 460
     - Human Resources: BUS 331, 345, 361, 415, 418, CMS 323
     - Management: BUS 315, 331, 345, 353, 361, 410, 415, 455, 496
     - Marketing: BUS 301, 324, 356, 452, 453, 455.
   - **Human Resource Management** – BUS 361, 418, 493; plus one course chosen from the following:
     - BUS 315, 331, 345, 415, CMS 323.
   - **Management** – BUS 492, plus three courses chosen from
     - BUS 315, 331, 345, 346, 353, 410, 415, 455
   - **Marketing** - BUS 301, 324, 452, 453.
4. **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.
4. No more than 48 credits of BUS courses may apply toward graduation.
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 324
   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,
   b. BUS 339 or 353
   c. ECO 203 or 204
   d. IDS 206, 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.

**Nursing, Lincoln and Grand Island Campus**

The Doane College ADN to BSN program is designed for registered nurses with an associate’s degree or diploma in nursing who want to advance in the profession. The completion of a bachelor’s degree in nursing is the gateway to graduate-level education and advanced practice nursing roles.

The format and courses are tailored to meet the needs of the adult learner RN and to maximize strengths that the working RN possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of the liberal arts as well as clinical patient care, healthcare management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN’s clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

Applicants to the program must have a current, active RN license, a compact state registered nursing license, or possession of a temporary permit issued by the Nebraska Health and Human Services Regulations Licensure Division prior to admission to the Doane College RN to BSN program.

To meet graduation requirements, students enrolled in the RN to BSN program must complete both the general and additional requirements listed on pg. 43-44.

**Admission Requirements**

The following are required for admission to the Bachelor of Science in Nursing degree program:
- A copy of an unencumbered current Nebraska registered nursing license, a compact state registered nursing license, or a temporary permit issued by the Nebraska Health and Human Services Regulations Licensure Division
- A completed Application for Admission form
- An official transcript from the school of nursing and each college or university attended. Doane College will evaluate all courses submitted by the transfer applicant and reserves the right to accept or deny any of the credits offered for transfer. Credit hours earned with grades of “C-” or better at an accredited institution of higher education prior to admission to Doane College may be transferred.

**Investigative Background Check Requirement**

- An investigative background check is required of all students prior to beginning any course work requiring field-work to meet clinical agency requirements. Registered Nurses who will remain in their place of employment for all courses requiring field-work and meet the background investigation requirements for their workplace, may
bring a letter from the workplace Human Relations Department stating that they have satisfactorily met all requirements for eligibility to participate in clinical activities in that agency.

Health Records Requirement
- (Prerequisite to and concurrent with all fieldwork courses.) The RN to BSN program may require additional immunizations, drug, or health screenings as needed to meet clinical agency requirements. In addition, the student must show proof of personal medical insurance prior to field-work assignments. The student is responsible for any expense incurred in completing this process. The student may be stopped out of fieldwork courses at any time if not in compliance with this policy.

Objectives of the Doane College RN to BSN program
The RN to BSN program provides the professional nurse with the ability to:
- develop and use higher-order problem-solving and critical thinking skills;
- integrate concepts from behavioral, biological, and natural sciences in order to understand self and others;
- interpret and use quantitative data;
- use the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions;
- apply knowledge regarding social, political, economic, and historical issues to the analysis of societal and professional problems;
- communicate effectively in a variety of written and spoken formats;
- engage in effective working relationships;
- appreciate cultural differences and bridge cultural barriers;
- understand the nature of human values;
- develop and articulate personal standards against which to measure new ideas and experiences; and
- appreciate and understand the character of health care professionals.

RN to BSN Course Requirements
2. Take BIO 101, 219, 309
3. Take CMS 220, ECO 203, 329, MTH 107, PSY 365
4. Three credits from HIS 105, 106, 205, 206, 305, 321, 324
5. Three credits from ENG 205, 206, 237
6. Three credits from PSI 101, 105, 243, 323

Co-requisite Course Requirements
Completion of the following nursing co-requisites is required. (If not completed prior to admission, these courses are included in the Doane College RN to BSN course requirements.)
ENG 101, BIO 115, 116, 215, 216, CHM 101, PSY 117, PED 209

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 365.
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 250, 331, 345, 350, 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, 315, 331, 361, 365, 410, 415; 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. Upon completion of this course, students will be able to: 1) read and understand accounting terminology at a basic level; 2) prepare and understand financial statements; 3) use accounting statements in decision making; and 4) demonstrate effective human interaction skills in group assignments.

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. Upon completion of this course, students will: 1) analyze and interpret information conveyed in financial statements; 2) use standard accounting statements in decision making; 3) read and understand accounting terminology related to managerial accounting; and 4) work effectively with others in teams. **Prerequisite: ACC 103 with a minimum grade of C-, or permission.**

ACC 231-232 Intermediate Accounting I, II (3-4) (3-4)
A two-semester introduction to the theory and practice of accounting which addresses financial reporting; conceptual framework; review of the accounting process; and preparation of accounting statements related to financial position (balance sheet), results of operation (income statement), and cash flow (statement of cash flows). Other additional topics included in ACC 231 are time value of money; 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; and measurement and reporting of intangibles. Additional topics included in ACC 232 are valuation of current and non-current liabilities; accounting for the entity’s equity; valuation of current and non-current investments; accounting for income taxes; accounting for leases; accounting for pensions and other post-retirement benefits; computation and presentation of earnings per share; and accounting for changes/errors. Upon completion of these courses, students will be able to: 1) recognize the ethical implications of accounting situations related to the topics discussed in each course; 2) apply the appropriate rules/procedures in preparing, analyzing, and interpreting financial statements, in particular as they apply to the topics covered each semester; 3) expand their understanding of accounting theory and the accounting framework as it applies to the topic areas discussed; 4) read and understand the precise accounting terminology appropriate to the operation of business entities; and 5) use financial statements to make more complex decisions related to the topical areas discussed each semester. **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 331  Tax Accounting I  (3)
This course introduces students to the complex study of federal taxation. It focuses mainly on taxation of individuals, but also covers a broad range of subjects from the definition of income to tax practices related to businesses, and includes practice in preparation of tax returns. 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; and 6) use tax information in a variety of planning and decision making contexts.

ACC 332  Advanced Accounting I  (3)
This course 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 successful 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. In addition, students will recognize and account for transactions with foreign countries that have currencies other than U.S. dollars (foreign currency exchange rate differences), and be able to translate and/or restate financial statements that are denominated in currencies other than U.S. dollars. Pre-requisite: ACC 232 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. Pre-requisite: ACC 232 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. Pre-requisite: ACC 232 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 re-
ports, 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 210 Metal Craft – Jewelry (3)
A course which introduces the student to the basic methods of fabricating jewelry to include form, function, and technique. Students will demonstrate their understanding of these methods by creating a series of work that includes a ring, pendant, brooch, bracelet, and necklace. Prerequisite: ART 110. Offered alternate spring terms.

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 revolutionary 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.

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.

BIO 309  Your Body, Your Health, Your Choices (3)
This is an interdisciplinary course encompassing biology, chemistry, biotechnology, medicine, and natural sciences. It examines controllable factors that influence human health and wellness. Students will use critical thinking, problem solving, and scientific method to examine topics including diabetes mellitus, sexually transmitted diseases, vitamins and supplements, carcinogens, diet, medications, and pollution. Upon completion of this course, students will have a knowledge base upon which to draw when making decisions critical to their personal health and wellness and to that of the communities they serve. Prerequisite: BIO 101
BUS 212 Human Resource Management (3)
This course is designed for non-biology majors seeking a general understanding of the nature of Nebraska and the environmental concerns related to threats to the ecosystem. Through lecture and field trips, students will develop a general knowledge of the natural history of Nebraska, with a focus on the Sand Hills and Platte River ecosystems. Topics include geology and geography of Nebraska through time; biodiversity of plants and animals; issues related to the importance of environmental protection; and understanding science from a personal and social perspective. Students will also develop a basic knowledge of the major information resources for scientific disciplines and problem solving and communication skills essential to communication in science.

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 Statistics (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, one-way analysis of variance and linear regressions. Upon completion of this class, students will be able to: 1) collect a data set, identify the sampling method used, and recognize potential bias, 2) describe a dataset with tabular, graphical, and numerical methods, 3) test various hypothesis and construct confidence intervals, 4) scrutinize and interpret results and draw meaningful conclusions, and 5) present your data and results in a way that is concise, visually appealing, and provides information to the reader.

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: ACC 103 and ECO 203. Strongly recommended: ACC 104 and BUS 215.

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 are integrated into this course. Upon successful completion of this course, students will be able to: 1) use analytical and creative thought processes to analyze financial decisions; 2) identify and understand the finance component of the business environment; 3) identify and understand the relationship between the finance function and other functions in business; 4) convey both simplistic and complex financial information using appropriate terminology and language, and presentation methodology; and 5) recognize ethical issues involved in various financial situations. Prerequisite: Math competency.
BUS 250  The Legal Environment of Business  (3)
A survey of topics related to the legal environment within which businesses and individuals must operate. Students will 1) be able to identify specific spheres of business within which the law requires certain behavior of businesses and individuals and the consequences of failing to adhere to these requirements, 2) become familiar with specific legal terminology, and 3) practice the identification and analysis of professional and personal legal issues within the context of business.

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. Upon successful completion of this course, students should be able to: 1) Understand the concepts of value and relationships from the perspectives of customers, producers, and society; 2) Practice creating and managing strong brands to create brand equity; 3) Build a marketing plan, developing strategic planning skills; 4) Understand the concepts of measuring and managing return on marketing investment; 5) Discuss new marketing technologies; 6) Assess socially responsible marketing around the globe.

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 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. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, 4) apply the theoretical concepts of organizational behavior to simulated business situations. (Cross-referenced with CMS 315.)

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. Upon successful completion of this course, students will be able to: 1) Understand the strategic and tactical aspects of marketing communications; 2) Evaluate various marcom models; 3) Create many forms of promotion—from direct mail and newspaper ads to blogs and Facebook promotions; 4) Assess techniques for measuring advertising effectiveness; 5) Demonstrate creative techniques to bust through cluttered promotional media; 6) Develop a personal branding campaign. 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. Students successfully completing this course will be able to 1) identify and comprehend management science issues and problems, 2) apply the theoretical constructs of operations research to simulated business situations, 3) construct appropriate models using computer software, and 4) develop professional reports using the information generated using the developed models. Prerequisite: Math certification and cognates, or permission. (MTH 115 or 235 recommended.)

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.
BUS 350 Commercial Law (3)
An examination of topics specific to businesses and individuals working in commercial law, including the Uniform Commercial Code, Negotiable Instruments, and Bankruptcy. Students will be able to: 1) specify laws relevant to specific areas of commercial law; 2) research court cases related to commercial law; and 3) apply specific commercial laws and court decisions to cases and fact patterns by identifying the issue, proposing and analyzing possible solutions, and choosing the most appropriate solution to address the issue. Prerequisite: BUS 250.

BUS 353 Managing Operations for Quality and Productivity (3)
This course focuses on improving the quality of business operations through the use of best practices, standardization of procedures, reduction of variation, and continuous improvement of processes. Students successfully completing this course will be able to: 1) identify strategies to achieve competitive advantage through operations; 2) discuss the importance and use of project management techniques; 3) define quality and explain its relationship to organizational strategy; 4) construct and use control charts to help improve operations; 5) discuss the roles of ergonomics and methods analysis in achieving competitive advantage; 6) identify the major supply chain strategies; and 7) explain the operational impacts of the Just-In-Time approach and the use of Lean Production. Prerequisites: BUS 215 and 242, or permission.

BUS 357 International Marketing (3)
An introduction to International Marketing, focusing on the competitive rigor 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. Upon successful completion of this course, students should: 1) Become more globally aware; 2) Build skills related to strategic planning and organizing for global markets; 3) Explain and evaluate how products and services can be adapted to reflect international differences; 4) Understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market. This course fulfills the Cultural Perspectives requirement of the Doane Plan. Prerequisite: BUS 251.

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 361 Contemporary Issues in Human Resource Management (3)
This course provides opportunities for students to conduct in-depth analyses involving topics such as: employee recruitment and selection, performance evaluation and discipline, workplace discrimination, and recent issues raised by the Americans with Disabilities Act. Students successfully completing this course will be able to: 1) list and explain the requirements of the primary employment laws; 2) identify specific discriminatory management practices related to employee recruitment; 3) selection, promotion, transfer, layoffs, and benefits; 4) discuss the requirements of the Americans with Disabilities Act; 5) discuss performance appraisal and the role that feedback plays in that process; and 6) explain how to ensure fairness in the discipline process and the ramifications of a poorly designed program. Prerequisite: BUS 242 or permission.

BUS 410 Regulatory Compliance (3)
An introduction to the legal system of the United States which focuses on the function and authority of administrative agencies. Students explore the rights and responsibilities of individuals and business entities within the context of regulatory schemes contained in the spheres of environmental issues (such as the Environmental Protection Act and the Clean Air Act) and business issues (such as the Occupational Safety and Health Act and the Federal Food, Drug and Cosmetic Act). Students will be able to identify ethical problems found in business situations, analyze these problems from multiple perspectives, and apply concepts from many facets of the business environment in determining a recommended course of action for policy makers, organizations and individuals. Prerequisite: Junior standing or permission.

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.
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. Upon successful completion of this course, students 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; 3) understand the structure of global financial markets; and 4) increase their understanding of several categories of financial institutions. **Prerequisite: BUS 226, BUS/ECO 307 or ECO 303 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 453 Marketing Communications Campaigns (3)**
A comprehensive course requiring application of marketing communication knowledge and skills to solve marketing problems. Students will create, from a managerial perspective, a comprehensive Integrated Marketing Communication (IMC) plan for a client. At the conclusion of the course, students will present a formal presentation to the client. There will be few formal lectures. Conceptual thinking and practice will be emphasized. Upon completion of this course, students will be able to: 1) create, produce, and evaluate an IMC campaign in the context of a real business, 2) develop, execute and apply basic primary and secondary communications research, 3) analyze client product/brand information and data, 4) work within a team environment, 5) develop appropriate marketing, creative, and promotional strategies, 6) develop prototype creative materials, 7) develop a comprehensive written communications plans book, 8) present a communications plan to client management, 9) understand the problems inherent in working with clients, and 10) understand job responsibilities in the marketing industry. **Prerequisite: BUS 251. (BUS 324 is recommended.)**

**BUS 454 Investments (3)**
This is a case-based course focusing on the start-up and ongoing management of a small business enterprise. Students will use multidisciplinary business skills to identify, analyze, and execute practical management solutions to the various problems and opportunities that small business enterprises face. Major topics of study include business plan development, business capitalization, organizational structures, strategic planning from a resource-based perspective, transition planning for the corporate entity, organizational leadership, and managerial decision making. Students successfully completing this course will be able to 1) identify and comprehend complex, small business related issues and problems, 2) collect and use evidence to effectively analyze and resolve relevant small firm issues and problems, 3) develop industry/company specific enterprise start-up plans, and 4) demonstrate enhanced critical thinking, communication, and teamwork skills. **Prerequisite: Junior or senior standing, or permission.**

**BUS 455 Small Business Management (3)**
This is a case-based course focusing on the start-up and ongoing management of a small business enterprise. Students will use multidisciplinary business skills to identify, analyze, and execute practical management solutions to the various problems and opportunities that small business enterprises face. Major topics of study include business plan development, business capitalization, organizational structures, strategic planning from a resource-based perspective, transition planning for the corporate entity, organizational leadership, and managerial decision making. Students successfully completing this course will be able to 1) identify and comprehend complex, small business related issues and problems, 2) collect and use evidence to effectively analyze and resolve relevant small firm issues and problems, 3) develop industry/company specific enterprise start-up plans, and 4) demonstrate enhanced critical thinking, communication, and teamwork skills. **Prerequisite: BUS 226.**

**BUS 464 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 the area of management. **Prerequisite: BUS 215, IDS 206, senior standing, and permission.**

**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 the area of management. **Prerequisite: BUS 215, IDS 206, senior standing, and permission.**
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 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 coherent 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.**

**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 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. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior; 2) identify and comprehend complex organizational behavior issues and
Communication in the 21st Century (3)
Communication in the 21st century has been dramatically changed by new technologies. This course is designed to help students harness the power of new technologies and develop skills for symbolic analysis – manipulations of words, data, and visual representations to communicate effectively. Students will develop knowledge and skills to communicate more effectively in an environment of information overload.

Prerequisite: CMS 105 or permission
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.

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 School of Graduate and Professional Studies 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.

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.

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.

CSA 104 Introduction to Presentation Software (1)
This course develops the skills needed to develop presentations using computer presentation software. Upon completion of the course, students will have the skills needed to: develop a presentation, format a presentation, package the presentation, add and modify slide text, and animate using custom templates and custom animation. Prerequisite: basic computer knowledge including Microsoft Word™

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.

CSA 201 Advanced Word Processing (2)
This course continues the development of skills for more advanced use of word processing software. Students develop advanced skills for mail merge, tables and graphs, indexing, Macros, Desk-top Publishing, and Web page development. Prerequisite: CSA 101 or permission.

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)

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 offenses.

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 balances 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 Center (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 factor 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 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 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 328  Exploring Economics Through Popular Film**  (3)
This course is designed to give students who are not economics majors an understanding of advanced economic topics for application to real-world events, conditions, and problems. Subjects include: environmental economics, comparative economic systems, labor economics, developmental economics, game theory and industrial organization. Popular films will be used as a catalyst for class discussions. Upon successful completion of this course students will have a better understanding of the discipline of economics, have an ability to identify critical decisions and their impact on outcomes, and be able to apply economic principles in various settings and under various conditions.  
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. **Prerequisite:** 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 writing 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 architecture), history, religions, mythology, and folklore. The geography, which gives the Great Plains its sense of place as well as its current issues 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 deformation are included. A geologic framework for environmental issues, including 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 115 Introduction to Digital Imaging (3)
This course is an introduction to digital imaging software. Students learn the basic applications of the software and develop the skills to use its tools.

GRD 120 Beginning Web Design (3)
This course is an introduction to the World Wide Web and programming languages used to publish to the Web. Upon completion of the course, students will be able to create, launch, and maintain a personal home page.

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)
This course applies the principles of graphic design and the appropriate software programs to print media for advertising, publications, and corporate communication. Students learn how to develop design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. Prerequisite: GRD 115 or permission.

GRD 316 Graphic Design II (3)
This course applies 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 learn how to design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. Prerequisite: GRD 120 or permission.

GRD 320 Digital Drawing and Graphic Creation (3)
This course is designed to introduce the computer and selected software as tools to illustrate, draw, and produce original, hand-made art. Instruction focuses on the basic functions of the software programs including tools for line and form drawing, adding text to images, the use of the tool palette, menus, layers, color palette, photographer tools, and tracing tools. Students will learn how to use the tools provided for use in the design of logos, packaging, publications, signage, illustrations, Web pages, and the production of original art. Prerequisite: GRD 315.

GRD 415 Graphic Design III (3)
This course applies the principles of graphic design and the 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 315.

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  The Gilded Age and Progressive Era  (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 understanding 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 this 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.)
The Harlem Renaissance was a cultural movement that spanned the 1920s and 1930s. During this period, former slaves, black musicians, artists, writers, educators, and businessmen left the harsh conditions in the south and settled in that section of New York City called Harlem. Students will explore how the collusion of black Africans and white Americans resulted in the evolution of the unique African-American culture. Through the study of literature, music, philosophy, religion, and politics, students will learn the impact of these former slaves and freedmen on the society of the United States.
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 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 types of information systems, 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 networking applications in business. Management of telecommunication networks, cost-benefit analysis, and evaluation of connectivity options is also covered. Students learn to evaluate, select, and implement different 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 networking 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 backup 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**  (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 in-
struction in principles and procedures applicable to all disciplines. Students
are introduced to the concepts and skills necessary for data collection and
analysis.

IDS 325 Creative Problem Solving  (3)
This course is designed to develop thinking skills needed to generate creative
and effective solutions and develop strategies for application of those solutions
to real-world problems. Students will learn how to clarify problems by exam-
ining the impact on stakeholders, establish an environment that is conducive
to the creation of new ideas, rapidly create prototypes using individual and
group techniques to create original ideas, and examine prototypes to better
understand the problem and suggest directions for further prototyping, leading
to effective problem solutions.

International Studies (INT)

INT 101 Global Issues  (3)
A course designed to provide an overview of the Vietnam War as well as the
The course provides an introduction to political, economic, and social issues
and conditions in the contemporary world. The course will begin with an
overview of the division between developed and developing countries and
the nature of global inequalities, and will examine issues prevalent in each
category of countries. The course will then discuss issues and concerns that
cross national borders; these include migration, global environmental issues,
international security and conflict, and the international human rights agenda.
Students who complete this course will be able to knowledgeably analyze
and discuss important contemporary international issues, and will be able to
draw connections between those issues and the global social, economic, and
political context.

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.

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, uti-
lize 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, deriva-
tive 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.

Nursing (NRS)

NRS 215  Applied Statistics for Health Care  (3)
This is an introductory course in statistical procedures with applications to health care. Upon completion of the course, students will understand descriptive statistics and have the ability to practice fundamental inferential statistics. Prerequisite: Math competency.

NRS 220  Cultural Aspects of Health and Illness  (3)
This course focuses on the health attitudes, beliefs, and practices of culturally diverse populations in the United States. Students will learn the cultural, ethnic, sociological, economic, and political factors that influence beliefs, values, and practices in relation to health, illness, wellness management, and health seeking behaviors. Upon completion of the course, students will have a heightened awareness of the range of cultural behaviors and the need to understand people's actions from their own cultural perspective in health and illness.

NRS 305  Personal Leadership Development I  (1)
This course introduces students to techniques that build self-awareness and understanding. Students will develop strategies to become more aware of their emotional responses and master skills that will allow them to self-regulate and respond appropriately and effectively to situations that are challenging and stressful. They will learn the value of increasing their self-confidence, optimism, and self-motivation to improve productivity and performance. Upon completion of this course, students will understand their values and know how to make decisions and take actions that are in alignment with those values.

NRS 306  Personal Leadership Development II  (1)
This course focuses on the management of energy, not time, as the key to high performance and personal renewal. Negative habits and thinking that drain energy from us will be identified. Students will learn and practice strategies that will enhance full engagement of their physical, emotional, mental and spiritual energies. Upon completion of this course, the student will develop a personal development plan based on their individual needs. The student will then utilize the skills and tools they have learned to continue the personal development plan throughout the program. Prerequisite: NRS 305

NRS 307  Personal Leadership Development III  (1)
This course introduces students to Appreciative Inquiry (AI). Topics include the six principles of AI and activities to bring these principles into daily living. Students will learn strategies for building on what is best in organizations, teams and individuals and gain an understanding of how to create dynamic relationships, develop their capacity for empathy and sustain positive change. Upon completion of the course, students will know and understand the four processes of AI: Identifying what works well, envisioning what will work well in the future, designing processes that will work well in the future, and executing the proposed design. Prerequisite: NRS 306

NRS 310  Research in Nursing  (3)
This course provides a review of nursing theories upon which practice is built and prepares the RN to become a consumer of research as it applies to the practice of nursing. Students develop an understanding of both qualitative and quantitative research and how to determine appropriate methodology for a chosen study. Students develop skills for evaluating and critiquing existing research and learn how to apply ethical considerations to the practice of research. Upon completion of the course, students will understand the role of research in continuously improving health care. Prerequisite: NRS 215

NRS 315  Health Care Policy in the United States  (3)
This course reviews the historic development of health policy in the United States and factors that affect future health policy initiatives. The course will examine critical healthcare policy issues facing the United States such as rising healthcare costs, quality of healthcare services, financing of the healthcare system, and adoption of new technologies. Students will learn the basic elements underlying financing, organization, and delivery of healthcare services including Medicare, Medicaid, access to healthcare, and the relationship between the public and private sectors on health policy. Upon completion of the course, students will understand how policy affects the development of health care legislation, and the process of political compromise and real world limitations upon the implementation of legislation.

NRS 320  Community Health  (3)
This course emphasizes the health of communities and populations and the professional nursing role in health promotion and disease prevention. Topics include population-based health issues such as environmental health, epidemiology, and communicable disease. In a clinical setting, students will work with persons in a variety of community settings and learn how to assess and screen individuals and families within communities, address identified needs, educate people across the lifespan, collaborate with other
health care professionals, make referrals, and participate in health promotion clinics. Students will gain an understanding of the interdisciplinary nature of public health and the overall effects on health in the U.S. and abroad.

NRS 325 Nursing in a Global Community (3)
This course introduces students to a global perspective of health care issues and how those issues transcend national borders, class, race, ethnicity, and culture. An overview of strategies that promote the health of nations will be discussed, from health threats and public health issues specific to regions of the world to chronic disease prevention and management in nations worldwide. Students will develop a deeper understanding of cultural differences and an enhanced awareness of global inequities in health care delivery. Upon completion of this course, students will be familiar with the activities of major international health care organizations, both publically and privately funded, governmental and non-governmental, and understand the impact of those activities on global health and wellness.

NRS 410 Critical Issues in Professional Nursing (3)
This course explores the impact of economic, cultural, demographic, and technological forces on health care delivery, and the concerns relating to ethical, legal, and social issues that influence current nursing practice. Students will build knowledge of current and emerging issues that affect health care delivery and an awareness of the need for the nursing profession’s readiness and flexibility to adapt to a changing society and scientific innovations.

NRS 416 Leadership in Professional Practice (3)
The course examines the roles, traits, and contribution of the nurse in organizational leadership and managerial positions and as the lead advocate for people in their most vulnerable state. Its focus is the personal and professional development of the practicing nurses as mentors and coaches to the people they serve. Topics include servant leadership, emotional intelligence, active listening, building relationships, cultural awareness, conflict resolution, delegation, and team building. Students develop competencies and skills that will enable them to manage and lead effectively and have an opportunity to apply those competences and skills in an appropriate health care setting. Prerequisite: NRS 307

NRS 420 Legal and Ethical Issues in Nursing Practice (3)
All nurses in today’s health care environment are faced with multiple ethical challenges which are related either directly or indirectly to cost-conscious hospitals, managed care payment plans, nursing staffing problems, the looming nursing shortage, and complex medical conditions that affect not just individuals, but whole communities. This course focuses on the legal and ethical rights, responsibilities, and obligations of the practicing nurse in a rapidly changing health care environment. The Nebraska Health and Human Services Accountability for Professional Conduct of Nurses and the American Nurses Association’s Code of Ethics are used as guides to examine implications for legal and ethical decision-making. Students learn the specific responsibilities and obligations they have to those they serve and develop a professional self-definition as a practitioner of the art and science of nursing.

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 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 Ethical Relativism, 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 202 Physical Health Training (2)  
This course is designed to introduce strategies for physical, mental, and spiritual health through physical exercise and dance. Through course activities, students will regularly participate in activities designed for aerobic endurance, flexibility, muscle tone and strength. Students will also learn classic yoga poses, the benefits of regular exercise, and contraindications of some exercises. In collaboration with the teacher, students will design workout routines to meet their personal fitness level.

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 Political Science (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 additions. 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 288  Deviance (3)  
Inquiry leading to knowledge of social disorganization, criminal behavior, delinquency, and power relationships in social control.  
Prerequisite: One course in sociology or psychology.

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 Assessment, Case Planning and Management of Substance Abuse (3)</td>
</tr>
<tr>
<td>Multicultural Counseling</td>
<td>HRE 417 Multicultural Counseling (3)</td>
</tr>
<tr>
<td>Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, Addiction</td>
<td>HRE 318 Medical &amp; Psychosocial Aspects of Addiction (3)</td>
</tr>
<tr>
<td>Clinical Treatment Issues in Chemical Dependence</td>
<td>HRE 321 Clinical Treatment Issues in Chemical Dependency (3)</td>
</tr>
</tbody>
</table>

DHHS no longer pre-approves 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

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Nebraska Society of CPAs' Foundation
Edward & Lida Robinson
Charles & Suzanne Taylor
Sharon Wilch
Gail E. Williams & William R. Morris
Grace A. Williams
Winter Music
Wolcott-Darrow

Endowed Scholarships
Olivier & Blanche Adams
Frank & Lizzie Addleman Memorial
Addleman Scholarship
Anna Fay Albin Memorial
Albion Congregational Church
Lt. David F. Albrecht Memorial
Bertise & Hannah Aldrich Memorial
Ruth Marie Amen
Frank B. Anderson Memorial
Leora Carlson Anderson
Anderson-Pust
Gladys N. Arnold
Thomas J. & Lucille Beals Aron
Alice Bromwell Balzer
Emma C. and Louise W. Barstow
Richard & Dena Gosch Bartlett
Athletic
James G. Bastian
John H. Bath, Jr.
John & Florence Foss Bauer
Fred & Eleanor Murphey Bauer
William J. Bayer Memorial
Ralph W. Becker
Nancy Beggs
Fred M. Belfe
Joanne Cunningham Bell Memorial
Vernon & Joanne C. Bell Memorial
Vernon Bell Memorial
Roger I. Blatter Memorial
William & Esther Bohi
Amy Howlett Borland
Helen Bromwell
Dorothy Catlin Brown
Dr. Fred D. Brown History
Elise M. Buchman
C. Eugene Buell Memorial
Katherine M. Buell Memorial Biology & Music
B.F. & Madlees Butler Music
Ray Johnson Butler Memorial
Sen. Hugh C. Butler
Dr. & Mrs. M. R. Byrnes
R. M. Campbell
Rev. Randolph Campbell
Capital Alumni Chapter
Carol Olof Carlson Memorial
Marjorie A. Cass
Mary L. Chapin
Robert E. And Wintha M.
Charlotte
Clarke Memorial
Class of 1952
William H. Collet
Agnes Freiberg Cox Memorial
Roy & Pearl Crom Memorial
Crete News Athletic
Czech Scholarship
Michael V. Danaher Memorial
Alma Grosshans Daniel Memorial
B. Wayne & Harriet Dawson
Rev. Frank Warren Dean
Robert S. Dickinson
Doane Family Association
Charles Watson Doane III
Joseph A. Doane Memorial
Winfred J. Doane Memorial
Lowell E. Dodd Memorial
Evelyn & Kristie Dorr
Alberta Dredla & Bernice Dredla Sanderson
Ida Mae Whisnand DuBois
Ray & Julena Steinheider
Duncombe
Ralph E. & Ida Dutch
Rev. Sandra Vasel Edwards Memorial
Brian English Memorial
Donald L. Fix
Allen & Ruth Osterhout Franta Memorial
Cora Lyons Free
Fremont Congregational Church

Scholarship Funds
Scholarships for qualified students are available through funds in memory of, or donated by, the following:

Donated Scholarships
Evelyn & Kristie Dorr
Crete News Athletic
Charles Watson Doane III
Joseph A. Doane Memorial
Winfred J. Doane Memorial
Lowell E. Dodd Memorial
Evelyn & Kristie Dorr
Alberta Dredla & Bernice Dredla Sanderson
Ida Mae Whisnand DuBois
Ray & Julena Steinheider
Duncombe
Ralph E. & Ida Dutch
Rev. Sandra Vasel Edwards Memorial
Brian English Memorial
Donald L. Fix
Allen & Ruth Osterhout Franta Memorial
Cora Lyons Free
Fremont Congregational Church
Donated revolving loan funds are administered to students by the college to provide assistance and memorialize individuals or organizations designated by the donor.

These include:
- Beatrice Congregational Church
- Philo Sherman Bennett
- Delta Kappa Pi
- Gamma Phi Iota
- Mary E. Stephens
Degrees Awarded

Class of 2011 — August Graduates
August 15, 2011

** Linda A. Ager, Lincoln, NE, Bachelor of Arts, Allied Health
Amy Elizabeth Aabjornson, Axtell, NE, Bachelor of Arts, Professional
Studies in Business
Christopher J. Barry, Lincoln, NE, Bachelor of Science, Information
Systems Management
**Philip Gerald Bowers, Lincoln, NE, Bachelor of Arts, Graphic Design
Clarice Lynette Carr-Girmus, Lincoln, NE, Bachelor of Arts, Human
Relations
Stacy L. Christmann, Hickman, NE, Bachelor of Arts, Liberal Arts
Studies
Stephen Gatluak Geng, Grand Island, NE, Bachelor of Science, Liberal
Arts Studies
Michael N-L Holley, Roca, NE, Bachelor of Science, Liberal Arts Studies
Charity J. Howsden, Lincoln, NE, Bachelor of Arts, Professional Studies in
Accounting
** Lakey L. Koepke, Lincoln, NE, Bachelor of Arts, Human Relations
** Carol J. Kohl, Crete, NE, Bachelor of Arts, Professional Studies in
Business
Kenneth R. Martin, Abbeville, LA, Bachelor of Arts, Liberal Arts Studies
Eudes S. Miranda, Lincoln, NE, Bachelor of Arts, Human Relations
Marcus Bradford Myles, Lincoln, NE, Bachelor of Arts, Human Relations
Lisa Maria M. Robertson, Lincoln, NE, Bachelor of Arts, Human
Relations
Michelle L. Rogers, Lincoln, NE, Bachelor of Arts, Professional Studies in
Accounting
** Kathryn E. Speth Romine, Unadilla, NE, Bachelor of Arts, Graphic
Design
Deriece “Dee” L. Ward, Waverly, NE, Bachelor of Arts, Professional Studies in
Business

** Summa Cum Laude (top three percent)
** Magna Cum Laude (next five percent)
* Cum Laude (next seven percent)

Class of 2012 — May Graduates
May 20, 2012

Elvis Acic, Lincoln, NE, Bachelor of Arts in Criminal Justice
Kari Lauren Adams, La Vista, NE, Bachelor of Arts in Liberal Arts
Studies
Shawn Matthew Almond, Grand Island, NE, Bachelor of Arts in
Organizational Communication
Jason Richard Amick, Lincoln, NE, Bachelor of Science in Professional
Studies in Business
Chad A. Arens, Waverly, NE, Bachelor of Arts in Professional Studies in
Business
Rusty L. Arnold, Lincoln, NE, Bachelor of Arts in Criminal Justice
Tyler John Arnold, Grand Island, NE, Bachelor of Arts in Liberal Arts
Studies
Eli Russell Barnes, Waverly, NE, Bachelor of Arts in Professional Studies in
Business
Jason L. Berlowitz, Lincoln, NE, Bachelor of Science in Information
Systems Management
Nichole R. Bice, Malcolm, NE, Bachelor of Arts in Professional Studies in
Business & Professional Studies in Accounting
Coleen D. Bish, Giltner, NE, Bachelor of Arts in Professional Studies in
Accounting
Ryan Michael Blauser, Lincoln, NE, Bachelor of Arts in Professional
Studies in Business
** Stephanie Lynn Bokelmann, Lincoln, NE, Bachelor of Arts in Human
Relations
Andrew D. But, Lincoln, NE, Bachelor of Arts in Professional Studies in
Business
Jonathan B. Carney, Lincoln, NE, Bachelor of Arts in Professional
Studies in Business
German Castro, Lincoln, NE, Bachelor of Arts in Criminal Justice
Michael Lee Chada, Lincoln, NE, Bachelor of Arts in Paralegal Studies
Kyla J. Chocholeuske, Lincoln, NE, Bachelor of Arts in Human Relations
Amy E. Connett, Lincoln, NE, Bachelor of Arts in Human Relations
Megan Elizabeth Cooksley, Lincoln, NE, Bachelor of Arts in Professional
Studies in Business
Amanda J. Craw, Lincoln, NE, Bachelor of Arts in Human Relations
Lorena Crowe, Lincoln, NE, Bachelor of Arts in Professional Studies in
Accounting
Kyle Robert Cruise, Lincoln, NE, Bachelor of Arts in Professional Studies in
Accounting
Antonio Cubas, Lincoln, NE, Bachelor of Arts in Human Relations
Bret A. Dahlgren, Lincoln, NE, Bachelor of Arts in Professional Studies in
Accounting

** Summa Cum Laude (top three percent)
** Magna Cum Laude (next five percent)
* Cum Laude (next seven percent)
Renee Ione Daily, Saint Paul, NE, Bachelor of Science in Information Systems Management & Professional Studies in Accounting
Kayla A. Koch, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Cathleen Louise Danner, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Mary A. Davis, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
*Julie Cathryn Deeter, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Maria de la luz DeLeon, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Craig D. Densberger, Lincoln, NE, Bachelor of Arts in Human Relations
Danielle Lynn Dierks, David City, NE, Bachelor of Science in Human Relations
Paul G. Doremus, Crete, NE, Bachelor of Arts in Liberal Arts Studies
Angella Sophia Dougherty, Lincoln, NE, Bachelor of Arts in Paralegal Studies
**Bruce A. Dragoo, Lincoln, NE, Bachelor of Science in Information Systems Management
Erin Grace Dragoo, Lincoln, NE, Bachelor of Arts in Allied Health
William Allen Duhs, Lincoln, NE, Bachelor of Science in Liberal Arts Studies
Karen M. Duryea, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Robert A. Dwehus, Lincoln, NE, Bachelor of Science in Information Systems Management
**Kjerstin Valborg Egger, Lincoln, NE, Bachelor of Arts in Public Administration & Human Relations
***Kathrine Ann Eisenhauer, Lincoln, NE, Bachelor of Arts in Human Relations
David Thomas Engler, Lincoln, NE, Bachelor of Arts in Public Administration
Janelle K. Evans, Lincoln, NE, Bachelor of Science in Information Systems Management
Garret Michael Findies, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Cassandra Ashlie Finkner, Lincoln, NE, Bachelor of Arts in Human Relations
Nicole D. Finner, Crete, NE, Bachelor of Science in Allied Health
**Erin Brittany Flagle, Lincoln, NE, Bachelor of Science in Allied Health
Elizabeth R. Francis, Lincoln, NE, Bachelor of Arts in Graphic Design
Lance D. Francisco, Lincoln, NE, Bachelor of Science in Professional Studies in Business
Jonathan L. Friesen, Aurora, NE, Bachelor of Arts in Public Administration
***Jennifer Kay Fry, Hickman, NE, Bachelor of Arts in Human Relations
Matthew E. Fuller, Lincoln, NE, Bachelor of Arts in Organizational Communication
Sabrina Visarra Fye, Crete, NE, Bachelor of Arts in Liberal Arts Studies
Rebecca Anne Gamblin, Chapman, NE, Bachelor of Arts in Professional Studies in Business
Matthew D. Gilmore, Lincoln, NE, Bachelor of Arts in Human Relations
Jana Jo Glaser, Lincoln, NE, Bachelor of Arts in Human Relations
Marcus A. Goechel, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Michelle A. Greenwood, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
*Robert E. Hahn II, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
*Christie L. Hain, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Christopher Jack Hanke, Lincoln, NE, Bachelor of Arts in Criminal Justice
Nathan G. Hans, Lincoln, NE, Bachelor of Arts in Human Relations
Mitchell Douglas Harder, Lincoln, NE, Bachelor of Arts in Human Relations
Rachael Irene Harris, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
*Jennifer M. Harz, Lincoln, NE, Bachelor of Arts in Graphic Design
Joshua Leroy Hawley, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Carrie Christine Henderson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Gregory L. Henderson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Sarah Elizabeth Herman, Lincoln, NE, Bachelor of Arts in Human Relations
**Sheryl L. Hesseltine, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Shauna Ann Hightree, Lincoln, NE, Bachelor of Arts in Human Relations
Levi J. Hilbert, Lincoln, NE, Bachelor of Arts in Human Relations
Theresa L. Holscher, Lincoln, NE, Bachelor of Arts in Paralegal Studies
Dawn LeAnn Hopwood, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Jordan A. Hotoy, Lincoln, 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)
<table>
<thead>
<tr>
<th>Name</th>
<th>Residence</th>
<th>Degree and Major</th>
</tr>
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<tbody>
<tr>
<td>Sara Elizabeth Hulinsky</td>
<td>Grand Island, NE</td>
<td>Bachelor of Arts in Professional Studies in Accounting</td>
</tr>
<tr>
<td>Casey J. Hutton</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Accounting</td>
</tr>
<tr>
<td>Russell C Inbody II</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Dianne M. Jackson</td>
<td>Roca, NE</td>
<td>Bachelor of Arts in Paralegal Studies</td>
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<tr>
<td>Ryan Matthew Jacobson</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Liberal Arts Studies</td>
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<tr>
<td>Kimberly A. Johnson</td>
<td>Genoa, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Nicole Renee Kelle</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Accounting</td>
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<tr>
<td>Lucas Eddy Kellison</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Liberal Arts Studies</td>
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<tr>
<td>Wynnnae Lynn Kellum</td>
<td>Dunbar, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Deborah Ann Kemmitz</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Dionne M. Keys</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Organizational Communication</td>
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<tr>
<td>Laura Jean Kinnan</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Nicole Marie Kobus</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Stephen Pajok Kong</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>William E. Kossack</td>
<td>Palmyra, NE</td>
<td>Bachelor of Science in Information Systems Management</td>
</tr>
<tr>
<td>Julie Ann Lemons</td>
<td>Dunlap, CA</td>
<td>Bachelor of Arts in Graphic Design</td>
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<tr>
<td>Andrew W. Lighthall</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Public Administration</td>
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<tr>
<td>Timothy Andrew Linsenmeyer</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>**Kip R. Lippold</td>
<td>Waverly, NE</td>
<td>Bachelor of Science in Information Systems Management</td>
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<tr>
<td>Brianna Kristine Loech</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Joshua R. Lubrano</td>
<td>Grand Island, NE</td>
<td>Bachelor of Arts in Public Administration</td>
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<tr>
<td>Leila A. Luft</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Criminal Justice</td>
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<tr>
<td>Clarice Anne Mackey</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Kenji Rashaun Madison</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>**Andrea R. Mahrt</td>
<td>Saint Paul, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Adrian Paul Martinez</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Accounting</td>
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<tr>
<td>Emily C. McConahay</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Alan Ray McCreary</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Ryan Lloyd Metcalf</td>
<td>Lincoln, NE</td>
<td>Bachelor of Science in Information Systems Management</td>
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<tr>
<td>Elva Yasmine Metteer</td>
<td>Grand Island, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Michael S. Meyer</td>
<td>Greenwood, NE</td>
<td>Bachelor of Arts in Liberal Arts Studies</td>
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<tr>
<td>Matthew Mychael Miller</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>Kersha A. Mitchell</td>
<td>Grand Island, NE</td>
<td>Bachelor of Arts in Public Administration</td>
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<tr>
<td>Kyle A. Molina</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<tr>
<td>**Rebecca Ann Monroe</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Thomas A. Monroe</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<td>**Richard Lee Moon</td>
<td>Omaha, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
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<td>Matthew Paul Morrison</td>
<td>Lincoln, NE</td>
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<td>Alexander E. Myatt</td>
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<td>Jennifer Elizabeth Newton</td>
<td>Crete, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<td>**Amara Jean Nichols</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Graphic Design</td>
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<td>Mackenzie A. Nolan</td>
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<tr>
<td>Donald L. Novotny</td>
<td>Lincoln, NE</td>
<td>Bachelor of Science in Information Systems Management</td>
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<td>Enobong A. Ofong</td>
<td>Lincoln, NE</td>
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<td>**Carla Shaina Palensky</td>
<td>Lincoln, NE</td>
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<tr>
<td>Lindy Kay Patterson</td>
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<td>Dawn M. Pavey</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<td>Jonna M. Perlinger</td>
<td>Paxton, NE</td>
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<tr>
<td>Kathryn Ann Perry</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Liberal Arts Studies</td>
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<tr>
<td>**Billy J. Pesek</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Organizational Communication</td>
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<tr>
<td>Jessica Marie Petersen</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Human Relations</td>
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<tr>
<td>Kelsey E. Petersen</td>
<td>Seward, NE</td>
<td>Bachelor of Arts in Human Relations</td>
</tr>
<tr>
<td>Brock A. Peterson</td>
<td>Lincoln, NE</td>
<td>Bachelor of Arts in Professional Studies in Business</td>
</tr>
</tbody>
</table>

**Summa Cum Laude** (top three percent)  **Magna Cum Laude** (next five percent)  *Cum Laude* (next seven percent)
James R. Peterson, Waverly, NE, Bachelor of Arts in Organizational Communication
Tyler Andrew Peterson, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Nathan Scott Phillips, Lincoln, NE, Bachelor of Arts in Graphic Design
James Russell Pippo, Lincoln, NE, Bachelor of Arts in Organizational Communication
Amanda J. Pinkelton, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Anthony A. Placke, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
*Theresa E. Powell, Kenesaw, NE, Bachelor of Arts in Professional Studies in Accounting
Kelly J. Rausch, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Aaron S. Redfield, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
**Jeremy James Reed, Lincoln, NE, Bachelor of Science in Information Systems Management
Sasha D. Reichenberg, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting, Professional Studies in Business
***Travis Paul Rhoden, Lincoln, NE, Bachelor of Science in Information Systems Management
Lori A. Rice, Hickman, NE, Bachelor of Arts in Professional Studies in Accounting
Thomas Lee Richie, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jonathan Jay Robinson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Miranda R. Rogers, Lincoln, NE, Bachelor of Arts in Human Relations
Alexandria Leigh Ross, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jennifer Isabel Roth, Grand Island, NE, Bachelor of Arts in Human Relations
Matt J. Rubenthaler, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Gail Lynn Russell, Beatrice, NE, Bachelor of Arts in Human Relations
Keri E. Scheff, Lincoln, NE, Bachelor of Arts in Human Relations
***Angila L. Schlegelmilch, Waverly, NE, Bachelor of Arts in Human Relations
Mitchell Keith Schlegelmilch, Exeter, NE, Bachelor of Arts in Professional Studies in Business
Lindsey Jane Schleiger, Lincoln, NE, Bachelor of Arts in Human Relations
*Erica R. Schroeder, Lincoln, NE, Bachelor of Arts in Human Relations
Theron J. Schwartz, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
***Annie M. Sinclair, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
*Jennifer A. Sirek, Lincoln, NE, Bachelor of Arts in Organizational Communication
David John Smidt, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
*Michele Ann Smith, Lincoln, NE, Bachelor of Arts in Human Relations
*Kealey J. Snyder, Lincoln, NE, Bachelor of Arts in Human Relations
Richard L. Soule, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Isaiah H. Spang, Lincoln, NE, Bachelor of Arts in Human Relations, Criminal Justice
Shaun D. Sparks, Lincoln, NE, Bachelor of Science in Information Systems Management
Justin M. Speas, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Troy Alan Splattstoesser, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Rachael Lynn Stake, Waverly, NE, Bachelor of Arts in Criminal Justice
Sonny Eugene Steele, Lincoln, NE, Bachelor of Science in Criminal Justice
Brett Douglas Stenbeck, Fremont, NE, Bachelor of Arts in Professional Studies in Business
Natalie Teresa Stege, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Erin Marie Stieren, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Lorrie J. Stierwalt, Beatrice, NE, Bachelor of Arts in Human Relations
Jill C. Stork, Ceresco, NE, Bachelor of Arts in Liberal Arts Studies
Sara Christine Stroebel, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Joshua Wesley Taylor, Lincoln, NE, Bachelor of Arts in Public Administration
Shandra D. Taylor, Lincoln, NE, Bachelor of Arts in Public Administration
Sendy J. Tejkl, Howells, NE, Bachelor of Arts in Professional Studies in Accounting
Michael A. Therrien, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Deborah Grace Thirwomen-Villa, Sutton, NE, Bachelor of Arts in Human Relations
April Renee Thomas, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Joey Ann Thompson, Lincoln, NE, Bachelor of Arts in Human Relations
Terri Lynn Todd, Eagle, NE, Bachelor of Arts in Professional Studies in Accounting

*** Summa Cum Laude (top three percent)
** Magna Cum Laude (next five percent)
* Cum Laude (next seven percent)
Honors and Awards in 2011-12

Senior Awards
Alumni Senior Awards
Matthew Fuller
Julie Lemons
Outstanding Graduate in Professional Studies in Accounting
Sheyrl Hesseltine
Outstanding Graduate in Allied Health
Erin Flagle
Outstanding Graduate in Professional Studies in Business
Anne Sinclair
Outstanding Graduate in Criminal Justice
Christopher Hanke
Outstanding Graduate in Graphic Design
Amara Nichols
Outstanding Graduate in Human Relations
Stephanie Bokelmann
Outstanding Graduate in Information Systems Management
Kip Lippold
Outstanding Graduate in Liberal Arts Studies
Mary Davis
Outstanding Graduate in Organizational Communication
Billy Pesek
Outstanding Graduate in Paralegal Studies
Angella Dougherty
Outstanding Graduate in Public Administration
Kjerstin Egger
Outstanding Graduate with a Double Major
Kjerstin Egger
Valedictorians
Kip Lippold

Faculty Award
Outstanding Teachers of the Year
Brenda Kastens
Josef Kren

Santino T. Tong, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Tamara Jo Triddle, Lincoln, NE, Bachelor of Arts in Criminal Justice
Elizabeth Anne Umshler, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Joshua Grant Unger, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Danny R. Vanourney Jr., Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Kim Marie Vasa, Lincoln, NE, Bachelor of Arts in Human Relations
Megan E. Wagner, Valley, NE, Bachelor of Arts in Professional Studies in Business
Marcus C. Wahl, Lincoln, NE, Bachelor of Arts in Human Relations
Brian James Wallingford, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Lindsay Ann Watt, Lincoln, NE, Bachelor of Arts in Human Relations
Junior F. Wegelin, Lincoln, NE, Bachelor of Arts in Paralegal Studies
Jason R. Wenzl, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Heidi Jo Westphal, Lincoln, NE, Bachelor of Arts in Human Relations
Dinah Lindah Wetindi, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Lisa Marie White, Grand Island, NE, Bachelor of Arts in Human Relations
Bo Douglas Wid, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Joel R. Wiley, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Benjamin M. Wittmann, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Heather Anne Wondercheck, Saint Paul, NE, Bachelor of Arts in Professional Studies in Business & Professional Studies in Accounting
Jessica J. Wright, Lincoln, NE, Bachelor of Arts in Human Relations
Chandi LeAnn Yantzie, Valley, NE, Bachelor of Arts in Professional Studies in Business
Julie Ann Zach, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
<table>
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<td>July 16</td>
<td>Monday</td>
<td>Autumn Term schedule released</td>
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<tr>
<td>July 23</td>
<td>Monday</td>
<td>Preregistration begins for Autumn Term</td>
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<tr>
<td>Aug 16-18</td>
<td>Thursday-Saturday</td>
<td>FORMAL REGISTRATION for Autumn Term</td>
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<tr>
<td>Aug 20</td>
<td>Monday</td>
<td>Autumn Term begins</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Autumn classes</td>
</tr>
<tr>
<td>Sept 10</td>
<td>Monday</td>
<td>Winter I Term schedule released</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Monday</td>
<td>Preregistration begins for Winter I Term</td>
</tr>
<tr>
<td>Oct 18-20</td>
<td>Thursday-Saturday</td>
<td>FORMAL REGISTRATION for Winter I Term</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Saturday</td>
<td>Autumn Term ends</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Monday</td>
<td>Winter I Term begins</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Monday</td>
<td>Winter Flex/Winter II Term schedules released</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Monday</td>
<td>Preregistration begins for Winter Flex/Winter II Terms</td>
</tr>
<tr>
<td>Nov 22-24</td>
<td>Thursday-Saturday</td>
<td>NO CLASSES - Thanksgiving weekend</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Sunday</td>
<td>COMMENCEMENT MAC, MAM, MED</td>
</tr>
<tr>
<td>Dec 13-15</td>
<td>Thursday-Saturday</td>
<td>FORMAL REGISTRATION for Winter Flex &amp; Winter II Terms</td>
</tr>
<tr>
<td>Dec 22</td>
<td>Saturday</td>
<td>Winter I Term ends</td>
</tr>
</tbody>
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The Lincoln and Grand Island campus will be CLOSED Dec. 23 - Jan. 1.

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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tr>
<td>Jan 2</td>
<td>Wednesday</td>
<td>CENSUS DAY - Last day to drop or add Winter Flex classes</td>
</tr>
<tr>
<td>Jan 6</td>
<td>Sunday</td>
<td>Winter Flex Term begins</td>
</tr>
<tr>
<td>Jan 12</td>
<td>Saturday</td>
<td>Winter Flex Term ends</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Monday</td>
<td>Winter II Term begins</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Winter II classes</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Monday</td>
<td>Spring Term schedule released</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Monday</td>
<td>Preregistration begins for Spring Term</td>
</tr>
<tr>
<td>Mar 14-16</td>
<td>Thursday-Saturday</td>
<td>FORMAL REGISTRATION for Spring Term</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Saturday</td>
<td>Winter II Term ends</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Monday</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Monday</td>
<td>CENSUS DAY - Last day to drop or add Spring Term classes</td>
</tr>
<tr>
<td>April 15</td>
<td>Monday</td>
<td>Summer Term schedule released</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Monday</td>
<td>Preregistration begins for Summer Term</td>
</tr>
<tr>
<td>May 18</td>
<td>Saturday</td>
<td>Spring Term ends</td>
</tr>
<tr>
<td>May 19</td>
<td>Sunday</td>
<td>COMMENCEMENT</td>
</tr>
<tr>
<td>May 23-25</td>
<td>Thursday-Saturday</td>
<td>FORMAL REGISTRATION for Summer Term</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td>June 4</td>
<td>Tuesday</td>
<td>CENSUS DAY - Last day to drop or add summer classes</td>
</tr>
<tr>
<td>July 4</td>
<td>Thursday</td>
<td>NO CLASSES - Independence Day</td>
</tr>
<tr>
<td>July 27</td>
<td>Saturday</td>
<td>Summer Term ends</td>
</tr>
<tr>
<td>Aug 3</td>
<td>Saturday</td>
<td>Summer Flex Term ends</td>
</tr>
<tr>
<td>Aug 2</td>
<td>Saturday</td>
<td>Summer Flex Term ends</td>
</tr>
</tbody>
</table>

The Lincoln and Grand Island campus will be CLOSED Dec. 24 - Jan. 1.
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.

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<th>Description</th>
<th>Contact</th>
<th>More Information</th>
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<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>
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<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>
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<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 Instutional Research - 402.826.6776</td>
<td>College catalog, Teacher Education web page, DTEPH book</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>Equity in Athletics</td>
<td>Information on Doane’s intercollegiate athletic teams</td>
<td>Doane College Athletic Director – 402.826.8583</td>
<td>Athletic Department</td>
</tr>
<tr>
<td>Drug-Free Workplace and Drug-Free Awareness Program</td>
<td>Information on Doane’s drug-free workplace policy</td>
<td>Director of Human Resources – 402.826.8200</td>
<td></td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>Minimum standards for maintenance of federal dollars at Doane College</td>
<td>Financial Aid Office – 402.826.8260 or 402.466.4774</td>
<td>Doane College Academic Dean’s Office – 402.826.8221</td>
</tr>
<tr>
<td>Doane College Student Employment Information</td>
<td>Doane College student employee handbook and guidelines</td>
<td>Financial Aid Office – 402.826.8260</td>
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<td>Study Abroad</td>
<td>Information on academic and financial opportunities for study abroad through Doane College</td>
<td>Academic Dean’s Office – 402.826.8221</td>
<td>Financial Aid Office – 402.826.8260</td>
</tr>
<tr>
<td>Section 207 of Title II Higher Education Act</td>
<td>Annual report on teacher preparation</td>
<td>Office of the President – 402.826.8253</td>
<td>College catalog</td>
</tr>
<tr>
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<td>Compliance of Civil Rights Act 1964, Education Amendments of 1972, and Rehabilitation Act of 1973</td>
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