



DOANE UNIVERSITY

2018-2019 College of Professional Studies

Grand Island, Lincoln, Omaha, and Online Campus Catalog

The Doane University College of Professional Studies catalog is published annually in Crete, Nebraska. Doane University reserves the right to make changes in the curriculum, course structure, calendar, graduation requirements, costs, or any of its policies without notice. The University is not responsible for, or bound by, any typographical errors related to policies, dates, tuition, or fees that are listed within this publication.

The Doane University Catalog lists the requirements for the degrees offered by the University. Each catalog goes into effect at the beginning of the fall term of the academic year of issue. The catalog requirements are good for 10 years. Former students who wish to complete graduation requirements more than 10 years after their initial enrollment at Doane must complete all the requirements in effect at the time of their re-enrollment.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation, gender identity or expression 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.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, or Section 504 of the Rehabilitation Act of 1973, is directed to contact Laura Northup, Director of Human Resources at laura.northup@doane.edu or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6773. Any persons having inquiries concerning the University's compliance with the regulations of implementing Title IX of the Education Amendments of 1972, is directed to contact Dennis Amoateng, Title IX Coordinator at dennis.amoateng@doane.edu or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6796. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

Campus Offices for Quick Reference

Grand Island Campus

Grand Island Office	308.398.0800
Toll-free	877.443.6263
Fax	308.398.1726

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

Lincoln Campus

Lincoln Office	402.466.4774
Toll-free	888.803.6263
Fax	402.466.4228

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

Omaha Campus

Omaha Office	402.891.6600
Toll-free	855.513.0248
Fax	402.891.6610

Doane University, 4020 South 147th Street Suite 100, Omaha, NE 68137

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
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Doane University, 1014 Boswell Avenue, Crete, NE 68333

E-mail/Internet Accounts: first name.last name@doane.edu
Doane University Web site: www.doane.edu
Doane University Bookstore: <http://bookstore.doane.edu/doane>
Doane University WebAdvisor: www.doane.edu/wa

Table of Contents

Doane's Commitment to Nontraditional Students	4
History of Doane University	4
Mission Statement.....	5
Accreditation Statement	5
Requirements for Admission	6
Enrollment and Advising	6
Readmission	6
International Students - F1	6
Veterans	7
Transfer of Prior Learning	7
Summary of Program Costs for the Academic Year 2018-2019	9
Business Regulations	9
Cross Enrollment.....	9
Refunds	9
Applying for Financial Aid	10
Requirements and Availability of Financial Aid	11
Satisfactory Academic Progress for Title IV Federal Financial Aid - Undergraduate Students	11
Procedure for the Return of Title IV Funds Calculation.....	13
College Policies and Federal Laws	14
Enrollment Procedures	16
Grades and Credits.....	17
Graduation.....	24
Doane Core Connections	25
Programs of Instruction: Majors	29
Courses of Instruction	38
Open Learning Academy.....	65
Faculty	69
Administration and Staff	72
Class of 2017- August Graduates	73
Class of 2018 - December and May Graduates	73
Honors and Awards in 2017-18	76
Calendar.....	77

Introducing Doane University

Doane's Commitment to Nontraditional Students

The Doane University 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 students to make connections with life and work through a degree program that 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, the students in our program have been absent from involvement in formal education for some time, have full-time employment, 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, and to make that focus possible, the average class size is 12 students.

Doane's faculty believes 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, instructors who have an abundant knowledge of the subject they are teaching; a genuine care for their students' having a successful experience with formal education; and the talent to excite others to learn, share knowledge enthusiastically, and effectively manage the learning environment.

We believe that a university is a community, and individuals learn best when they feel they are an important part of that community. Our talented support services staff is responsible for building that sense of community, and it provides needed services at times convenient to the nontraditional student while delivering 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.

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.
3. They are task-, problem-, and life-centered in their orientation to learning.

With ongoing studies of the research in adult education and our own experience, we constantly work to deliver education in ways most appropriate for the nontraditional learner.

Students who complete Doane's degree requirements through this program are awarded a Bachelor of Arts, Bachelor of Science, or Bachelor of Science in nursing degree. Though our nontraditional students attend classes at our Grand Island, Lincoln or Omaha campuses, they are a welcome part of the student body participating in Commencement exercises on the Crete campus.

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

Doane University Presidents

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

Arthur B. Fairchild	1912-1914 (acting)	David L. Crawford	1948-1954
William O. Allen	1914-1918	Donald M. Typer	1954-1966
John N. Bennett	1919-1925	Philip R. Heckman	1967-1987
Edwin B. Dean	1925-1936	Frederic D. Brown	1987-2005
Bryan S. Stoffer	1937-1942	Jonathan M. Brand	2005-2011
Bryant Drake	1942-1947	Jacque Carter	2011-

History of Doane University

For 146 years, Doane University has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska's oldest private liberal arts and sciences school.

The history of Doane dates from 1857, when the General Association of Congregational Churches, in its first annual meeting in 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 was founded and preempted the 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, now named the Higher Learning Commission, since 1913.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses (Crete, Grand Island, Lincoln and Omaha), colleges (College of Arts and Sciences, College of Education and College of Professional Studies), and the addition of online programs. The university 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 what is now called the United Church of Christ. 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 146-year history, the university has provided students with dedicated faculty and quality programs. The highest priority for Doane 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 University 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 University is accredited by the Higher Learning Commission, 230 S. LaSalle Street, Suite 7-500, Chicago, IL, 60604-1411. HLC may be reached at 800.621.7440 or hlcommission.org.

In addition, the Teacher Education unit at Doane University is accredited by the Council for the Accreditation of Educator Preparation, 1140 19th St. N.W., Suite 400, Washington, DC 20036. CAEP can be reached at 202.223.0077 or caepnet.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs.

The baccalaureate degree program in nursing at Doane University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington DC 20001, which can be reached at 202.887.6791.

Doane is also accredited by other standardizing agencies, including the Nebraska Coordinating Commission of Post-Secondary Education, 140 N. 8th Street, Suite 300, P.O. Box 95005, Lincoln, NE, 68509-5005, which can be reached at 402.471.2847.

Documentation of accreditation may be viewed upon request in the Doane University 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 university protects the confidentiality of data collected.

Doane University Memberships

American Association of Colleges for Teacher Education
Association of Independent Colleges and Universities of Nebraska
Association of Independent Liberal Arts Colleges of Teacher Education
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 Council for Teacher Education
Nebraska Independent College Foundation

Admission & Advising

Requirements for Admission

The following steps are required for admission consideration:

1. Submission of an application for admission.
2. Submission of the official high school transcript or proof of GED. This requirement can be waived for students who've completed an Associate's degree. Students who wish to enter Doane University from a home-schooling environment must submit a transcript or GED certificate.
3. Receipt of official transcripts from all schools attended since high school graduation (including trade or technical schools). All transcripts must be sent directly from the transcript issuing institution to Doane University.
4. Payment of an enrollment fee of \$20 for degree and non-degree seeking students and an additional program development fee of \$65 for degree-seeking students prior to the first term of enrollment.

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. Submission of all materials does not guarantee admission.

If an applicant is currently on academic suspension or has a cumulative grade point average below 2.0 from another college or university, the applicant must inform their enrollment specialist of his/her status at the previously attended institution(s). The applicant's full academic record is reviewed to determine admission status or additional requirements needed for admission. If the applicant is not admitted, they may enroll as a non-degree-seeking student.

If admitted with a provisionally admission status, the student must complete a minimum of 6 semester credits within a minimum of two consecutive terms. The student may not enroll in more than 6 credits in their first term. The student must follow guidelines set forth by the Academic Support Center and achieve a GPA of 2.0 or higher in order to maintain their provisional admission status. After completion of the 6 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 eligible to receive financial aid as a provisionally admitted student.

If admitted with a probationary admission status, the student must complete a minimum of 6 semester credits within a minimum of two consecutive terms, beginning with the first available term. These credits may be completed through Doane as a non-degree seeking student, or any appropriately accredited college or university. After completion of the 6 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.

Incomplete or false information is grounds for denial of admission or subsequent dismissal from the university.

Enrollment and Advising

Throughout the admission and orientation process, a student works with a member of the enrollment team. The enrollment specialist reviews transfer credit, discusses the applicant's work and life experience, and explains the program. The specialist will also ensure a smooth transition into the classroom through a personal orientation experience to prepare the student for long-term success.

Upon registration, the student is assigned to an academic advisor. The advisor explores career possibilities and makes an outline of courses leading to degree completion. The advisor is the first point of contact for questions about the academic program, classes, registration, and resources needed to successfully graduate. The advising staff works 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.

Readmission

Students who discontinue enrollment for a year or more are no longer active students. To activate your status so you can enroll in courses, contact your Academic Advisor or the Associate Registrar.

International Students - F1

Doane University is authorized under federal law to accept non-immigrant alien students.

In addition to the general requirements for admission, international students must

1. demonstrate English language proficiency,
2. provide official transcripts required for program admission which have been evaluated and translated by a NACES approved member organization,
3. submit official proof of financial responsibility, and
4. submit Passport Information.

Other information for International Students:

- The CPS campuses are not full service; there is no dormitory, cafeteria, library, and very limited student services.
- Students must arrange their own accommodations, meals, transportation, and activities.
- Government regulations require F-1 students to enroll for one full academic year before taking a term off for vacation.
- Government regulations require F-1 students to enroll in at least 6 semester credits per term.
- Government regulations limit the number of online classes F-1 students may take.

Veterans

Doane University's programs are approved by the Veterans Administration for veterans and other persons eligible for Veterans Administration benefits.

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's School Certifying Official of any change in enrollment.

Early Enrollment of High School Students

A student who has completed three years of high school and has 14 units may apply for admission as a special student at Doane University. The recommendation of the high school principal is required. This student will pay the normal tuition rate and any additional fees.

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 University 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. Courses taken pass/fail do not transfer.

A student may earn a total of 30 credits through any one or combination of the following: credit by examination, learning portfolio, and correspondence credit. Prior learning assessment cannot be applied toward seminar, capstone, and/or independent study courses.

Students who transfer to Doane may use courses from a previously attended institution to meet requirements for a major or minor at Doane University. If all requirements for the major or minor are met using transferred coursework, the student must enroll in a three- or four-credit senior level course in the major or minor which is not a repeat of any previous course work and 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 90 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 60 semester credits may be accepted for transfer from a two-year college. Credit from institutions on the quarter system are accepted at the rate of two-thirds of a semester hour per quarter hour.

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

Credits transferred from another institution are entered on the Doane University transcript at no additional cost. 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 University 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.

Prior Learning Assessment

Testing Option

An undergraduate student can demonstrate they possess the necessary competence to be awarded credit for a particular course by successfully completing a comprehensive examination for a challenged course. The course challenge must be completed prior to the start of the term. In the event that the challenge is not successful, the student will then have the opportunity to enroll in the course. The student is required to present to the appropriate Program Representative a rationale (e.g., related on-the-job learning, certification training) for why a course challenge is plausible. Areas in which as student can complete a testing option are

- Foreign language assessment - Fee is \$75 per credit hour
- Computer competency - Fee is 50% of the current tuition rate

Professional Portfolio

A student can demonstrate mastery of a topic or subject by completing a professional portfolio validating how their knowledge and experience meet course outcomes. Each program determines whether Assessment of Prior Learning can be used for full or partial credit in a course, or if the validation is given for a combination of courses within the program. For example, in the RN-BSN program, incoming students with professional licensure and on-the-job training can request validation for full or partial credit of a required nursing course. Key steps of the portfolio validation process include the following:

1. A student enrolls and starts classes at Doane University. The student requests the course syllabi/course outcomes from the Program Representative (Program Director, Department Chair, or Dean) to determine if validation is possible.
2. During or after completion of the first term at Doane, the student requests permission to seek portfolio validation from the Program Representative.
3. If approved, the Program Representative will determine the number of credits available for validation. The student will complete the portfolio and will be charged 50% of the regular undergraduate/graduate tuition rate. The student may be directed to enroll in EDU 280 (Higher Education for Adult Learners). If appropriate, a student should check with their employer to see if the validation charges will be covered by their tuition remission program.
4. The student will be offered resources on how to develop the portfolio. A faculty member will be assigned to the student to conduct an initial evaluation and will be available for periodic consultation throughout the validation process to direct the student to areas that need more explanation before the final course portfolio is submitted. In accordance with the Higher Learning Commission's *Assessment of Prior Learning Principles*, credit is offered for the demonstration of learning, not the identification of learning experiences. The validation is an opportunity to demonstrate mastery of current college-level work (not outdated information) and the application of that knowledge to lived experiences. To accomplish this requirement, students must clearly articulate in writing how each course outcome has been met.
5. In addition to the written summary, additional documentation will be required to verify learning experiences. Specific academic programs may have additional program-specific requirements which are available from the Program Representative. Additional documentation may include but is not limited to the following:
 - a. previous academic and professional development coursework;
 - b. published articles, research, evidence-based practice;
 - c. special accomplishments (musical, artistic, audio-visual);
 - d. membership and leadership roles in professional organizations;
 - e. professional conferences, seminars, or awards;
 - f. certifications;
 - g. community service with a letter of support;
 - h. letters of verification that speak to the mastery of outcomes (not a letter of reference);
 - i. thesis, dissertation;
 - j. continuing education; and
 - k. other scholarly/academic evidence.
6. A committee of two faculty members with expertise in the course topic will review the portfolio and make a recommendation to the Program Representative for either a satisfactory or unsatisfactory grade according to the student's evidence to meet the outcomes of the course/program. The Program Representative will grant final approval for portfolio validation.

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 after enrolling at Doane must receive written approval from the Dean of the College of Professional 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. Currently enrolled Doane students who plan to take a CLEP exam must receive written approval from the Dean of the College of Professional Studies prior to taking the exam.

ACT PEP

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

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.

Business Regulations and Tuition

Summary of Program Costs for the Academic Year 2018-2019

Tuition per credit, ground	\$314.00
Tuition per credit, online	346.00
Tuition per credit, online NRS prefix	365.00
Application fee, non-degree-seeking	20.00
Application fee, degree-seeking	20.00
Program fee, degree-seeking	65.00
Mandatory fee per ground course	7.00
Mandatory fee per online and hybrid credit hour	30.00
Portfolio credit	157.00
Graduation Fee	50.00

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

Business Regulations

All charges are due and payable the first day of each term. If full payment or payment arrangements have not been made by census day of each term, the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts. Census dates are listed on the academic calendar as the last day to drop an enrollment. The academic calendar can be found at doane.edu.

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance of the current term. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of the term. In addition to check payments, Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.75% convenience fee. Deferred payment plans are available through FACTS/NBS Tuition Management (for more details, visit the website at doane.edu.)

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 university. Registration may be canceled for students delinquent in their payments.

A transcript or diploma is not issued to a student who has failed to pay off any indebtedness to Doane University. 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 university'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 College of Professional Studies and the College of Arts and Sciences, with permission of the Vice President for Academic Affairs. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at the campus other than his/her main campus.

Refunds

Registration constitutes a financial contractual agreement between Doane University 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 to drop an enrollment.) The amount of the refund and the manner in which it is calculated depends upon the student's status at Doane University.

Refunds are determined by the number of days that have passed from the official beginning of a term according to the following schedule:

<u>Eight Week Terms</u>		<u>One Week Flex</u>	
0-census day:	100%	1 day:	100%
After census day-15 days:	40%	2 day:	40%
After 15 days:	0%	After 2nd meeting:	0%

Tuition and fee refunds are generally based on the last documented date of attendance or official withdrawal date.

Under very special circumstances, a student may be granted a withdrawal if they are faced with a serious and unexpected condition that completely precludes him/her from being able to function as a student in which the regular university withdrawal process is not appropriate. Forms for a late drop/withdrawal due to extenuating circumstances are available through your advisor or the Doane website.

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 University assesses a student for education expenses that are paid to Doane University 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 University 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 University) and
- 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 University.

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 University to exclude from the total amount of institutional charges when calculating the refund. They include

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

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 University, 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 by completing the Free Application for Federal Financial Aid (FAFSA). The financial aid award year begins in August and runs through the summer term.

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

1. Complete the Doane University application for admission.
2. Pay the application fee.
3. Be officially admitted into the university.
4. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. **Doane's Title IV code is 002544.** This must be done each financial aid award year.
5. Complete the Doane University Financial Aid Questionnaire. The site is www.doane.edu/forms-worksheets.
6. Register 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 University Financial Aid Questionnaire. The site is www.doane.edu/forms-worksheets.
3. Register for classes.

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

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 the enrollment level indicated on the Financial Aid Questionnaire (or actual enrollment if the term has begun or been completed). If a student was awarded at full time enrollment but changes to part-time status before disbursement date, 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.

NOTE: Students are not eligible to receive federal grant aid for classes added after Pell Recalculation day a/k/a census day (last day to drop).

Satisfactory Academic Progress for Title IV Federal Financial Aid - Undergraduate Students

Doane University is required by federal regulations to define and monitor standards of satisfactory academic progress (SAP) to ensure that only students demonstrating progress toward completion of their academic program receive federal/state financial aid. These standards are applied consistently within all undergraduate programs and enrollment levels to students whether or not they have previously received financial aid. Federal Title IV aid consists of the following:

1. Federal Pell Grants
2. Federal SEOG (Federal Supplemental Educational Opportunity Grant)
3. Federal Work Study
4. Federal Direct Stafford Loan
5. Federal PLUS Loan (Parent Loan For Undergraduate Students)
6. Federal TEACH Grant
7. Federal Iraq & Afghanistan Service Grant

Standards of Satisfactory Academic progress consist of two measurements:

1. Qualitative Measurement = 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 University and
2. Quantitative Measurement = Pace - measures the student's progress toward a degree by completing 75% of attempted hours.

After each term of enrollment, the financial aid office reviews the transcript of all students to determine if a student is maintaining the required minimum cumulative grade point average and the pace requirements 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:

Credits Attempted: Cumulative GPA:

12-35	1.70
36-59	1.85
60+	2.00

NOTE: Withdrawals, in-completes, in-progress, 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 and completed credits. For example, if Doane University 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 must 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 to drop and enrollment) 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

$$\frac{\text{Total Credit Hours Completed}}{\text{Total Credit Hours Attempted}} = \text{PACE}$$

Only credit hours passed (grades A, B, C, D and P) are considered as earned credits. 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 in order to recalculate progress.

Maximum Time Frame

Students can receive financial aid for up to 133% of the published credit hour requirements to complete his/her bachelor's degree or until a degree is earned. This is determined by the student's catalog year of entry. For example, if 123 credits are required to complete a bachelor's degree, then the student could attempt up to 164 credits to obtain his/her degree. If it is determined by the university the student is not able to complete his/her bachelor's degree without surpassing the 133% attempted credits, the student would be placed on Financial Aid Suspension and would not be able to receive federal financial aid. An email notification is sent to the student's Doane email of their ineligibility. A student has the ability to appeal this and should contact the financial aid office for instructions.

Financial Aid Warning

Students, who are not meeting either the Qualitative and/or the Quantitative measurements at the end of a term, are placed on Financial Aid Warning their next 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 an undergraduate student at Doane University. The student will be notified through his /her Doane email account 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 via Doane email of his/her Financial Aid Suspension status. Students may continue taking coursework; however, they are not able to receive Title IV federal aid funds and will need to pay at their own expense.

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. Examples of extenuating circumstances include (but not limited to) 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, and
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 grants the appeal, the student will be placed on Financial Aid Probation or on a Financial Aid Academic Monitoring plan. The student is notified via Doane email the minimum requirements needed to meet in order to maintain federal aid eligibility after the enrollment period for which they were placed on Probation or Academic Plan. Students whose appeal is denied are also notified through their Doane email account.

Financial Aid Probation/Academic Monitoring Plan

Students who have been granted an appeal are placed either on Financial Aid Probation or on a Financial Aid Academic Monitoring plan depending on their situation.

If it is mathematically impossible for the student to return to satisfactory status after the end of term, but has been granted an appeal, the student is placed on a FA Academic Monitoring Plan. If the student completes the terms and conditions of the academic plan, the student can continue to receive federal/state aid but will continue to be monitored and held to the conditions of the academic plan. A student not meeting the conditions of his/her academic plan will be suspended from federal/state aid.

If the student is able to return to satisfactory status after the term, he/she is placed on Financial Aid (FA) Probation. If the student has not complied with the terms of the appeal and has not returned to satisfactory status after the term of FA Probation, the student will be placed on Financial Aid Suspension and is not eligible to receive federal financial/state aid.

Reinstatement

A student who is placed on FA suspension and does complete an appeal or whose appeal has been denied can continue to enroll in classes at the university (if meeting Academic Affairs policies) but will not receive federal/state financial aid. Students can request their financial aid eligibility to be reinstated 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. A student who has regained their eligibility may contact the financial aid office if they wish to begin receiving Title IV federal financial aid.

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 university credits for his/her participation in membership in one of the major vocal/instrumental music ensembles or physical education courses. These students are expected to enroll in a certain class on a continuing basis. Even though the course number is the same, the course content is different each term.

Academic Affairs Policy

In addition to the federal aid/state aid rules, a student is subject to Doane University's institutional academic policies which are determined by the Office of Academic Affairs.

Returning Title IV Federal Aid Upon Student Withdrawal

Federal regulations require a specific calculation be used for those students who are Federal Title IV Aid recipients and withdraw from the institution prior to completing the enrollment period (term) for which they received or were eligible to receive federal aid. Federal financial aid funds are awarded to a student with the assumption that the student will complete the term for which the aid was awarded. When a student withdraws, he/she may no longer be eligible for the full amount of federal Title IV aid he/she was originally eligible to have received.

A student is considered to have withdrawn when one of the following conditions occurs

- completely and officially withdraws from the institution before the end of the term,
- stops participating in academic related and/or attending classes before completing the term, or
- receives all failing grades for all coursed registered for at the end of the term.

The withdrawal date is considered the date the student officially notifies the school of his/her intent to withdraw. If the student did not begin the official withdrawal process, then the university uses the Last Day of participating in an Academic related activity. In the event an LDA cannot be determined, the school will use the mid-point (50%) of the term. A student who completes more than 60% of the term is considered to have earned the full amount of their scheduled financial aid award and is not subject to the calculation.

Financial aid is disbursed to the student's account after census day (last day to drop) for the term for which he/she is enrolled. Funds are earned as the term is completed. If the student withdraws or does not complete more than 60% of the term, a calculation as defined by federal regulations is used to determine the amount of aid earned versus received. If the student received less aid than he/she was eligible to receive, he/she may be eligible for additional funds. If more federal aid was received than earned, the excess amount must be returned by the school and/or student to the U.S. Department of Education.

Procedure for the Return of Title IV Funds Calculation

When a student either officially or unofficially withdraws and has not completed more than 60% of the enrollment period and has received or was eligible to receive Federal Title IV financial aid, the Financial Aid Office is required to use these steps in determining how much aid needs returned (if received too much) or offered to the student (if earned more than received):

1. **Determine How Much Title IV Aid the Student Earned.** This is calculated by dividing the number of days a student attended during the term by the number of days in the enrollment period or term. (Note: Weekends are included in the number of days; scheduled breaks of 5 days or more are excluded from the calculation.) This percentage is then multiplied by the amount of aid disbursed or that could have been disbursed to the student.
For example, if 30% of the term was completed, the student earned 30% of the assistance he/she was scheduled to receive.
2. **Determine the amount of Title IV aid to be disbursed to the student.** If the student received less Title IV aid than earned as determined from Step One, a Post Withdrawal Disbursement (PWD) will be made. (This instance happens infrequently and is more likely that excess funds will have to be returned.)
3. **Determine the amount of Title IV aid to be returned by Doane.** Doane must return the lesser amount of the unearned Title IV aid received or the amount of the institutional charges the student incurred for the term multiplied by the percentage of aid **not** earned. Doane returns this money to the U.S. Department of Education and results in a repayment obligation to the student.
Note: Institutional charges consist of tuition, fees, room and board (if contracted with Doane), and books and supplies.
4. **Determine the amount of Unearned Title IV aid to be returned by the student.** Any federal grant aid funds that are calculated to be returned by the student will be returned by Doane in order to prevent an overpayment situation for the student. (Any amount of unearned grant aid that a student is required to return is called an overpayment.) This amount will be included in the amount billed to the student along with the amount determined in Step 3. Loan funds the student is required to return would be returned by the student in accordance with the terms of the Loan Agreement (Master Promissory Note) completed with the U.S. Department of Education.

When a Post Withdrawal Disbursement is Determined in Step 2

If the student did not receive all of the aid he/she earned, a student may be entitled to a Post-Withdrawal Disbursement (PWD). If the PWD includes loan funds, the financial aid office must obtain the student's permission to disburse the loans. A student may choose to decline some or all of the loan funds. If the PWD includes grant aid, the school can automatically use all or a portion of the grant funds for institutional charges incurred. Institutional charges consist of tuition, fees, room and board (if contracted with the university) and books and supplies. For other non-institutional charges, the university must obtain the student's permission to use the PWD grant disbursement to apply toward the student's account. If the student does not authorize the use of grant funds toward the non-institutional charges, the PWD grant aid is offered to the student. However, it may be in the student's best interest to allow the school to retain the funds to reduce the amount owed to the university. In some instances, some Title IV funds that a student was scheduled to receive may not be able to be given to the student due to other eligibility requirements.

When Unearned Aid Must be Returned as Determined in Steps 2 and/or 3

When it is determined that the school is required to return unearned funds, they are restored to the federal aid programs based on the type of aid the student received and the order in which federal regulations indicate the funds should be returned. The order in which to return is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct PLUS (Parent or Graduate)
5. Federal Pell Grant
6. Federal Supplemental Opportunity Grant (FSEOG)
7. Federal TEACH Grant

Doane is required to return any unearned Title IV funds it is responsible for returning as soon as possible but no later than 45 days of the date the school determined the student withdrew. Doane will offer any post-withdrawal disbursement of loan funds within 30 days of that date.

Once the calculation has been completed, Doane University will notify the student in writing if the student is eligible for a Post Withdrawal disbursement or whether or not excess funds were returned to the U.S. Department of Education and instructions on how to proceed. A current Statement of Account will be included in the notification so the student is aware of his/her student account balance.

Doane University does not offer Leave of Absences to students. Students considering withdrawing from the institution are encouraged to contact the Financial Aid Office prior to withdrawing. Upon request, examples of calculations are available to review.

Financial Aid Office, Padour Walker Building Second Floor, FAOffice@doane.edu, 402-826-8260

Note: Doane University has an institutional refund policy. This is a separate policy which pertains to refunds of tuition after withdrawal and is applicable to both Federal aid recipients as well as students not receiving federal financial aid.

College Policies and Federal Laws

Access/Services for Students with Disabilities

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

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the university environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact any of the following offices before arriving on campus classes so their needs can be anticipated, reviewed and accommodated: Academic Support Center, Enrollment Team, or Academic Advising.

For further information, refer to Federal Disclosure Information. See Student Handbook for grievance procedure.

Access to College Records FERPA

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, any time after their matriculation.
2. **Request for Amendment of Education Records:** Students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading or in violation of their privacy rights.
3. **Disclosure of Education Records:** This right protects confidentiality of student records and requires the student's signature to release academic records, such as transcripts. Some exceptions exist such as school officials who've been determined to have a legitimate educational interest, or information determined to be directory information. Examples of directory information include name, addresses, email, telephone numbers, major and/or minor fields of study, degree sought, expected date of completion of degree requirements and graduation, degrees conferred, awards and honors (e.g. Dean's list), full or part time enrollment status, dates of attendance, or photograph.
4. **Compliance:** Students have the right to submit complaints concerning the College's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-5920, or to the email address: ferpa@ed.gov.

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

Anti-harassment Policy

The Anti-harassment policy is found in the Employee Handbook.

State Authorization Reciprocity Agreement (SARA)

The State Authorization and Reciprocity Agreement is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and program. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Nebraska is a member of SARA, and Doane University is a participating institution in SARA.

Complaints can be sent to SARA@doane.edu. In the event that a complaint cannot be resolved at the University level, a student may contact the Nebraska state portal agency.

State Portal Agency Contact

Kathleen L. Fimple, Ph.D., Acad. Program Officer
Nebraska Coordinating Commission for Postsecondary Ed.
P.O. Box 95005
Lincoln, NE 68509-5005
1.402.471.0030
kathleen.fimple@nebraska.gov

If you are not a resident of the State of Nebraska, you have the option of filing a complaint with your state licensing authority or with the Higher Learning Commission.

Title IX Policy Statement

It is the policy of Doane University 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 University, 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.

Verification of Student Identity

To meet federal guidelines, Doane requires all electronic coursework be submitted through Black Board or Doane e-mail. Blackboard requires students to login each time using their Doane login ID and password. All coursework e-mail correspondence is done using Doane assigned e-mail accounts. When student accounts are set-up, the password is mailed to the student's permanent address via US mail. Students can change their password via the web at any time to maintain their security.

Drug Free Policy

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

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

Academic Policies and Procedures

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. Census day is the last day to drop each term without financial or grade implications.

Registration

The schedule of classes is released at least five weeks prior to the beginning of the next term. Registration will begin at least two weeks before the term starts. Census day is the last day to drop a course each term and is noted on the academic calendar. Students are encouraged to meet with their academic adviser once the schedule is released in order to know what classes they need before registration begins.

Registration is done by the student on-line through WebAdvisor. Once a student has met with their advisor, they can register for classes, view their course schedule, and agree to pay their tuition and fees.

Cross Enrollment

In rare instances, a student is permitted to cross-enroll between the College of Professional Studies and the College of Arts and Sciences. Permission is required from the Vice President for Academic Affairs and the College of Professional Studies Dean. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at the campus other than his/her main campus.

Transfer Policy Between the College of Professional Studies and the College of Arts and Sciences

A student who attends the College of Professional Studies or the College of Arts and Sciences may be admitted to the other program after an absence from the University 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 University 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 Core Connection courses may be taken using the Pass/Fail Option. A student who transfers in two or more courses for the Doane Core Connections is not eligible to use the Pass/Fail Option for any additional Doane Core Connection courses.
4. A Pass/Fail Option course may be taken in, but not counted toward, the student's major. Exception: a Doane Core Connection 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, Quarter, and Half-time Status

A full-time student in the College of Professional Studies is a student in six credits or more per term. A quarter time is a student enrolled in 5 credits. A half-time student is enrolled in 3-4 credits. A student enrolled in less than three credits per term is less than half time.

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.

Instructional Methods

Doane University offers courses in several different instructional methods to serve the non-traditional learner. Online courses are defined as a course where 75% or more of the instruction is done using technology; in an eight week term, six or more weeks are outside of a classroom. Hybrid or blended courses are courses where 50-74% of the course is instructed using technology; in an eight week term the course meets 3 to 4 times in a classroom. Ground courses are in a classroom for all eight class meetings in the term.

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 University. However, if the student wishes to transfer the courses to Doane, the courses must be approved in advance by the College of Professional Studies Dean. The courses are to be taken for a grade (not pass/fail), and a grade of "C-" or better has to be earned to be considered for transfer. A student planning to earn credit by correspondence must have the course approved in advance by the College of Professional Studies Dean.

Supplemental Course Offerings

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

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

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

Grades and Credits

Grading System

Letter grades are used to evaluate a student's performance in class work. These letter grades become part of the student's permanent record. The grade of A is reserved for superior performance in all course requirements. The grade of B is awarded for work of high quality. The grade of C recognizes satisfactory achievement in meeting course expectations. The grade of D designates unsatisfactory performance in meeting course requirements. The grade of F represents failure to meet course requirements. Other grades include I - Incomplete; P - Passed; AU - Audit; IP - In Progress (Passing); and 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 that the student has discussed with the instructor. When awarding an incomplete, the instructor will assign an expiration date no later than the last day of the next term. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an "F". This is a final grade and will not be changed, per the grade change policy.

In order to receive an incomplete (I), a student must have completed at least 75% of the coursework required for the course. If a student wishes to receive an incomplete for a course, the student will obtain a form from the registrar that will allow the teacher and the student to detail the coursework required to remove the incomplete. The student must complete the form, obtain the signature of the instructor on the form, and return the form to the registrar's office.

For courses such as practicums, senior seminars, or internships intended to last longer than a single term, instructors will submit a grade of "In Progress" (IP) at the end of the first term.

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.

Grade Point System

Grade points are assigned to the respective grades as follows:

Grade	Grade Points Per Credit	Grade	Grade Points Per Credit	Grade	Grade Points Per Credit
A+	4.0	B-	2.7	D	1.0
A	4.0	C+	2.3	D-	0.7
A-	3.7	C	2.0	F	0.0
B+	3.3	C-	1.7		
B	3.0	D+	1.3		

Class Standing

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

Sophomore - 30 credits

Junior - 60 credits

Senior - 90 credits

Credit Hours

Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.

To ensure that courses and activities satisfy the time commitment (or equivalent) defined above and pursue the learning outcomes described for each course/activity, proposed curriculum changes are reviewed by the Academic Affairs Committee (which is comprised of appropriate representatives from across the university). If approved by the committee, the changes are then forwarded to the full faculty for its approval or disapproval. Approved changes are then included in the university course catalog the following academic year.

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

A common academic issue sought by a student is the appeal of a course grade. A faculty member determines the character of a course which includes content, instructional practices, and assessment procedures. Instructors have the right to assign a course grade based on any method that is professionally acceptable, shared with all students, and applied equally. Each student has the right to a course grade based upon an unbiased evaluation of his/her performance and the specified grading procedure. A student has the right to ask for clarification of the basis for his/her grade.

Valid reasons for initiating the grade appeal process include, but are not limited to

- a failure to follow published course, program, or University policies,
- a lack of consistency within the student's course section, or
- the grade awarded was motivated by ill will.

Students who believe that their grade was miscalculated due to a mathematical error should contact the instructor within ten (10) days of the grade posting.

The following are **NOT** valid reasons for initiating the grade appeal process: (i) a disagreement with the application of course policies and/or grading standards, (ii) the requirements or examination standards of an academic program, (iii) concerns over

professionally acceptable teaching approaches, (iv) differing personalities, and (v) differences in classroom policies or grading schemes in different courses or between different sections of the same course.

The grade appeal process must be initiated no later than ten (10) days from the posting of the final course grade. A student is encouraged to talk with their advisor to offer an assessment of the concern and to clarify the steps of the grievance process.

Appeal Steps

STEP 1: A student is encouraged to pursue a good-faith attempt at informally resolving his or her concern about the course grade. The student will communicate with the involved faculty member to seek a resolution. If needed, the student can contact the Office of Academic Affairs (Crete-campus) or the Campus director (Lincoln, Grand Island, Omaha campus locations) for assistance in contacting a faculty member. A student may be requested to put their appeal in writing. Within five (5) working days from the time the student raises the concern, the involved faculty member will evaluate the concern, render a decision, and notify the student. As part of his/her evaluation, the faculty member may schedule a follow-up conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the involved faculty member does not act on or resolve the concern to the reasonable satisfaction of the student, the student can initiate STEP 2 of the appeal process.

STEP 2: Within five (5) working days of the student being notified by the involved faculty member of his/her decision, the student writes an appeal letter specifying

- the course number and section,
- the term/year in which the course was taught,
- the name of instructor for the course,
- a statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated or were unfairly applied,
- a summary of the outcome from STEP 1,
- the remedy sought by the student,
- a copy of the course syllabus, and
- the best method to communicate with the student (phone, e-mail, etc.).

The student submits their appeal letter to the Registrar's Office. The Registrar will provide the appeal to the supervisor of the faculty member for the course. Within ten (10) working days from receipt of the letter, the supervisor will evaluate the concern, render a decision, and notify the student. As part of his/her evaluation, the supervisor may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the supervisor does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 3 of the appeal process.

STEP 3: The student can appeal to the appropriate Dean. The Registrar's Office can offer clarification on the appropriate Dean for the course. If the Dean was the supervisor in STEP 2, the student can initiate STEP 4. Within ten (10) working days of receipt of the letter, the Dean will evaluate the concern, render a decision, and notify the student. As part of his/her evaluation, the Dean may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 4 of the appeal process.

STEP 4: The student can submit a written appeal to the Office of Academic Affairs. In an appeal, the student provides their prior appeal letter and addresses one or both of the following issues for appeal:

- new evidence that was not reviewed in prior steps and/or
- any evidence that the review process was improper or unfair.

An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Vice President for Academic Affairs will make an initial assessment of a valid appeal after reviewing the incident file provided by the Registrar's Office and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, the Office of Academic Affairs will convene an Appeal Committee consisting of

- Vice President for Academic Affairs (or designee), will serve as Chair,
- Associate Vice President for Adult and Online Operations (if the course is an online course),
- Dean (or administrative designee) for each of the colleges,
- Registrar, and
- two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and who have been at the Doane University at least one year.

The Registrar and the Dean from STEP 3 can participate in the discussions but will be a non-voting members in determining a course of action. As part of the evaluation, the committee may schedule a conversation with the student and may consult other University faculty, staff, or administrators for guidance and/or clarification. A majority decision by the Appeal Committee is final and ends the appeal process for a grade appeal. The majority decision of the Appeal Committee will be shared with the Registrar's Office, who will communicate it to the student.

Grade Changes

After final grade reports are released at the end of a term, the student has up to 10 days to report a computational error to the faculty member. After 10 days have elapsed, the grade report will be considered correct and complete. An instructor is not permitted to reconsider the matter, to re-examine the student, or to accept additional work from the student after the grades are submitted.

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 College of Professional Studies Dean and the instructor. One half the regular tuition rate is charged for an audited course. This needs to be indicated at registration. A grade of AU will appear on the transcript.

Senior Grades

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

Grades Upon Withdrawal from a Course

If a student withdraws from a course prior to census day, the course will not appear on the student's transcript. If the student withdraws after census day and prior to the fourth class meeting/week, the transcript will indicate "W" (withdrawal) for that course. If the student withdraws after the fourth class meeting/week, the transcript will indicate "F" (failed) for that course.

Students are subject to administrative withdrawal from the university if they miss all courses for two consecutive academic weeks without an officially valid excuse.

Medical/Compassionate Withdrawal from Doane

A medical withdrawal is granted in rare instances where a student is faced with a serious and unexpected condition that completely precludes him/her from being able to function as a student and in which the regular university withdrawal process is not appropriate. A compassionate withdrawal may be granted when a student is faced with extenuating personal circumstances.

Extenuating circumstances include an accident, illness, injury or incident that could not have been influenced, predicted, planned for or prevented by the student or the institution and death or serious illness of an immediate family member.

The following are not considered extenuating circumstances:

- Medical condition or chronic illness known to the student at the time of enrollment (unless unforeseen symptoms or relapse occurs; this will be determined on a case-by-case basis).
- Initially enrolling in a course while knowingly employed full-time, or attempting to work one or more part-time jobs. This includes changes in work schedules that conflict with class schedules.
- Changing of major or transferring to another institution.
- Inability (for any reason) to pay your tuition bill or delays in financial aid notification.

To request a medical/compassionate withdrawal, complete the Late Drop/Withdraw Request Form which is available on the Doane website or through your advisor. The form must be completed in full and must be accompanied by both a personal written statement and the supporting documentation. The committee meets every Wednesday.

Military Transfer/Activation Policy

In the event a student is called to active, state, or federal military duty during the term in which he or she is currently enrolled at Doane, the following options are available to the student:

- Request complete withdrawal from courses in which enrolled. Tuition and fees will be refunded accordingly based on the time in class and the VA Educational Entitlement program (chapter) being used by the student.
- Remain enrolled in courses in order to complete coursework off campus by the end of the term. Students must discuss with and receive approval from all instructors to ensure this is possible.
- Remain enrolled in courses and work with faculty to be assigned Incomplete grades that will be completed within one year from the end of the term. At least 75% of coursework must be completed in order to be eligible for an Incomplete grade. Students must discuss with and receive approval from all instructors for this option.

The student should provide a copy of her or his activation orders or letter from the commander outlining the required military duty to the Registrar's Office.

Students who withdraw from Doane University to serve in any branch of the United States Armed Forces will be readmitted under the same standing as when they withdrew from Doane.

Academic Forgiveness

The Academic Forgiveness Policy is designed for the student who experienced poor, often disastrous, academic results while previously attending Doane University 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 University and the start date in the College of Professional Studies. The candidate must

1. re-enter Doane University and successfully complete 12 credits with a minimum cumulative GPA of 2.5,
2. have an academic major declared, and
3. work in conjunction with your Academic Advisor to notify the Registrar's Office in writing of the desire to pursue Academic Forgiveness.

Academic Forgiveness is applied to one semester (College of Arts and Sciences) or two terms (College of 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 probations, 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 Probation and Suspension

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

Credits Attempted	Minimum Academic Avg
6-35	Below 1.70
36-59	Below 1.85
60 or over	Below 2.00

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

A student placed on academic probation has twelve credits to improve their GPA and return to good standing. After the 12 credits, if the student's GPA is still below the required minimum academic average for the credits they have attempted, they will be reviewed for suspension. Any student who is suspended will not be readmitted to Doane University for at least two regular terms and must undertake an activity that illustrates a renewed commitment to learning before applying to the Vice President for Academic Affairs for readmission.

Students may also be suspended or expelled based on the policies outlined in the Student Handbook which includes the Student Conduct Code.

Academic Integrity Policy

**Policy pending faculty assembly vote by September 30, 2018. See online catalog for final policy.*

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them.

I. Violation of Academic Integrity

In general, Doane University expects that a student will

- pursue their academic endeavors with honesty,
- acknowledge and adhere to the expectations and guidelines in the syllabus,
- follow instructions for assessments as specified by the faculty member, and
- ask faculty for clarification if there are any questions.

An academic integrity violation includes, but is not limited to

- **Falsification or Fabrication:** Making any oral or written statement, which the individual knows, or should have known, to be untrue. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information. Examples include, but are not limited to,
 1. making a false statement to faculty, University employees, or fellow students;
 2. submitting contrived or altered information in any academic exercise (example: making up data for an experiment, citing nonexistent articles, contriving reference sources);
 3. giving a false excuse for missing an examination, quiz, or assignment deadline; and
 4. falsely claiming to have submitted a paper or assignment.
- **Cheating:** Using or attempting to use unauthorized assistance, material, device, or a study aid in an examination or other academic work, or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Examples include, but are not limited to,
 1. using an unauthorized aid, material, electronic resource (e.g., website), or electronic device (e.g., cell phone or tablet) during an examination, quiz, or assignment;

2. copying from another student's paper or copying another student's answers during individual quizzes or examinations;
 3. altering a graded exam and resubmitting it for a better grade;
 4. buying, selling, possessing, soliciting, transmitting, or using material purported to be the unreleased content of any assignment, including examinations and quizzes;
 5. bribing or soliciting any person to obtain or to provide any information relating to examinations, quizzes, or other assignments outside of the bounds of the instructions for the assessment; and
 6. acting as a substitute for another person during an examination or other assessment.
- Collusion and/or Complicity: Collaborating with another student or individual without instructor approval on any examination, quiz, computer or laboratory work, or any other assignment or assessment. Collusion includes the exchange of materials or ideas verbally or non-verbally. Complicity includes helping or attempting to help another student to commit an act of academic dishonesty.
 - Plagiarism: Using the ideas, data, or language of another without specific or proper acknowledgment in academic work. Examples include but are not limited to
 1. quoting word-for-word from a source or website without using quotation marks and appropriate citation;
 2. summarizing and paraphrasing ideas without acknowledging the source;
 3. submitting a paper that has been written by another person, or a paper that has been obtained from a commercial source; and
 4. failing to verbally acknowledge one or more sources during an oral presentation.
 - Multiple Submissions: Submitting, without prior permission, academic work that has been previously submitted in identical or similar form to fulfill another academic requirement. Examples include, but are not limited to, submitting the same paper for credit in two different courses.

II. Reporting of Violations

Faculty are expected to follow the process for reporting academic integrity violations in order to maintain the expectations of the University. The philosophy for faculty to report all violations allows the University to maintain a record and documentation of all incidents in a student's file. A faculty member may be unaware that a student has had a prior violation and that a new violation would require additional reviews and/or consequences. Students and faculty are prohibited from proposing and/or entering into an arrangement with an instructor to receive a grade of "F" or any other reduction in grade in a course or on an academic exercise in lieu of being charged with a violation of the academic integrity policy. Additionally, a student is not permitted to drop the course as a means to forgo the student being charged with a violation. Students are also encouraged to report suspected or known violations of academic integrity to appropriate faculty, staff, or administrators.

III. Academic Integrity Sanctions

Possible sanctions for an academic integrity violation include, but are not limited to

Course Level Sanctions (*to be specified by the faculty member of the course*):

- warning on academic integrity and what constitutes a violation
- requiring the student to redo the assignment or examination
- lowering the student's grade for the assignment or examination
- assigning a zero or failing grade for the assignment or examination
- lowering the student's grade for the course
- assigning the student a failing grade for the course
- referring the student to academic support office for assistance with academic needs
- referring the student to the Academic Integrity Subcommittee for review and decision on sanctions

University Level Sanctions:

- suspension from a program or the University
- dismissal from a program or the University

Contact the Registrar's Office for a copy of the policy and the reporting process.

Academic Grievance Policy

The grievance process for an academic concern provides an impartial review of an academic conflict or issue to ensure that the rights of a student are properly recognized and protected. No adverse action will be taken against a student who chooses to utilize this process.

This process is to be used for instances in which a student has an academic concern regarding a decision perceived to be arbitrary, capricious, or applied unequally and impacts the student's academic progression.

Separate policies and processes are in place for the following: Grade Appeal Process, Violence & Unacceptable Behavior Policy, Sexual Assault and Rape Policy, Bias/Hate Incident Policy, Anti-Harassment Policy, and ADA Grievance Procedure.

Valid reasons for initiating the grievance process include, but are not limited to

- a failure to follow published course, program, or University policies,
- a lack of consistency within the student's course section, or
- the decision was motivated by ill will.

The following are **NOT** valid reasons for initiating the grievance process: (i) a disagreement with the application of course policies and/or grading standards, (ii) the requirements or examination standards of an academic program, (iii) issues regarding program accreditation requirements, (iv) concerns over professionally acceptable teaching approaches, (v) differing personalities, and (vi)

differences in classroom policies or grading schemes in different courses or between different sections of the same course. The grievance process should not be initiated simply due to its impact on a student's academic progress and standing, ability to receive or maintain a scholarship or monetary award, ability to maintain recognition of distinction, or eligibility for a club or organization.

The academic grievance process for an academic concern must be initiated no later than one (1) month from the occurrence of the concern. A student is encouraged to talk with their advisor, the Assistant Dean for Academic Affairs (Crete-campus), or Campus Director (Lincoln, Grand Island, Omaha campus locations) to offer an assessment of the concern and to clarify the steps of the grievance process.

Grievance Steps

STEP 1: A student is encouraged to pursue a good-faith attempt at informally resolving the academic concern. The student will communicate the concern with the involved individual (e.g., faculty member, program director, or Dean) to find a solution. If needed, the student can contact the Office of Academic Affairs (Crete-campus) or the Campus director (Lincoln, Grand Island, Omaha campus locations) for assistance in contacting the individual. A student may be requested to put their concern and request in writing. Within five (5) working days from the time the student raises the concern, the involved individual will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the involved individual may schedule a follow-up conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the involved individual does not act on or resolve the concern to the reasonable satisfaction of the student, the student can initiate STEP 2 of the grievance process.

STEP 2: Within five (5) working days of the student being notified by the involved individual of his/her decision or response, the student writes a notification letter specifying

- a statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated or were unfairly applied,
- a summary of the outcome from STEP 1,
- the remedy sought by the student, and
- the best method to communicate with the student (phone, e-mail, etc.).

The student is encouraged to seek guidance from an Appeal Advisor in regards to their concern and development of this letter. The Office of Academic Affairs can provide the name of an Appeal Advisor.

The student provides their notification letter to the supervisor of the involved individual (e.g., an issue regarding a faculty member would go to the respective department chair, program director, or dean). The Appeal Advisor or the Office of Academic Affairs can offer clarification on the appropriate supervisor. Within ten (10) working days from receipt of the letter, the supervisor will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the supervisor may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the supervisor does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 3 of the grievance process.

STEP 3: The student provides their notification letter to the appropriate Dean. A student can contact an Appeal Advisor or the Office of Academic Affairs for clarification on the appropriate Dean for the issue. If the Dean was the supervisor in STEP 2, the student can initiate STEP 4. Within ten (10) working days of receipt of the letter, the Dean will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the Dean may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 4 of the grievance process.

STEP 4: The student can submit a written appeal to the Office of Academic Affairs. In the appeal, the student provides their prior notification letter and also addresses one or both of the following issues for appeal:

- new evidence that was not reviewed in prior steps and/or
- any evidence that the review process was improper or unfair.

An appeal that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Vice President for Academic Affairs will make an initial assessment of an appeal after reviewing the incident file and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, the Office of Academic Affairs will convene an Appeal Committee consisting of

- Vice President for Academic Affairs (or designee), will serve as Chair,
- Associate Vice President for Adult and Online Operations (if the course is an online course),
- Dean (or administrative designee) of each of the colleges, and
- two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and who have been at the Doane University at least one year.

The Dean from STEP 3 can participate in the discussions but will be a non-voting member in determining a course of action. As part of the evaluation, the committee may schedule a conversation with the student and may consult other University faculty, staff, or administrators for guidance and/or clarification. A majority decision by the ad-hoc committee is final and ends the appeal process for an academic grievance. Once a decision is rendered, the student will be notified.

Graduation

Graduation Application

All Doane University students are required to complete and submit an Application for Graduation available on WebAdvisor. The process occurs once a student is nearing his/her final course work.

Honors at Graduation

Degrees with honors are conferred upon those students who graduate with a 3.94 GPA or higher and have completed at least 48 graded credits at Doane University. The College of Professional Studies and the College of Arts and Sciences are considered separately for determination of degrees with honors.

Summa Cum Laude 4.00

Magna Cum Laude 3.98 - 3.99

Cum Laude 3.94 - 3.97

Award of Degree/Issuance of Diplomas

Degrees at Doane University are awarded and diplomas are issued three times a year: at the end of the Winter I Term in December, Spring term in May, and on August 15. Graduation ceremonies takes place in December and May.

Students who complete graduation requirements at the completion of the Autumn (October) or Winter II (March) term will have a comment stating that requirements for the degree have been met and that the degree will be awarded at the next ceremony. 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.

Diplomas 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.

Participation in Commencement

Commencement is held twice a year at the end of the Winter I and Spring term. A student who has not completed degree requirements by the end of the Winter I or Spring term may participate in the ceremony if he/she is lacking one requirement and receives permission from the College of Professional Studies Dean to participate.

Second Degree Policy

It is possible for a student to satisfy the requirements for more than one major program; the University 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 university. Students who request transcripts should allow three days for them to be prepared and issued. A fee is assessed for each transcript.

During periods at the beginning or following the end of a term, 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 University, subsequent college credits from other schools do not become a part of the student's Doane University transcript.

Address and Name changes

Each Doane student is responsible for notifying the University of any address or name change. Address changes are to be made promptly to keep University records current and to insure that University mailings reach their intended recipient. Students who have been enrolled within the last year need to submit documentation for a name change. Documentation can be a social security card, divorce decree, marriage license, or court order. A student may change their name or address on the Doane website.

The Academic Program

Successful completion of the Doane Core Connections, an academic major, the general requirements, and the additional degree requirements qualifies students to receive a baccalaureate degree from Doane University. Doane offers three degrees: a bachelor of arts, a bachelor of science, and for nursing majors, a bachelor of science in nursing. The bachelor of arts degree (BA) is the central degree at Doane University, 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, environmental science, geography, geology, information science and technology, information systems management, mathematics, nursing, physical science, or physics, in addition to the two courses required in the Mathematical Reasoning and Scientific Perspective categories of the Doane Core Connections Foundational Areas of Knowledge.

Doane Core Connections

Philosophy of the Undergraduate Core at Doane

The undergraduate experience at Doane is an immersive, collaborative environment, a community of students, faculty, and staff, that motivates students to take responsibility for their ongoing academic and personal growth. It is a defining experience that serves as a catalyst for students to develop intellectual skills, to build connections among diverse sources of knowledge, and to adapt their liberal education to serve and to lead at all levels of social, civic, and professional citizenship.

Essential Student Learning Outcomes of the Undergraduate Core through the liberal arts, students will

Understand *foundational areas of knowledge*. Students will learn to

- analyze how identity is formed through the interaction of the individual and society;
- apply basic strategies of mathematical thought to solve problems;
- communicate purposefully, effectively, and precisely;
- analyze the foundations of the contemporary world and the interconnectedness of cultures;
- apply scientific methodologies to and articulate the scientific context of issues they will confront as citizens;
- explore the complexities of the creative process; and
- evaluate the ways in which humans understand the meanings of existence.

Develop crucial *intellectual skills*. Students will learn to

- engage in discovery;
- gather and evaluate facts and assumptions;
- support conclusions with relevant evidence; and
- practice effective communication.

Build *connections of knowledge* across various disciplines. Students will learn to

- synthesize knowledge across foundational areas and specialized studies;
- develop creative and imaginative insights and expressions; and
- apply and integrate knowledge collaboratively to solve complex problems.

Adapt their liberal education to serve and to lead at all levels of citizenship. Students will learn to

- pursue a refined, empathetic understanding of a multifaceted world;
- orient their own ethical compasses to act accordingly; and
- engage with people of varying perspectives to build just societies.

Important complementary *habits of an intellectual and balanced life* will be developed through the depth and breadth of their entire collegiate experience - curricular, co-curricular and extracurricular. Specifically, students will learn to

Communicate effectively

- practice effective oral communication in order to increase knowledge, foster understanding, and/or promote change in the listener's attitudes, values, beliefs and behaviors
- practice effective reading in order to extract and construct meaning through interaction and involvement with written language
- practice effective writing that is context appropriate in order to develop and express ideas to convey meaning to an intended audience

Use information wisely

- use digital media and environments to communicate and work collaboratively to support individual and group learning
- demonstrate insightful thinking to ask questions and construct knowledge, using information resources and techniques to conduct research, manage projects, solve problems, or make informed decisions
- understand the cultural, ethical and societal issues related to the use of technology and information resources

Pursue a healthy lifestyle

- Examine the factors that promote or inhibit a healthy lifestyle to maximize individual potential
- Engage in a self-examination of their own behaviors and attitudes
- Develop and apply insights and skills to live a healthy, balanced and impactful life

Component of the Undergraduate Core 33 credits minimum Foundational Areas of Knowledge 21 credits

Community and Identity 3 credits

Students will gain a greater understanding of themselves and the communities in which they live and work and how identity is formed through the interaction of the individual and larger society.

Students will work to

- explore dimensions of human experience with regard to perceptions of self,
- understand how individuals interact to form communities and social structures, and
- analyze the practical and ethical implications of interactions between individuals and those social structures.
 - CMS 112 - Small Group Communication (3)
 - ECO 203 - Macroeconomics and Literacy (3)
 - HIS 205 - History of the United States I (3)
 - HIS 206 - History of the United States II (3)
 - PSI 101 - American Politics (3)
 - PSI 323 - State and Local Politics (3)
 - PSY 117 - Introduction to Psychology (3)
 - PSY 259 - Lifespan Development (3)
 - SOC 109 - Introduction to Sociology (3)

Mathematical Reasoning 3 credits

Students will learn basic strategies of mathematical thought in order to analyze complex scenarios, make connections, solve problems, explain conclusions, and think more effectively.

Students will work to

- analyze and model mathematical situations using a variety of techniques to solve problems effectively,
- communicate a clear understanding of conclusions, and
- apply mathematical systems of thinking.
 - MTH 107 - Problem Solving (3)
 - MTH 108 - Modeling & Applications (3)
 - MTH 115 - Finite Mathematics (3)
 - MTH 125 - Precalculus (4)
 - MTH 235 - Calculus I (4)
 - PHI 105 - Logic and Critical Thinking (3)

Rhetorical Communication 3 credits

Doane students will use language purposely and effectively to become more thoughtful communicators, more keenly aware of what they are doing and why in each phase of the communication process.

Students will work to

- analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication,
- support a clear argument with appropriate evidence and analysis in a focused and organized way, and
- understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing.
 - CMS 105 - Fund of Communication (3)
 - CMS 210 - Public Speaking (3)
 - CMS 220 - Interpersonal Communication (3)
 - CMS 316 - Business & Prof Comm (3)
 - ENG 101 - English Comp: Writing Sem (3)
 - ENG 201 - Intermediate Writing (3)

Global and Cultural Context 3 credits

Doane students will gain a greater understanding of the foundations of the modern world and interconnections of global cultures. Students may address complex questions about race, gender, nationality, religion, law, economics, business and/or politics in order to understand multiple cultural perspectives.

Students will work to

- understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures;
- interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience; and
- create a refined empathetic understanding of a multifaceted world.
 - ANT/SOC 308 - Cultural Anthropology (3)
 - ART 204 - Western Art History I (3)
 - ART 358 - Arts, Issues, and Controversies (3)
 - BUS 101 - Understand the Envir of Bus (3)
 - BUS 357 - International Marketing (3)
 - CMS 321 - Intercultural Communication (3)
 - ENG 205 - World Literature I (3)
 - ENG 206 - World Literature II (3)
 - ENG 329 - Great Plains Studies (3)
 - GEG 301 - Social-Cultural Geography (3)
 - HIS 106 - History of Civilization II (3)
 - HIS 304 - Military History (3)
 - HIS 314 - Hist of Vietnam War & 1960s (3)
 - HIS 321 - American Race Relations (3)
 - HIS 357 - The Harlem Renaissance (3)
 - HSI/NRS 220 - Cult Aspects Hlth & Ill (3)
 - INT 101 - Global Issues (3)
 - MUS 335 - World Music (3)
 - PRE 115 - Comparative Religions (3)
 - PSI 105 - Comparative Governments (3)
 - SOC 324 - Race and Nationality (3)
 - SPA 101 - Elementary Spanish (3)
 - SPA 102 - Elementary Spanish (3)

Scientific Perspective 3 credits

Doane students will gain a greater understanding of scientific thinking and applications using core ideas in courses that include laboratory or field experience. Students will consider the complexities of scientific methodologies in one or more disciplines of the natural sciences, the scientific context of issues they will confront as informed citizens, and the scientific impact on the global community.

Students will work to

- employ methods of science for inquiry in a scientific discipline,
- develop their scientific literacy and ability to critically evaluate scientific information, and
- consider the ethical and social implications of scientific study and use of scientific findings.
 - AST 103 - Introductory Astronomy (3)
 - BIO 101 - Introduction to Biology (4)
 - BIO 215 - Human Anat & Physiology I (4)
 - BIO 216 - Human Anat & Physiology II (4)
 - CHM 101 - Introduction to Chemistry (4)
 - GEG 112 - Physical Geography (3)
 - GEO 101 - Environmental Geology (3)
 - GEO 103 - Physical Geology (4)
 - GEO 104 - Historical Geology (4)
 - GEO 107 - Introduction to Meteorology (3)
 - PHS 105 - Principles of Physical Science (4)

Human Creativity 3 credits

Doane students will understand the complex layers of the creative process, its reflection of human society, and its power to impact. Students will work to

- critically analyze and interpret artistic and/or aesthetic expression,
- develop skills in creative expression through creative work, and
- use their insights to articulate the role of creativity in the examination of the human condition.
 - ART 101 - Art Appreciation (3)
 - ART 107 - Two-Dimensional Design (3)
 - ART 205 - Western Art History II (3)
 - ART 207 - Drawing (3)
 - ART 208 - Introduction to Painting (3)
 - ART 210 - Metal Craft - Jewelry (3)
 - ART 221 - Ceramics (3)
 - ART 234 - Intro to Digital Photography (3)
 - ART 235 - Color Theory and Application (3)
 - ENG 210 - Film Studies (3)
 - FAR 103 - Intro to Fine Arts: Music (3)
 - FAR 281 - Intro Fine Arts: Performg Arts (3)
 - MUS 125 - History of Rock and Roll (3)
 - THE 101 - Introduction to Theatre (3)
 - THE 103 - Acting I (3)
 - THE 112 - Oral Interpretation (3)

In Search of Meaning and Values 3 credits

Doane students will consider the importance and significance of what it means to be human.

Students will work to

- consider ways that humans have come to understand the meaning of existence,
- evaluate the philosophical or spiritual implications of human actions and policies, and
- develop an understanding of their ethical values.
 - ENG 237 - Introduction to Fiction (3)
 - HIS 105 - History of Civilization I (3)
 - HSI/NRS 430 - Lgl & Ethcl Iss Hlth Care (3)
 - PRE 110 - Philosophical Problems (3)
 - PRE 111 - Ethics (3)
 - PRE 120 - Intro to the Old Testament (3)
 - PRE 121 - Intro to the New Testament (3)
 - PRE 231 - Hist & Philosoph of Technology (3)
 - PRE 323 - Religion in American Life (3)

Liberal Arts Studies 9 credits

The Liberal Arts Seminars progressively address the essential learning outcomes. In addition to addressing the appropriate essential learning outcomes and the habits of an intellectual life, each Liberal Arts Seminar will have learning outcomes unique to the course section.

- LAR 101 - Inquiry Seminar: Learning the Art of Inquiry (3)
- LAR 202 - Integrative Seminar: Democracy and Diversity (3)
- LAR 303 - Impact Seminar: Connecting Knowledge to Choices and Actions (3)

Fundamentals 3 credits

- HHP 104 - Theory of Lifetime Fitness (1)

Complete two computer science courses

- CSA 101 - Introduction to Word Processing (1)
- CSA 102 - Introduction to Spreadsheets (1)
- CSA 103 - Introduction to Database Software (1)
- CSA 104 - Intro to Presentation Software (1)
- CSA 108 - Desktop Publishing (3)
- CSA 109 - Information Retrieval Skills (1)
- CSA 201 - Advanced Word Processing (2)

General Requirement

The level of teaching and learning at Doane requires that students have certain basic skills. All students must demonstrate competencies in each of the following areas during their first year at Doane by one of the methods listed below. (Individual academic majors may require particular competencies.)

Basic Mathematical Skills

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

- 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, or
- e. by transferring credits that are equivalent to DLC 090 or college-level mathematics.

Basic Writing Skills

Writing skills are evaluated during the advising process. 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 Graduation Requirements

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

1. a minimum of 123 credits, with a cumulative grade point average of 2.00 or above (*NOTE: Students who take DLC 090 are required to complete a minimum of 126 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, and
4. a minimum of 30 graded credits earned at Doane University.

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. Three physical education activity 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.
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 University.
3. Any course added to a Doane Core Connection 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.
7. A student who chooses to complete more than one major may fulfill the requirements of each by using common courses, unless otherwise specified.
8. A course used to fulfill a requirement for the Doane Core Connections may also be used to fulfill a requirement for a major, unless otherwise specified.
9. Each student is responsible for making certain all degree requirements are met. Advisors, student advising guides, and the program evaluations available on WebAdvisor help students monitor their progress toward graduation.
10. All other academic policies and regulations as stated in this catalog must be followed.

Programs of Instruction: Majors

Accounting, Professional Studies

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:

Complete the following core courses:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ACC 231 - Intermediate Accounting I (3-4)
- ACC 232 - Intermediate Accounting II (3-4)
- ACC 315 - Tax Accounting I (3)
- ACC 331 - Advanced Accounting I (3)
- ACC 332 - Advanced Accounting II (3)
- ACC 335 - Managerial Cost Accounting (3)
- ACC 427 - Auditing (3)
- ACC 496 - Senior Seminar (3)

Complete the following cognate courses:

- BUS 205 - Business Writing (3)
- BUS 215 - Statistics (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 339 - Quantitative Methods (3)
- BUS 350 - Commercial Law (3)
- BUS 365 - Ethics in a Business Environment (3)
- CSA 102 - Intro Spreadsheets (1) (or competency)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- IDS 206 - Introduction to Research (3)

Note: The Nebraska Board of Public Accountancy specifically mandates the completion of 150 college credits and outlines the required 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. To satisfy the requirements, students need to complete the major requirements listed above and the following courses: ACC 411, ACC 415, and ACC 435. Additional course recommendations to reach the 150 credit hour requirement include BUS 353, CMS 316, or additional 300/400 level Business course.

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.

Agribusiness

A degree in Agribusiness prepares an individual to manage agricultural businesses and agriculturally-related operations. Agribusiness is designed to prepare a student for employment in a wide variety of fields including business finance, international agriculture, agricultural marketing, policy formation, farm and ranch management, resource economics, rural development, banking, and real estate appraisal.

Requirements for the Agribusiness Major:

Complete the following core courses:

- AGR 305 - Agricultural Futures and Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Advanced Agricultural Technology (3)
- AGR 420 - Agricultural Finance (3)
- AGR 425 - Agricultural Sustainability (3)
- AGR 430 - Advanced Agribusiness Mgmt (3)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Stats Soc Science (3) or
- MTH 235 - Calculus I (4)
- BUS 301 - Consumer Behavior (3)
- BUS 315 - Organizational Behavior (3) or
 - CMS 315 - Organizational Behavior (3)

Business Administration, Professional Studies

The Professional Studies in Business Administration 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 and also prepares students for further study at the graduate level.

Complete the following core courses:

- BUS 205 - Business Writing (3)
- BUS 212 - Human Resource Management (3)
- BUS 215 - Statistics (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 365 - Ethics in Business Environment (3)
- BUS 496 - Strategic Management (3)
- BUS 498 - Executing Business Strategy (3)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- CMS 316 - Business & Professional Comm (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)

Complete one emphasis chosen from the following:

A. General Business

Choose three courses at the 300/400 level. The three courses must be from three of the following four areas and must total a minimum of six semester credits (excluding internship credits).

Finance:

- BUS 445 - Financial Institutions Management (3)

Human Resources:

- BUS 331 - Personnel Law (3)
- BUS 345 - Bus, Prof & Consumer Negotns (3)
- BUS 361 - Contemporary Issues HR Mgmt (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 418 - Human Resource Strategy (3)
- CMS 323 - Training and Development (3)

Management:

- BUS 315 - Organizational Behavior (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Bus, Prof & Consumer Negotns (3)
- BUS 353 - Man Oper for Quality & Product (3)
- BUS 361 - Contemporary Issues HR Mgmt (3)
- BUS 410 - Regulatory Compliance (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 455 - Small Business Management (3)

Marketing:

- BUS 301 - Consumer Behavior (3)
- BUS 324 - Promotions Management (3)
- BUS 452 - Marketing Research (3)
- BUS 455 - Small Business Management (3)

B. Human Resource Management

- BUS 361 - Contemporary Issues in Human Resource Management (3)
- BUS 418 - Human Resource Strategy (3)

Plus one course chosen from the following:

- BUS 315 - Organizational Behavior (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Bus, Prof & Consumer Negotns (3)
- BUS 415 - Leadership in Organizations (3)
- CMS 323 - Training and Development (3)

C. Management

Choose three courses from the following:

- BUS 315 - Organizational Behavior (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Bus, Prof & Consumer Negotns (3)
- BUS 346 - International Management (3)
- BUS 353 - Man Oper for Quality & Product (3)
- BUS 410 - Regulatory Compliance (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 455 - Small Business Management (3)

D. Marketing

- BUS 301 - Consumer Behavior (3)
- BUS 324 - Promotions Management (3)
- BUS 452 - Marketing Research (3)

E. Self-Designed Emphasis

A student majoring in Professional Studies in Business may apply to the Dean of Undergraduate Studies for a Self-Designed emphasis. To apply for the Self-Designed Emphasis, the student must meet the following criteria:

- have completed or be in the final term of completion of all 100/200 level core and cognate requirements,
- have a minimum cumulative grade point average of 3.00, and
- have a minimum cumulative grade point average in Business of 3.25.

*No more than 48 credits of BUS courses may apply toward graduation.

Criminal Justice

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.

Complete the following core courses:

- CRJ 205 - The American Legal System (3)
- CRJ 210 - Introduction to Criminal Justice (3)
- CRJ 215 - Police and Society (3)
- CRJ 310 - Corrections (3)
- CRJ 312 - Juvenile Justice (3)
- CRJ 320 - Rules of Evidence (3)
- CRJ 330 - Criminal Law (3)
- CRJ 340 - Criminal Investigation (3)
- CRJ 410 - Contemp Issues in Crim Justice (3)
- CRJ 420 - Professional Ethics in Crim Justice (3)
- CRJ 496 - Senior Seminar in Crim Justice (3)

Complete the following cognate courses:

- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Stats for Soc Science (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 334 - Interviewing and Investigation (3)
- IDS 206 - Introduction to Research (3)
- SOC 109 - Introduction to Sociology (3)
- SOC 288 - Deviance (3)
- SOC 324 - Race and Nationality (3)

Graphic Design

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.

Complete the following core courses:

- GRD 228 - Typography (3)
- GRD 237 - Multi-dimensional Design (3)
- GRD 241 - Graphic Design and Layout (3)
- GRD 252 - History of Graphic Design (3)
- GRD 258 - Intro to Computer Graphics (3)
- GRD 315 - Graphic Design I (3)
- GRD 316 - Graphic Design II (3)
- GRD 320 - Digital Drwing & Graphic Creation (3)
- GRD 415 - Graphic Design III (3)
- GRD 416 - Graphic Design IV (3)
- GRD 420 - Advanced Graphic Design Projects (3)
- GRD 496 - Senior Seminar in Graphic Design (3)

Complete the following cognate courses:

- ART 107 - Two-Dimensional Design (3)
- ART 207 - Drawing (3)
- ART 234 - Intro to Digital Photography (3)
- ART 235 - Color Theory and Application (3)
- ART 256 - Illustration (3)
- ART 358 - Arts, Issues, and Controversies (3)
- BUS 324 - Promotions Management (3)
- CMS 351 - Persuasion (3)

Health Sciences

Health Sciences is a multidisciplinary major grounded in the liberal arts. It offers a Bachelor of Science completion program for the person who holds an associate degree in a health-related field and wishes to complete a baccalaureate degree to provide career and professional advancement. A student in this program must be a current certified professional.

Required Courses

- LAR 101 - Inq Sem: Learning Art of Inquiry (3)
- LAR 202 - Integrative Sem: Democracy & Div (3)
- One Doane Core Connections course under Human Creativity Found. Area of Knowledge
- BIO 219 - Pathophysiology (3)
- BIO 309 - Your Body, Health, Choices (3)
- BUS 215 - Statistics (3)
- CMS 220 - Interpersonal Communication (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 329 - Health Care Economics (3)
- IDS 206 - Introduction to Research (3)
- MTH 107 - Problem Solving (3)
- PSY 365 - Psychology of Personality (3)

Health Science Courses

- HSI 220 - Cultural Aspects of Health & Illness (3)
- HSI 305 - Personal Leadership Development I (1)
- HSI 306 - Personal Leadership Development II (1)
- HSI 307 - Personal Leadership Develop III (1)
- HSI 315 - Health Care Policy in the US (3)
- HSI 320 - Community Health (3)
- HSI 330 - Health Care Information Systems (3)
- HSI 410 - Current & Emerging Iss in Hlth Sci (3)
- HSI 416 - Leadership in Professional Practice (3)
- HSI 430 - Legal & Ethical Issues in Hlth Care (3)

Co-Requisite Courses

- ENG 101 - English Comp: Writing Seminar (3)
- BIO 215 - Human Anatomy & Physiology I (4)
- BIO 216 - Human Anatomy & Physiology II (4)
- CHM 101 - Introduction to Chemistry (4) or
- CHM 125 - General Chemistry I (4)
- PSY 117 - Introduction to Psychology (3) or
- SOC 109 - Introduction to Sociology (3)

Life Balance & Skill

- CSA 101 - Introduction to Word Processing (1)
- CSA 109 - Information Retrieval Skills (1)
- HHP 104 - Theory of Lifetime Fitness (1)

Human Relations

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.

- HRE 315 - Group Counseling (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Internship in Human Rel (0-12)
- HRE 428 - Professional Ethics and Issues (3)
- HRE 496 - Senior Seminar (3)
- IDS 206 - Introduction to Research (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 234 - Intro Counseling Theories & Tech (3)
- PSY 259 - Lifespan Development (3) or
- PSY 255 - Child & Adolescent Dev (3) or
- PSY 256 - Adult Development (3)
- PSY 336 - Social Psychology (3)
- PSY 365 - Psychology of Personality (3)
- PSY 416 - Abnormal Psychology (3)
- BUS 215 - Statistics (3) or
- SSI 217 - Applied Stats for Social Sci (3)
- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)

Information Systems and Technology

The Information Systems and Technology 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 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.

Complete the following core courses:

- ISM 101 - Software Development I (3)
- ISM 102 - Software Development II (3)
- ISM 253 - Info Technology Architecture (3)
- ISM 342 - Network Management (3)
- ISM 409 - Project Management (3)
- ISM 497 - Sr Sem I: Project Conceptualization (3)
- ISM 498 - Sr Seminar II: Project Completion (3)

Complete the following cognate courses:

- BUS 215 - Statistics (3)
- BUS 242 - Management (3)
- BUS 353 - Managing Oper for Qual & Product (3)
- CMS 316 - Business & Professional Comm (3)
- PRE 231 - History & Philosophy of Technology (3)

Complete one emphasis chosen from the following:

A. Software Development - Complete the following:

- ISM 325 - Software Engineering (3)
- IST 246 - Data Structures and Algorithms (3)
- IST 327 - Mobile App Design & Development (3)
- IST 355 - Web App Design & Development (3)

B. Infrastructure Support and Management - Complete the following:

- ISM 358 - Network Technology (3)
- ISM 425 - Network Administration (3)
- ISM 426 - Network Administration II (3)
- IST 328 - End User Support & Management (3)

C. Systems Management - Complete the following:

- ISM 215 - Info Systems Theory & Practice (3)
- ISM 315 - Systems Analysis and Design (3)
- ISM 316 - Comm, Tech, & Organizational Behav (3)
- ISM 445 - Modeling and Simulation (3)

Electives

Complete one additional approved course (minimum three (3) credits) in ISM or IST or GRD prefixed coursework at 200 level or above.

Software Development Minor

Complete the following 21 credits:

- ISM 101 - Software Development I (3)
- ISM 102 - Software Development II (3)
- ISM 253 - Information Technology Architecture (3)
- ISM 325 - Software Engineering (3)
- IST 246 - Data Structures and Algorithms (3)
- IST 327 - Mobile Application Design and Development (3)
- IST 355 - Web Application Design and Development (3)

Liberal Arts Studies

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 and oral and written communication skills with a strong liberal arts component.

One Community and Identity Course:

- CMS 112 - Small Group Communication (3)
- ECO 203 - Macroeconomics and Literacy (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- PSI 101 - American Politics (3)
- PSI 323 - State and Local Politics (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 259 - Lifespan Development (3)
- SOC 109 - Introduction to Sociology (3)

One Global and Cultural Context Course:

- ANT/SOC 308 - Cult Anthro (3)
- ART 204 - Western Art Hist I (3)
- BUS 101 - Undr Envir of Bus (3)
- BUS 357 - Intrntnl Marketing (3)
- CMS 321 - Intercult Commun (3)
- ENG 205 - World Lit I (3)
- ENG 206 - World Lit II (3)
- ENG 329 - Great Plains Stud (3)
- GEG 301 - Social-Cult Geog (3)
- HIS 106 - Hist of Civiliztn II (3)
- HIS 304 - Military History (3)
- HIS 314 - Hist Viet War/60s (3)
- HIS 321 - Amer Race Relation (3)
- HIS 357 - Harlem Renaiss (3)
- INT 101 - Global Issues (3)
- MUS 335 - World Music (3)
- PRE 115 - Compar Religions (3)
- PSI 105 - Compar Govrnmnts (3)
- SOC 324 - Race & Nationality (3)
- SPA 101 - Elem Spanish (3)
- SPA 102 - Elem Spanish (3)

One Scientific Perspectives Course:

- AST 103 - Introductory Astronomy (3)
- BIO 101 - Introduction to Biology (4)
- BIO 215 - Human Anatomy & Physiology I (4)
- BIO 216 - Human Anatomy & Physiology II (4)
- CHM 101 - Introduction to Chemistry (4)
- GEG 112 - Physical Geography (3)
- GEO 101 - Environmental Geology (3)
- GEO 103 - Physical Geology (4)
- GEO 104 - Historical Geology (4)
- GEO 107 - Introduction to Meteorology (3)
- PHS 105 - Principles of Physical Science (4)

One Human Creativity Course:

- ART 101 - Art Appreciation (3)
- ART 107 - 2-Dimensional Dsgn (3)
- ART 205 - Western Art Hist II (3)
- ART 207 - Drawing (3)
- ART 208 - Intro to Painting (3)
- ART 210 - Metal Craft - Jwlrly (3)
- ART 221 - Ceramics (3)
- ART 234 - Intro Digital Photo (3)
- ART 235 - Color Thry/Appletn (3)
- ENG 210 - Film Studies (3)
- FAR 103 - Intro Fn Art: Music (3)
- FAR 281 - Intro FA/Prfm Arts (3)
- MUS 125 - Hist Rock & Roll (3)
- THE 101 - Intro to Theatre (3)
- THE 103 - Acting I (3)
- THE 112 - Oral Interpretation (3)

One In Search of Meaning and Values Course:

- ENG 237 - Introduction to Fiction (3)
- HIS 105 - History of Civilization I (3)
- HSI/NRS 430 - Legal & Ethical Iss Hlth Care (3)
- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)
- PRE 120 - Intro to the Old Testament (3)
- PRE 121 - Intro to the New Testament (3)
- PRE 231 - Hist & Philosophy of Technology (3)
- PRE 323 - Religion in American Life (3)

One Mathematical Reasoning Course:

- MTH 107 - Problem Solving (3)
- MTH 108 – Modelng/Appltns (3)
- MTH 115 - Finite Math (3)
- MTH 125 - Precalculus (4)
- MTH 235 - Calculus I (4)
- PHI 105 – Logic/Crit Thnkng (3)

Rhetorical Communication

Three Oral Communication Courses:

- CMS 105 - Fund of Communication (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 316 - Business & Professnal Comm (3)

Three Written Communication Courses:

- ENG 101 - English Com: Writing Seminar (3)
- BUS 205 - Business Writing (3)
- IDS 206 - Introduction to Research (3)

Liberal Arts Seminars

- LAR 101 - Inquiry Sem: Learnng Art of Inquiry (3)
- LAR 202 - Integrative Sem: Democracy & Div (3)
- LAR 303 - Impact Sem: Connecting Knowledge to Choices and Actions (3)

Life Balance & Skills

- CSA 101 - Introduction to Word Processing (1)
- CSA 109 - Information Retrieval Skills (1)
- HHP 104 - Theory of Lifetime Fitness (1)

Fifteen credits at the 300/400 level in at least two different disciplines.

Nursing, R.N. to B.S.N.

The baccalaureate of science in nursing major is a degree-completion program designed for licensed registered nurses who seek a bachelor's degree for professional advancement and personal growth. The curriculum focuses on the knowledge, skills, and attitudes needed to succeed in today's healthcare environment. Program highlights include coursework in professional development and self-awareness, economics, healthcare policy, leadership, and the ability to innovate and solve real-world problems.

Mission Statement

Doane University's Nursing Program mission is to provide an exceptional liberal arts education to inspire registered nurses in the art, culture, and science of nursing practice to develop intellectual inquiry, personal values, professional engagement, and a commitment to serve as responsible leaders and interprofessional team members for advancing global health.

Special Program Admission Requirement

The following is required for admission to the Bachelor of Science in Nursing degree program:

- a copy of a current, active unrestricted registered nurse license in the United States.

Background Investigation Requirement

An investigative background check is required of all nursing students prior to direct client contact within a health care facility or other setting where healthcare, clinical or behavioral counseling is provided, as well as students who do not have direct client contact but engage in practice-based learning within a setting where healthcare, clinical or behavioral counseling is provided. Special permission may be given to nursing students only, who will be remaining in their place of employment. Refer to the Background Investigation Policy for the full policy.

Clinical Requirements

The RN to BSN program may require the student to provide, as requested by clinical facility policies and regulations, demographic and health information, including proof of immunization, drug or urine screening, and/or specific orientation and/or training requirements. The student must show proof of personal medical insurance prior to clinical. The student is responsible for any expense incurred in completing this process. The student may be stopped out of clinical courses at any time if not in compliance with Doane University or clinical facility policies and requirements.

Previous Nursing Coursework

Applicants who have completed an associate's degree or diploma in nursing at a program accredited by the Accreditation Commission for Education in Nursing [ACEN], *formerly National League for Nursing Accreditation Commission [NLNAC]* from

1997 to 2012, and National League for Nursing from 1938 to 1996, or the Commission for Nursing Education Accreditation [CNEA] can have a maximum of 72 semester credits accepted in transfer.

Program Student Learning Outcomes

1. Integrate knowledge from liberal education and nursing to address the health of the individual, family, groups, communities, and populations across the lifespan in diverse health care systems and environments.
2. Evaluate scientific evidence applicable to professional nursing practice that promote quality care and patient safety within organizations and global communities.
3. Apply information management and patient care technologies to effectively manage nursing care and address emerging issues within the legal, ethical and historical context of nursing.
4. Employ leadership skills and effective communication strategies as a collaborative member of the interprofessional team to improve patient health outcomes.
5. Demonstrate a commitment to professional values, lifelong learning, and reflection of personal beliefs and values to foster self-renewal and professional growth and development.
6. Examine the impact of healthcare policy, finance, and regulatory environments on healthcare delivery and practice.
7. Apply health promotion, disease and injury prevention in research and health care policy across the lifespan to facilitate health equity for individuals, families, groups, communities, and populations.

RN to BSN Course Requirements

- NRS 220 - Cultural Aspects of Health & Illness (3)
- NRS 305 - Personal Leadership Development I (1)
- NRS 306 - Personal Leadership Development II (1)
- NRS 307 - Personal Leadership Development III (1)
- NRS 310 - Research in Nursing (3)
- NRS 315 - Health Care Policy in the US (3)
- NRS 316 - Independent Clinical Plan (1-3)
- NRS 320 - Community Health (3)
- NRS 325 - Nursing in a Global Community (3)
- NRS 330 - Health Care Information Systems (3)
- NRS 410 - Critical Issues in Professional Nursing (3)
- NRS 416 - Leadership in Professional Practice (3)
- NRS 430 - Legal & Ethical Issues in Nursing Practice (3)

Complete the following cognate courses:

- BIO 219 - Pathophysiology (3)
- BIO 309 - Your Body, Health, Choices (3)
- BUS 215 - Statistics (3)
- CMS 220 - Interpersonal Communication (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 329 - Health Care Economics (3)
- LAR 101 - Inquiry Sem: Learning Art of Inquiry (3)
- LAR 202 - Integrative Sem: Democracy & Diversity (3)
- One Doane Core Connections course under the Human Creativity Found Area of Knowledge
- One Doane Core Connections course under the Mathematical Reasoning Found Area Knowledge

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 University RN to BSN course requirements.)

- ENG 101 - English Comp: Writing Seminar (3)
- BIO 115 - Microbiology for Nurses I (2)
- BIO 116 - Microbiology for Nurses II (2)
- BIO 215 - Human Anatomy & Physiology I (4)
- BIO 216 - Human Anatomy & Physiology II (4)
- CHM 101 - Introduction to Chemistry (4) or
 - CHM 125 - General Chemistry I (4)
- CSA 101 - Introduction to Word Processing (1)
- CSA 109 - Information Retrieval Skills (1)
- HHP 209 - Nutrition (3)
- PSY 117 - Introduction to Psychology (3) or
 - PSY 259 - Lifespan Development (3)

Organizational Communication

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.

Complete the following courses:

- BUS 215 - Statistics (3)
- BUS 365 - Ethics in a Business Environment (3)
- CSA 108 - Desktop Publishing (3)
- BUS 205 - Business Writing (3) or
 - ENG 113 - Basic News Writing & Reporting (3)
- CMS 330 - Public Relations (3)
- IDS 206 - Introduction to Research (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 296 - Organizational Communication Practicum (1)
- CMS 316 - Business & Professional Communication (3)
- CMS 321 - Intercultural Communication (3) or
 - CMS 348 - Gender Communication (3)
- CMS 323 - Training and Development (3)
- CMS 336 - Applied Organizational Communication (3)
- CMS 342 - Leadership Communication (3)
- CMS 351 - Persuasion (3)
- CMS 497 - Sr Sem in Organizational Communication I (3)
- CMS 498 - Sr Sem in Organizational Communication II (3)

Select 3 courses from the following two areas. At least one course must be taken from each of the two areas.

One or two courses chosen from the following:

- BUS 212 - Human Resource Management (3)
- BUS 242 - Management (3)
- BUS 251 - Marketing (3)
- BUS 301 - Consumer Behavior (3)
- BUS 315 - Organizational Behavior (3)

One or two courses chosen from the following:

- PSY 256 - Adult Development (3) or
 - PSY 259 - Lifespan Development (3)
- PSY 365 - Psychology of Personality (3)
- PSY 336 - Social Psychology (3) or
 - SOC 336 - Social Psychology (3)
- SOC 324 - Race and Nationality (3)

Paralegal Studies

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.

Complete the following core courses:

- PLS 121 - Legal Writing and Drafting (3)
- PLS 205 - The American Legal System (3)
- PLS 221 - Introduction to Legal Research (3)
- PLS 233 - Litigation, Pleadings, & Arbitration (3)
- PLS 307 - Family Law (3)
- PLS 315 - Wills, Trusts, & Estate Planning (3)
- PLS 330 - Criminal Law (3)
- PLS 345 - Real Property (3)
- PLS 354 - Torts (3)
- PLS 412 - Legal Research and Writing (3)
- PLS 425 - Ethics & the Paralegal Profession (3)
- PLS 496 - Sr Seminar in Paralegal Studies (3)

Complete the following cognate courses:

- BUS 250 - Legal Environment of Business (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Busnss, Prof & Cnsmr Negotiations (3)
- BUS 350 - Commercial Law (3)
- BUS 410 - Regulatory Compliance (3)
- CMS 105 - Fundamentals of Communication (3)
- CMS 334 - Interviewing & Investigation (3)
- PHI 114 - Informal Logic (3)

Students must demonstrate competency or complete the following:

- CSA 101 - Introduction to Word Processing (1)
- CSA 102 - Introduction to Spreadsheets (1)
- CSA 103 - Introduction to Database Software (1)

Public Administration

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.

Complete the following courses:

- BUS 212 - Human Resource Management (3)
- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Stats for Social Sci (3)
- BUS 242 - Management (3)
- CMS 316 - Business & Professional Comm (3)
- ECO 203 - Macroeconomics & Literacy (3) or
 - ECO 204 - Microeconomics & Business (3)
- ECO 308 - Public Finance (3) or
 - PSI 308 - Public Finance (3)
- IDS 206 - Introduction to Research (3)
- PSI 101 - American Politics (3)
- PSI 243 - Contemporary Political Issues (3)
- PSI 323 - State and Local Politics (3)
- PAD 496 - Senior Seminar for Public Admin (3)

Complete six courses (minimum of 12 semester credits) chosen from the following:

- BUS 205 - Business Writing (3)
- BUS 315 - Organizational Behavior (3)
- BUS 331 - Personnel Law (3)
- BUS 361 - Contemp Issues in HR Mgmt (3)
- BUS 365 - Ethics in Business Environment (3)
- BUS 410 - Regulatory Compliance (3)
- BUS 415 - Leadership in Organizations (3)
- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 330 - Public Relations (3)
- CRJ 330 - Criminal Law (3) or
 - PLS 330 - Criminal Law (3)
- PSI 234 - Legislative & Executive Behavior (3)
- PSI 271/371/471 - Selected Topics Politicl Sci (1-3)
- PSI 328 - Constitutional Law (3)
- PSY 336 - Social Psychology (3) or
 - SOC 336 - Social Psychology (3)
- SOC 109 - Introduction to Sociology (3)

Note: A maximum of six credits of selected topics in PSI 271/371/471 may be applied to the major.

LADC - Licensed Alcohol & Drug Counselor

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

ILADC 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:

PLADC Content	Recommended Doane Courses
Counseling Theories and Techniques	PSY 234 - Introduction to Counseling Theories and Techniques (3)
Group Counseling	HRE 315 - Group Counseling (3)
Human Growth and Development	PSY 259 - Lifespan Development (3)
Professional Ethics and Issues	HRE 428 - Professional Ethics and Issues (3)
Case Planning and Management	HRE 232 - Case Planning and Management (3)
Multicultural Counseling	HRE 417 - Multicultural Counseling (3)
Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, Addiction	HRE 318 - Medical Psychosocial Aspects of Addictions (3)
Clinical Treatment Issues in Chemical Dependence	HRE 321 - Clinical Treatment Issues in Chemical Dependency (3)

DHHS no longer pre-approves courses to meet requirements. STUDENTS MUST SAVE COURSE SYLLABI to submit with their ILADC 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://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx or contact:

Nebraska Department of Health and Human Services Regulation & Licensure
Credentialing Division
PO Box 94986
Lincoln, NE 68509-4986
402.471.2115

Courses of Instruction

Accounting

ACC 103 - Financial Accounting (3)

An introduction to accounting principles and their application to the proprietorship and corporation through a financial statement approach. Upon completion of this course, students will be able to 1) understand and use the accounting equation; 2) prepare and understand basic financial statements; 3) complete all steps of the accounting cycle; 4) account for merchandising transactions; and 5) understand and account for inventory, cash, receivables, plant assets & intangibles, current liabilities, payroll, and corporate equity.

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-volume-profit analysis, financial statement analysis, budgeting, management reports, and other accounting techniques and methodology used for management purposes. Upon completion of this course, students will be able to 1) analyze and interpret information conveyed in financial statements; 2) use standard accounting statements in decision making; 3) determine product costs in a manufacturing environment; and 4) prepare internal management reports and budgets. Prerequisite: ACC 103 with a minimum grade of C-

ACC 231 - Intermediate Accounting I (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: ACC 104 with a C- or higher or permission

ACC 232 - Intermediate Accounting II (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: ACC 231 with a C- or higher or permission

ACC 315 - 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 331 - 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. **Prerequisite: ACC 232 with a C- or higher or permission**

ACC 332 - Advanced Accounting II (3)

This course focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for 1) partnerships, 2) governmental and not-for-profit organizations, and 3) a sampling of other accounting issues to be covered as time allows (such as SEC reporting, and interim and segment reporting). Upon successful completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to

partnerships and governmental and not-for-profit organizations. In addition, students will understand what reporting requirements apply to organizations that prepare financial statements. Prerequisite: 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. Prerequisite: 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. Prerequisite: ACC 232 with a C- or higher or permission

ACC 415 - Tax Accounting II (3)

This course provides an overview of income tax law as it relates to corporations, partnerships, fiduciaries, estates and trusts, and the gift tax, and includes practice in preparation of tax returns. In addition, there is a tax research and planning component to the course, which acquaints the student with the fundamentals necessary for better understanding complex tax issues. Upon successful completion of this course, students will be able to 1) describe basic provisions of Federal income tax law as they relate to the taxpaying entities mentioned above; 2) discuss tax compliance issues affecting these taxable entities; 3) better understand 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 affect the specific topics discussed in this course; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues related to this course; 6) use tax information in a variety of planning and decision making contexts; and 7) exercise research skills that will enable them to find answers to a variety of tax scenarios. Prerequisites: ACC 232 and ACC 315, each with a C- or higher, or permission

ACC 427 - Auditing (3)

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

ACC 435 - Governmental and Not-For-Profit Accounting (3)

An examination of procedures for accounting and financial reporting for educational, health and welfare, governmental, health care, and certain other non-profit organizations. Prerequisite: ACC 232 with a C- or higher or permission

ACC 496 - Senior Seminar (3)

With the guidance of a faculty member, students will review all aspects of accountancy required by the "Revised and Substituted Rules of the Nebraska State Board of Public Accountancy." At the conclusion of the course, to demonstrate the knowledge and skills expected upon completion of the major, students will complete a standardized examination designed to measure the knowledge and skills required for public accountancy. Satisfactory completion of this course will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field. Prerequisite/Corequisite: IDS 206; Prerequisite: ACC 332, senior standing, C- or higher for all accounting courses completed, and permission

Agribusiness

AGR 305 - Agricultural Futures and Options (3)

This course examines the role of agricultural futures and options in risk management strategies for producers and agribusiness firms and in the price discovery process. The focus is on fundamental supply-demand and technical analysis of markets and pricing processes as well as the development and applications of effective price risk management strategies. To develop analytical skills relevant to agribusiness management, students will a) apply economic principles to problems of farms, ranches, and other institutions in the food and fiber industries and b) demonstrate technological skills used in quantitative analysis. In addition, to develop critical thinking and problem solving skills, students will a) apply the scientific method in an area relevant to agribusiness and economics and b) propose and assess economic policy solutions to agricultural and food issues.

AGR 310 - Agricultural Law & Policy (3)

This course examines legal problems of farm and agribusiness management. Practical application of principles of contracts, negligence, debt instruments, and commercial transactions of the farm and agribusiness organization will be performed. Students will also study selected state and federal laws regulating the farm and agribusiness sector, especially basic animal laws. To develop an understanding of ethical, socially responsible, and sustainable behavior, students will a) demonstrate the role of civic responsibility, including corporate and cooperative governance and b) judge environmental impacts of agribusiness decisions. In addition, to improve students' understanding and appreciation of broader issues relevant to agribusiness, they will a) analyze global issues relevant to agribusiness and agricultural development and b) differentiate the influence of diversity in agribusiness employees, customers, and producers. Prerequisite: AGR 305

AGR 315 - Advanced Agricultural Technology (3)

This course focuses on computer use and technology in the workplace with an emphasis on agribusiness situations. Computer applications including spreadsheets, databases, and presentation software will be covered as well as accessing Internet information, telecommunication applications, drones, basic web page design, and other software applications appropriate to agribusiness. To effectively evaluate and communicate agribusiness information, students will a) select appropriate data sources to obtain information on the agricultural and food sectors and b) communicate the results of literature reviews, experiments, and production data both orally and in writing.

AGR 420 - Agricultural Finance (3)

This course analyzes the theory of financial decision making as applied to farms and agricultural firms. Topics include asset pricing models, financial markets, capital structure, farmland control, term structure of interest rates, risk management and credit evaluation. To develop effective leadership and management skills, students will a) produce a project through working as a team and b) develop a business plan or case study on an agribusiness topic. In addition, to develop critical thinking and problem solving skills, the students will a) apply the scientific method in an area relevant to agribusiness and economics and b) propose and assess economic policy solutions to agricultural and food issues. Prerequisites: AGR 305; calculus, and mathematical statistics, or equivalent; at least one course in finance strongly recommended; or consent of instructor

AGR 425 - Agricultural Sustainability (3)

This course is an introduction to how global agriculture and sustainability issues are at the intersection of natural resource management and business. The course will devote significant time covering the fundamental principles of agribusiness and how sustainability issues are key factors in business decision making today and in the future. To develop an understanding of ethical, socially responsible, and sustainable behavior, students will a) demonstrate the role of civic responsibility, including corporate and cooperative governance and b) judge environmental impacts of agribusiness decisions. In addition, to improve their understanding and appreciation of broader issues relevant to agribusiness, students will a) analyze global issues relevant to agribusiness and agricultural development and b) differentiate the influence of diversity in agribusiness employees, customers, and producers.

AGR 430 - Advanced Agribusiness Management (3)

This senior capstone course applies concepts, principles, and analytical tools in developing a marketing plan for an existing or new agricultural product or service. Students will define the market, perform competitive marketing analysis, outline market assumptions and objectives, and perform a three-year financial evaluation of the action plan. To develop analytical skills relevant to agribusiness management, students will a) apply economic principles to problems of farms, ranches, and other institutions in the food and fiber industries and b) demonstrate technological skills used in quantitative analysis. In addition, to develop effective leadership and management skills, students will a) produce a project through working as a team, and b) develop a business plan or case study on an agribusiness topic. Finally, to develop critical thinking and problem solving skills, students will a) apply the scientific method in an area relevant to agribusiness and economics and b) propose and assess economic policy solutions to agricultural and food issues. Prerequisite: AGR 305

Anthropology

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. (Cross-referenced with SOC 308)

Art

ART 101 - Art Appreciation (3)

This course is an introduction to the methods and principles of the visual arts. The course is intended to expand the student's perception of the visual arts through an examination of form and content. An understanding of the basic elements and principles of design of the visual arts will be an important part of this course. By the end of the term, the student should be able to apply these terms properly to a work of art through written assignments, in-class discussions, and hands-on exercises, enabling them to explain how these visual elements and principles contribute to expression in works of art. The student should come to realize that works of art and design influence their daily life in many ways.

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 - Western Art History I (3)

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

ART 205 - Western Art History II (3)

A discussion of the visual 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 208 - Introduction to Painting (3)

This course emphasizes painting as a process. Students will learn and practice the basics of color theory, color volume shading, layering, and creating textures using paint. Students will explore the medium's role in art history through the in-depth study of one artist and the artistic process through conception and execution of an individual creative work. Students will 1) practice working

with color contrast and creating volume and depth through color volume shading; 2) understand techniques for working with acrylic paints and mediums; 3) understand the work of a significant 20th century artist by copying a work and researching the artist; and 4) use the artistic process to develop their own concept and color scheme and then execute their own creative work.

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.

ART 211 - Printmaking (3)

Studio work exploring various intaglio processes in zinc and copper. Emphasis is given to etching, engraving, aquatint, and soft-ground techniques. **Prerequisite: ART 107**

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 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. **Prerequisites: ART 107 and ART 207**

ART 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.

ART 352 - Modern Art (3)

The study of architecture, sculpture, and painting in Europe from the 18th century through 1950. Attention is given to the role of the visual arts in political and social milieu, the impact of aesthetic theories, and two world wars. Students will articulate the meanings and significance of artworks in their historical context.

ART 354 - U.S. Visual Arts (3)

The history of the visual arts of architecture, sculpture, and painting in America from just before 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 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.

Astronomy

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 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 - Microbiology for Nurses I (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. Includes laboratory.

BIO 116 - Microbiology for Nurses II (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. Includes laboratory.

BIO 215 - Human Anatomy and Physiology I (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 coursework. Includes laboratory.

BIO 216 - Human Anatomy and Physiology II (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 coursework. Includes laboratory.

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 and progress in the body and the 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

BIO 346 - Natural History of Nebraska (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.

Business**BUS 101 - Understanding the Environment of Business (3)**

A survey course that introduces the functional concepts of business in terms of economic systems, global markets, corporate social responsibility, and the importance of small business to the American business system. Although the functional areas of business will be the core of the course, it is not intended to present those areas in depth. Instead, all functional areas will be addressed using a stakeholder lens allowing students to become familiar with how and why businesses operate the way they do. Students successfully completing this course will be able to 1) demonstrate a basic understanding of business, 2) define capitalism and explain the basics of how free markets work, 3) discuss the forces that affect trading in global markets, 4) define corporate social responsibility and its impact upon various stakeholders, and 5) discuss the importance of small business in the American economy. This course is intended for non-business majors and does not count toward the Professional Studies in Business major.

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: Math competency**

BUS 226 - Finance (3)

A survey of financial concepts and analytical tools used by domestic and international businesses. This course includes financial mathematics, financial and operational planning and management, and long-term investment analysis, including cost of capital and capital budgeting. When appropriate, spreadsheet applications 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: ACC 103 and ECO 203 (ACC 104 and BUS 215 are strongly recommended)

BUS 242 - Management (3)

This course addresses the internal organization, structure and executive functions of business enterprise by examining the critical management functions of planning, organizing, leading, and controlling. Students successfully completing this course will be able to 1) identify the four management functions and the related skills that ensure managerial success, 2) explain the concept of organizational mission and its influence on strategic goal setting and planning, 3) discuss the importance of leadership within organizations facing an ever-changing global business environment, 4) discuss motivation theory and its link to organizational success, and 5) explain the process of organizational control.

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) demonstrate an understanding of branding strategy related to creating brand equity; 3) understand the value of a marketing plan as related to developing strategic planning skills; 4) discuss new technologies and their value in a variety of marketing applications; 5) assess socially responsible marketing around the globe; and 6) identify and evaluate the historical context of marketing eras and understand the relevancy and importance of each transition.

BUS 301 - Consumer Behavior (3)

An emphasis on the application of behavioral science theories, concepts, methods, and research findings to the understanding and prediction of consumer behavior as the basis of decision-making by marketing managers. Upon successful completion of this course, students will be able to 1) understand the concept of consumer behavior from the perspectives of buying, using and disposing; 2) study, practice and analyze various models of consumer decision making; 3) evaluate methods of manipulating the environment in an effort to cause consumer behavior; 4) learn how human needs, motives, personality, attitudes and other internal factors impact consumer behavior; 5) practice models of consumer learning; and 6) explore how family, culture and subculture impact consumer behavior. Prerequisite: BUS 251 (PSY 117 is recommended)

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, and 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) analyze many forms of promotion--from direct mail and newspaper ads to blogs and Facebook promotions; 4) assess techniques for measuring advertising effectiveness; and 5) demonstrate creative techniques to bust through cluttered promotional media.

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) the 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 competency and cognates or permission (MTH 115 or MTH 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 BUS 242 or permission

BUS 357 - International Marketing (3)

An introduction to International Marketing, focusing on the competitive rigors of today's global business environment. The successful marketing student must be globally aware and have a marketing frame of reference that goes beyond a country or given region, and encompasses the world. 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, and 4) understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market. 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, selection, promotion, transfer, layoffs, and benefits; 3) discuss the requirements of the Americans with Disabilities Act; 4) discuss performance appraisal and the role that feedback plays in that process; and 5) explain how to ensure fairness in the discipline process and the ramifications of a poorly designed program. Prerequisite: BUS 242 or permission

BUS 365 - Ethics in a Business Environment (3)

Students explore the ethical implications of business policies, the decisions made and actions taken by business entities, and individual decisions and actions within a business environment. 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 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 and analyze problems found in business situations involving regulatory issues, while applying legal concepts, cases and statutes in determining a recommended course of action for individuals and organizations.

BUS 415 - Leadership in Organizations (3)

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

BUS 418 - Human Resource Strategy (3)

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

BUS 421 - Business Internship (0-12)

Supervised on-the-job experience in a business environment. (Pass/Fail)

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 (ECO 307 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 251 or permission

BUS 455 - Small Business Management (3)

This is a field course that allows student teams to develop, with the guidance of the course instructor, an intervention designed to address issues experienced by local small businesses. Potential clients for a student consulting team will be acquired by the faculty who teach in the Entrepreneurship area. Specific projects will be determined jointly by the consulting team and client. Students successfully completing this course will be able to effectively identify and analyze small business situations/issues, draw appropriate conclusions based on their analyses, develop implementation plans, and put the plan in motion. Students will also enhance their planning, writing, communication, and critical reasoning skills. Prerequisite: Senior standing or permission

BUS 464 - Investments (3)

An introduction to the risks and returns of investing both domestically and globally. Emphasis is placed upon understanding the characteristics and valuation of common financial securities, including stocks, bonds, mutual funds, futures, and options, as well as the financial markets in which they trade. In addition to the theories of investments, personal investing issues are addressed, and students make investment decisions on the \$50,000 Martin portfolio. Upon successful completion of this course, students will be able to 1) identify and differentiate the characteristics of the most common financial securities and markets, 2) apply financial tools and theories to measure risk and return associated with single securities as well as portfolios of securities, and 3) analyze risk and return factors that are relevant when making investment decisions. Prerequisite: BUS 226

BUS 496 - Strategic Management (3)

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

BUS 498 - Executing Business Strategy (3)

Taking the information from BUS 496 and using a computer simulation, students function as the top management team for a large, international, manufacturing firm. This experiential process allows students to review the theoretical constructs of strategic management and learn how to apply those constructs in a controlled competitive environment. Students successfully completing this course should be able to 1) effectively analyze a firm's performance in a controlled environment, 2) complete accurate, detailed written analyses of industry movements and individual firm performance within that industry, and 3) understand how the various components of a competitive environment interact and what strategic directions to take based on those interactions. Prerequisite: BUS 496

Chemistry

CHM 101 - Introduction to Chemistry (4)

This course introduces students to chemistry in the context of the environment and everyday 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.

CHM 125 - General Chemistry I (4)

Through lecture and lab experience, students will be exposed to and will demonstrate an understanding of basic concepts in chemistry such as nomenclature, stoichiometry, thermochemistry, the periodic table, the electronic structure, bonding, and the gas laws. Prerequisite: Two years of high school algebra or any mathematics course numbered 100 or above

Communication Studies

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 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, and 4) apply the theoretical concepts of organizational behavior to simulated business situations. (Cross-referenced with BUS 315)

CMS 316 - Business and Professional Communication (3)

An exploration of the communication process in organizations and institutions. The course includes study and practice in interpersonal, small group, and public communicative situations as those typically encountered in the workplace.

Prerequisite: CMS 105 or permission

CMS 321 - Intercultural Communication (3)

Communication between cultures in the interpersonal and organizational context. Differences in communication behaviors due to nationality, ethnicity, and social status are explored. Students study their own cultures, as well as the cultures of others, to develop greater awareness of patterns of thinking, beliefs, assumptions, values, and cultural norms which influence communicative (verbal, nonverbal, and listening) behaviors.

CMS 323 - Training and Development (3)

A course providing the knowledge and skills necessary to be effective as a trainer in the workplace. The leadership role of the trainer in the organizational socialization process is explored. Units on needs analysis, program design and training strategies, and program evaluation are included.

CMS 330 - Public Relations (3)

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

CMS 334 - Interviewing and Investigation (3)

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

CMS 336 - Applied Organizational Communication (3)

An advanced course in organizational communication and its application to real-life enterprises. Study will include examination of actual cases involving media and public relations in PR firms, corporate communication departments, government agencies, political organizations and non-profit environments. Upon completion of this course, students will understand the nature of organizational culture, methods of organizational socialization, communication needs analysis, and the preparation and implementation of programs of organizational change. They should be able to critically analyze organizational communication approaches to social, managerial, environmental, and other issues, and project possible ramifications or outcomes of various communication approaches in a variety of contexts.

CMS 342 - Leadership Communication (3)

A course which examines historical and contemporary theories of leadership, explores the uses, abuses and meaning of power in leadership situations and relationships, develops an understanding of the role of communication in facilitating or hindering leadership, identifies the tensions between individuals and communities in a variety of contexts, and applies conflict management principles to those tensions. Students successfully completing this course will become aware of their own leadership styles, develop the ability to improve communication in conflict situations, develop collaborative skills, synthesize information from a variety of sources, and apply that information to ethically improving leadership in contextually appropriate ways.

CMS 348 - Gender Communication (3)

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

CMS 351 - Persuasion (3)

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

CMS 410 - 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 with increasingly diverse audiences using rapidly changing technologies in an environment of information overload.

CMS 497 - Senior Seminar in Organizational Communication I (3)

Students will develop an experiential project to be completed in CMS 498, which will demonstrate the knowledge and skills expected upon completion of the major. Students will complete a personal autobiography and an educational autobiography to illustrate self-awareness and lifetime growth and development. Prerequisite: Senior standing

CMS 498 - Senior Seminar in Organizational Communication II (3)

Students will apply the knowledge and skills expected upon completion of the major through an experiential -. Students will provide evidence of their ability to work with existing and emerging aspects of the professional field, to problem solve, and to communicate effectively. Satisfactory completion of this course will demonstrate a solid understanding of the major. Prerequisite: CMS 497

Computer Systems Applications

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 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 or 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

CEC 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 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 effects 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)

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 the 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; and 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, and 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 and CRJ 210

CRJ 421 - Criminal Justice Internship (0-12)

On-the-job experience in the criminal justice field. (Pass/Fail)

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/Corequisites: IDS 206, senior standing, and permission

The Doane Learning Center

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. (Cross-referenced with ELS 101.)

DLC 116 - Writing Skills (3)

An intensive writing course designed to improve basic skills in college-level composition. (Cross-referenced with ELS 116.)

DLC 119 - Communication Skills (3)

A communication course that prepares you for the types of speaking and listening skills you will need for class discussions, presentations, and small group interactions. The course focuses on principles of grammar, usage, sentence structure, paragraph development, and essay writing. (Cross-referenced with ELS 119)

Economics

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 microeconomy, 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

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 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.

English

ENG 101 - English Composition: The Writing Seminar (3)

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

ENG 113 - Basic News Writing and Reporting (3)

An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. Students completing this course will have developed interviewing, note taking, and writing skills, especially for print media.

ENG 201 - Intermediate Writing (3)

Experience and instruction for students seeking further development of expository writing skills. Prerequisite: ENG 101 or permission

ENG 205 - World Literature I (3)

Selected major works of world literature from Hebrew and Greek times through the Renaissance.

ENG 206 - World Literature II (3)

Selected major works of world literature from the Enlightenment to the Modern Period.

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, and 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 University is located.

English Language Studies

ELS 101 - Reading Skills (3)

A reading course for international students to improve reading effectiveness at the college level including building vocabulary, analyzing arguments, organizing reading/study notes, writing reflections related to readings, developing critical thinking skills, and applying active reading/study techniques to other reading-based courses. (Cross-referenced with DLC 101)

ELS 116 - Writing Skills (3)

A course designed for international students to help them understand the organization, rhetorical styles, and mechanics of American college writing. The focus of the course is on the development of students' punctuation, grammar, sentence structure, paragraphs, and essays. Practice with journaling, blogging, and reflective writing will also be addressed. The concept of plagiarism will be introduced and explored. (Cross-referenced with DLC 116)

ELS 119 - Communication Skills (3)

A speaking/listening course designed for international students to prepare them for successful interaction in the American classroom. Special emphasis will be placed on learning and practicing speaking and listening skills needed for class discussions, small group interactions, and presentations. While learning these speaking/listening skills, students will also develop the necessary vocabulary to be successful in each skill area. Development of skills needed for technology such as Blackboard will also be introduced and practiced. (Cross-referenced with DLC 119)

Fine Arts

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.

Geography

GEG 112 - Physical Geography (3)

An introduction to the living and non-living environments of the earth. Topics addressed include the weather and climate, land forms, solar energy, seasons, the hydrologic cycle, biogeography, and natural hazards. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere, the processes that produce the physical landscape, and the role of both in contributing to the distribution of living things upon the earth.

GEG 301 - Social-Cultural Geography (3)

A course that examines the social, cultural, economic, and political interests and topics of geography. Its content provides integration for all of the social sciences and the necessary spatial and systems viewpoints.

Geology

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 atmospheric science including climate, cloud types and structure, fronts and cyclones, precipitation, severe storms, and air pollution. Upon successful completion of this course, students will have an understanding of the Earth's atmospheric systems, weather forecasting, and the impact of weather on humanity.

Graphic Design

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 and 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, addition of 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 420 - Advanced Graphic Design Projects (3)

In this advanced studio course, students will further develop creative and technical skills for tackling challenging professional projects. The course focuses on the principles and elements of brands and identity systems. Students complete projects that address the significance of brand design, application, and identity management that are consistent with an organization's mission, goals, and objectives. At the conclusion of this course, students demonstrate the conceptual and technical ability to understand, establish, define, and create a complex design system. Prerequisite: GRD 416

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. Prerequisites: Senior standing and permission

Health and Human Performance

HHP 101 - Physical Activity Course (1)

An opportunity for physical conditioning through a variety of activities. (Pass/Fail)

NOTE: A maximum of four physical education activity/theory of physical fitness credits apply toward graduation.

HHP 104 - Theory of Lifetime Fitness (1)

A course providing students with knowledge of how to stay fit throughout their lifetime. It includes both academic (fitness theory and nutrition) and physical (how to exercise properly) components.

HHP 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.

HHP 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.

Health Science

HSI 220 - Cultural Aspects of Health and Illness (3)

A study of the foundations of the cultural aspects of health and illness and the nursing implications. Cultural, ethnic, social, environmental, and organizational factors that influence health beliefs, values, and practices in relation to health promotion and disease/injury prevention will be discussed. Strategies to improve health outcomes for culturally diverse populations, including examination of personal biases, will be explored. Upon completion of this course, students will be able to integrate culturally competent nursing knowledge to address the health of diverse individuals, families, and populations across the lifespan. **(Cross-referenced with NRS 220)**

HSI 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. (Cross-referenced with NRS 305)

HSI 306 - Personal Leadership Development II (1)

The foundation of this course is development of leadership skills and disposition through self-reflection leading to personal and then professional growth. To be an effective leader, one has to develop the skills of self-reflection and the ability to look "inward" rather than "outward". This is achieved in this class through face-to-face interaction and discussion based learning. Students build on knowledge and assessments from HSI 305 to better discover who they are, what their strengths and challenges are, and where they want to go. This process leads to students identifying and/or discovering their core values, operating definition, and guiding principles as they relate to their leadership paradigm. Prerequisite: HSI 305 (Cross-referenced with NRS 306)

HSI 307 - Personal Leadership Development III (1)

This course will focus on the understanding and management of one's own thoughts, character, circumstances, purpose, goals, and behavior. Students will learn how each of these is intertwined, dependent, and are affected by the others. Negative habits and thinking that drain energy from us will be identified. Students will learn how their thoughts affect their physical, emotional, mental, and spiritual energies.

The overall outcome of this course is to tie together all that was learned in HSI 305, HSI 306, and new material in HSI 307 to combine the knowledge to prepare students to formulate a sustainable plan moving forward in both their personal and professional lives. This course is designed to maintain the momentum students have gained in both personally and professionally. Prerequisite: HSI 306 (Cross-referenced with NRS 307)

HSI 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. (Cross-referenced with NRS 315)

HSI 320 - Community Health (3)

This course emphasizes the role of the professional nurse to contribute to a culture of health for groups, communities and populations. Topics include health promotion, disease prevention, epidemiology, social determinants of health, and environmental health. Upon completion of the course, students will gain an understanding of the roles and responsibilities of the community health nurse. Prerequisites: BIO 309, ECO 203, ECO 329, HSI 220, HSI 307, LAR 101, and LAR 202 (Cross-referenced with NRS 320)

HSI 330 - Health Care Information Systems (3)

This course provides a managerial perspective to the effective use of data and information technology to improve organizational performance in healthcare settings. Information systems and data management fundamentals will be reviewed. Students will learn how databases and other analytical tools are used to structure, analyze, and present information related to complex organizational and health care problems. Upon completion of the course, students will know how to develop strategies to identify operational and strategic information needs and how this information is used for management and decision-making in the context of challenges facing healthcare organizations today. Legal and ethical issues relating to information gathering and application will be explored. (Cross-referenced with NRS 330)

HSI 410 - Current and Emerging Issues in Health Sciences (3)

This course explores the impact of economic, cultural, demographic, and technological forces on health care delivery and the concerns related to the political and social issues that influence the practice of health promotion and access to quality health care. Through examination of current issues and concepts, students will develop essential vocabulary and critical thinking skills needed to understand the challenges facing health care in the U.S. and increase their readiness and flexibility to adapt to a changing health care landscape. (Cross-referenced with NRS 410)

HSI 416 - Leadership in Professional Practice (3)

The course examines the roles, traits, and contribution of the health care professional 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 health care professional as a member of an interdisciplinary health care team. 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 competencies and skills in an appropriate health care setting. (Cross-referenced with NRS 416)

HSI 430 - Legal and Ethical Issues in Health Care (3)

This course is a study of the legal and ethical obligations of the health care professional. Topics include, but are not limited to, confidentiality, consent, medical records, risk management, end-of-life, communicable diseases, mental health, and ethical controversies within public health and healthcare. Students will develop an understanding of the mandate for all members of the health care profession to deliver services responsibly and with integrity. (Cross-referenced with NRS 430)

History

HIS 105 - History of Civilization I (3)

An analysis of the development of civilization in Europe and elsewhere from 1300 to 1815. 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 the 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.

HIS 106 - History of Civilization II (3)

An analysis of the development of civilization in Europe and elsewhere from 1815 to the present. 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 the 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.

HIS 205 - History of the United States I (3)

A survey of the American colonial and U.S. national experience prior to 1877. 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.

HIS 206 - History of the United States II (3)

A survey of the U.S. national experience since 1865. 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.

HIS 304 - Military History (3)

This course will cover the evolution of warfare from ancient times until the present. The course divides military history into four distinct periods: ancient, medieval, early modern, and modern. The course will focus on both leaders and ordinary soldiers. Evaluation techniques will include both counterfactual analysis and simulated combat as well as more traditional exams and papers. Students who complete this course will develop an understanding of both the evolution of warfare in world history and also recognition of war's enduring brutal commonalities. Students 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. Prerequisite: Sophomore standing or permission

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. Prerequisite: Sophomore standing or permission

HIS 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. Prerequisite: Sophomore standing or permission (Cross-referenced with PSI 306)

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.

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. Prerequisite: Sophomore standing or permission

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. Prerequisite: Sophomore standing or permission (Cross-referenced with PSI 329)

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. Prerequisite: Sophomore standing or permission

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

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

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

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

HIS 351 - Western Heritage: The Outlaw As Hero (3)

This course analyzes the influence of the western frontier on the American heroic ideal and the significance of such an ideal in American culture and society. In a short time (the frontier receded rapidly and closed officially in 1890), American social prototypes were quite deliberately created which continue to define the American character throughout the world. Students will acquire an understanding of the crucial historic backgrounds and major individuals of the Kansas-Missouri "Border War" and the Kansas "cow towns" along the Chisholm Trail. Through investigation of primary and secondary sources, students will learn how to discern the accuracy of depictions of the western outlaw/hero in narrative, legend, and film.

HIS 352 - American West (3)

In this survey of the American West, students examine the major themes of conquest, migration, water, agriculture, urbanization, government, myth, race, region, class, and gender, with special emphases on the Great Plains region and environmental history.

Students will gain a deeper understanding of social, racial, and cultural diversity in the West, with emphasis on Native American "Indian" cultures. Students also will gain a deeper understanding of the significance of region and the environment as forces in history and the West as a source of themes in U. S. history. Prerequisite: Sophomore standing or permission

HIS 357 - The Harlem Renaissance (3)

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.

Human Relations

HRE 221 - Human Potential and Growth (3)

A course exploring underlying theories, current research, and knowledge in the area of cognitive skills training. Its goal is to help students understand the processes of thinking and the potential for effective learning.

HRE 232 - Case Planning and Management (3)

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

HRE 271/371/471 - Selected Topics in Human Relations (1-3)

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

HRE 315 - Group Counseling (3)

A study of the basic issues and key concepts involved in group counseling and the application of these concepts to a variety of therapeutic groups. Prerequisites: CMS 112 and PSY 234

HRE 318 - Medical Psychosocial Aspects of Addictions (3)

This course examines the physical, psychological, and sociological aspects of alcohol and drug use, abuse, and dependence. Students will examine their belief system about drug and alcohol use and will learn the processes of addiction/dependence including signs, symptoms, and behavior patterns. Students will learn the six classifications of drugs and the basic pharmacology of various drugs of abuse, including alcohol; examine the physiology and the effects of drugs and alcohol on the human body and brain; and learn about alcohol and drug tolerance.

HRE 321 - Clinical Treatment Issues in Chemical Dependency (3)

A study of treatment issues and various treatment theories and models specific to alcohol and drug abuse. Prerequisite: PSY 219 or permission

HRE 331 - Personnel Law (3)

An in-depth study of personnel law from both a conceptual and a practical perspective. Students learn (1) the guidelines established for disciplinary actions, hiring, firing and promotion; (2) the legal response to sexual harassment in the workplace; (3) the responsibility of the employer to provide safe working conditions; (4) equal employment opportunity law; and (5) legal issues as they pertain to physical, mental, and emotional illness and disability. (Cross-referenced with BUS 331)

HRE 415 - Leadership in Organization (3)

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

HRE 417 - Multicultural Counseling (3)

A course designed to give students the self-understanding, knowledge, and techniques necessary to counsel a person whose culture is different from that of the counselor. Prerequisite: PSY 234

HRE 421 - Internship in Human Relations (0-12)

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. Prerequisites/Corequisites: IDS 206, senior standing, and permission

Information Science and Technology

IST 246 - Data Structures and Algorithms (3)

A course focusing on abstract data types, such as linear lists, linked lists, stacks, queues, graphs, and trees, and the design, implementation, and efficiency of the algorithms for processing these structures. More advanced searching and sorting techniques will be introduced and analyzed. Upon completion of this course, the student will be able to utilize data abstraction to solve a wide variety of computational problems using various data structures and to analyze the efficiency of their solutions.

IST 327 - Mobile Application Design and Development (3)

Students will work through the process of analyzing, designing, and implementing an application on a mobile platform. The first half of the course will be a workshop environment in which each student is guided through the creation of sample programs. The second half of the course will involve each student creating a unique application. As a result of the experiences in this course,

students will further develop their problem-solving and communication skills and build skills allowing them to develop mobile applications using current development tools.

IST 328 - End User Support and Management (3)

Students will be exposed to the latest procedures, policies, and tools needed to support end users and organizations. As a result, students will learn (a) hardware and system maintenance and management procedures, including dealing with legacy systems, creating and using emergency repair tools, and managing external devices; (b) installation procedures, (c) duties of technology professionals by shadowing one; (d) different software tools used to effectively maintain information technology; and (e) strategies to effectively work with end users.

IST 355 - Web Application Design and Development (3)

This course investigates techniques to develop applications designed for the Web. Upon completion of this course, students will have the skills to design and develop Web applications using a number of different techniques and tools and will design and develop a Web application using these techniques and tools. **Prerequisite: Permission**

Information Systems Management

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.

ISM 102 - Software Development II (3)

A continuation of ISM 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**

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.

ISM 253 - Information Technology Architecture (3)

This course provides the hardware and software technology background necessary to enable students to understand computer architecture for effective use in the business environment. Students learn the various hardware designs, how to choose and organize hardware, fundamental operating systems concepts, and basic networking components. **Prerequisite: ISM 102 or competence**

ISM 271/371/471 - Selected Topics (1-3)

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

ISM 315 - Systems Analysis and Design (3)

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

ISM 316 - Communication, Technology, and Organizational Behavior (3)

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

ISM 325 - Software Engineering (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 ISM 102. **Prerequisite: ISM 102**

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 telecommunications 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. **Prerequisites: ISM 253 and ISM 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 (0-12)

Supervised on-the-job experience in an information systems environment. **Prerequisite: Permission (Pass/Fail)**

ISM 425 - Network Administration (3)

In this course, students develop the skills necessary for computer systems network administration. They learn the administration requirements for current network operating systems including both server and workstation support. Emphasis is placed on routine

network administration management tasks, along with back up and disaster recovery procedures within a client/server environment. Prerequisites: ISM 253, ISM 342, and ISM 358 or competence

ISM 426 - Network Administration II (3)

This course is a continuation of ISM 425. Students will learn how the fundamentals of computer networking are implemented in a modern network environment. Topics will include network architecture, configuration, management, and security, among others. Prerequisite: ISM 425

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 497 - Senior Seminar I: Project Conceptualization (3)

With the guidance of a faculty member, students will engage in a two-tiered and two-phase project: (1) develop a mentoring/coaching relationship with an area IT/IS professional for the purpose of career development and (2) develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. This project, including a written and oral presentation to be delivered at the end of ISM 498, 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, to communicate effectively, and to demonstrate a synthesis of the project with career plans and intentions. Prerequisites: Senior standing and permission

ISM 498 - Senior Seminar II: Project Completion (3)

In this course, students will continue the development of the project identified in ISM 497. 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, to communicate effectively, and to demonstrate a synthesis of the project with career plans and intentions. Prerequisite: ISM 497

Interdisciplinary Studies

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 instruction 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 examining 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 101 - Global Issues (3)

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 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.

Liberal Arts Studies

LAR 101 - Inquiry Seminar: Learning the Art of Inquiry (3)

A course designed to introduce students to college-level writing, discussion, critical thinking, and critical reading. Faculty will choose a topic for each section in order to help students learn information research skills, to work collaboratively, and to gain an appreciation for interdisciplinary study and multiple perspectives. Each year, the instructors identify a guiding question, with related common student readings and experiences. Students will begin to engage in ongoing reflection about their educational experience.

LAR 202 - Integrative Seminar: Democracy and Diversity (3)

In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives. This course can address far-reaching issues that are enduring or contemporary in areas such as culture and values, science and society, global interdependence, citizenship, or human dignity and freedom.

Prerequisite: LAR 101

LAR 303 - Impact Seminar: Connecting Knowledge to Choices and Actions (3)

This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publicly present work. Prerequisite: LAR 202

Mathematics

MTH 107 - Problem Solving (3)

This is a basic problem-solving course suitable for students in any major. A survey of a wide variety of problem solving strategies. Students successfully completing this course will effectively communicate mathematically, utilize various strategies in analyzing problems, 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)

Topics include 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 MTH 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 MTH 108

MTH 235 - Calculus I (4)

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

Music

MUS 125 - History of Rock and Roll (3)

Rock and Roll is the music of youth, rebellion, and of the common spirit that ties all that together. Rock and Roll music tells the story of the human spirit involving controversy, tragedy, self-indulgence, love, sex, peace, and tranquility. This class will trace the history of Rock and Roll music from its rise as a blending of White and African-American music traditions amidst the youth oriented culture of post-World War II America to its subsequent diversification and internationalization. This history will be viewed in the context of the political, historical, economical, demographical, cultural, and technological forces at work in the modern and post-modern world. Students who successfully complete this course will be able to 1) demonstrate an awareness of the major factors involved in the development of Rock and Roll from its roots to the present; 2) develop an aural awareness of the changing sounds of Rock and Roll over time; 3) classify the subject of a pop song into cultural/social categories such as environment, peace/antiwar, sports, social upheaval, justice/injustice, civil rights, economics, gender roles in society, romantic love, sex, alienation, introspection, counter culture, etc.; and 4) demonstrate the art of song writing using music technology.

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 220 - Cultural Aspects of Health and Illness (3)

A study of the foundations of the cultural aspects of health and illness and the nursing implications. Cultural, ethnic, social, environmental, and organizational factors that influence health beliefs, values, and practices in relation to health promotion and disease/injury prevention will be discussed. Strategies to improve health outcomes for culturally diverse populations, including examination of personal biases, will be explored. Upon completion of this course, students will be able to integrate culturally competent nursing knowledge to address the health of diverse individuals, families, and populations across the lifespan. (Cross-referenced with HSI 220)

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. (Cross-referenced with HSI 305)

NRS 306 - Personal Leadership Development II (1)

The foundation of this course is development of leadership skills and disposition through self-reflection leading to personal and then professional growth. To be an effective leader, one has to develop the skills of self-reflection and the ability to look "inward" rather

than "outward". This is achieved in this class through face-to-face interaction and discussion based learning. Students build on knowledge and assessments from NRS 305 to better discover who they are, what their strengths and challenges are, and where they want to go. This process leads to students identifying and/or discovering their core values, operating definition, and guiding principles as they relate to their leadership paradigm. Prerequisite: NRS 305 (Cross-referenced with HSI 306)

NRS 307 - Personal Leadership Development III (1)

This course will focus on the understanding and management of one's own thoughts, character, circumstances, purpose, goals, and behavior. Students will learn how each of these is intertwined, dependent, and are affected by the others. Negative habits and thinking that drain energy from us will be identified. Students will learn how their thoughts affect their physical, emotional, mental, and spiritual energies.

The overall outcome of this course is to tie together all that was learned in NRS 305, NRS 306 and new material in NRS 307 to combine the knowledge to prepare students to formulate a sustainable plan moving forward in both their personal and professional lives. This course is designed to maintain the momentum students have gained in both personally and professionally.

Prerequisite: NRS 306 (Cross-referenced with HSI 307)

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. Prerequisites: BIO 309, ECO 203, ECO 329, LAR 101, LAR 202, NRS 220, and NRS 307 (Cross-referenced with HSI 315)

NRS 316 - Independent Clinical Plan (1-3)

Employ leadership skills and effective communication strategies to collaborate with individual, family, groups, groups, communities, and populations to create and implement an independent clinical plan. Designed to provide clinical practice experiences to apply nursing (RN to BSN) program outcomes. Upon completion of the course (3 credits), students will complete a clinical practice experience. Prerequisites: BUS 215, NRS 220, and NRS 307 (Pass/Fail)

NRS 320 - Community Health (3)

This course emphasizes the role of the professional nurse to contribute to a culture of health for groups, communities and populations. Topics include health promotion, disease prevention, epidemiology, social determinants of health, and environmental health. Upon completion of the course, students will gain an understanding of the roles and responsibilities of the community health nurse. Prerequisites: BIO 309, ECO 203, ECO 329, LAR 101, LAR 202, NRS 220, and NRS 307 (Cross-referenced with HSI 320)

NRS 325 - Nursing in a Global Community (3)

This course introduces students to a global perspective of health. 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 awareness of global inequities. Upon completion of this course, students will be familiar with the activities of major international healthcare organizations, both publically and privately funded, governmental and non-governmental, and understand the impact of those activities on global health and wellness. Prerequisites: BIO 309, ECO 203, ECO 329, LAR 101, LAR 202, NRS 220, and NRS 307

NRS 330 - Health Care Information Systems (3)

This course provides a managerial perspective to the effective use of data and information technology to improve organizational performance in healthcare settings. Information systems and data management fundamentals will be reviewed. Students will learn how databases and other analytical tools are used to structure, analyze, and present information related to complex organizational and health care problems. Upon completion of the course, students will know how to develop strategies to identify operational and strategic information needs and how this information is used for management and decision-making in the context of challenges facing healthcare organizations today. Legal and ethical issues relating to information gathering and application will be explored. (Cross-referenced with HSI 330)

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. Prerequisites: BIO 309, ECO 203, ECO 329, LAR 101, LAR 202, NRS 220, and NRS 307 (Cross-referenced with HSI 410)

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 competencies and skills in an appropriate health care setting. Prerequisites: NRS 307, NRS 320, NRS 325, NRS 410, and NRS 430 (Cross-referenced with HSI 416)

NRS 430 - 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. Prerequisites: BIO 309, ECO 203, ECO 329, NRS 220, and NRS 307 (Cross-referenced with HSI 430)

Paralegal Studies

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 encyclopedias, 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.

Prerequisites: PLS 121 and PLS 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. Prerequisites: PLS 121 and PLS 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. Prerequisites: PLS 205 and PLS 233 (Cross-referenced with CRJ 330)

PLS 345 - Real Property (3)

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

PLS 354 - Torts (3)

An examination of the remedies provided by law for recourse when an injurious act is committed by one person or entity against another. Students learn 1) the basic differences between criminal law and tort law, 2) the distinguishing features of intentional torts, negligence torts, and strict liability torts, 3) the elements for a cause of action; 4) the determining factors for foresee ability, 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 105 - Logic and Critical Thinking (3)

This course provides students the opportunity to develop the skills needed for careful analytic reasoning and problem solving. Students will examine the nature and structure of arguments, the argumentative categories of induction and deduction, the criteria of validity and soundness, fallacies, and the fundamentals of formal symbolic logic. Upon completion, students will be able to evaluate and construct arguments in both prose and symbolic formats. This course is particularly recommended for any student who anticipates taking an advanced test for admission to graduate or professional programs.

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 110 - Philosophical Problems (3)

An investigation of the nature, methods, and core problems in philosophy. Students will be exposed to select canonical figures in philosophy including Plato, Aristotle, Locke, Hume, Kant, and Sartre. Upon completion, students will be able to describe typical solutions to the core problems in philosophy and also synthesize arguments of their own.

PRE 111 - Ethics (3)

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

PRE 115 - Comparative Religions (3)

This course is designed as an introduction to the major religious traditions of our world. Attention will be paid to primary sources and 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 - Introduction to the Old Testament (3)

This course is designed as a one-semester introduction to the history and culture reflected in and the literature contained in the Old Testament. We will read large portions of this library in order to understand the culture(s) that produced it, as well as its impact on our culture today. For students, the objectives of the course are 1) to be familiar with as well as appreciate the literature in the Old Testament; 2) to understand this literature in terms of its historical and cultural context (i.e., events, movements, values, ideologies, and self-understandings), as well as to engage it as literature; 3) to examine the influence these texts have and continue to have on our culture(s) and thought(s); and 4) to develop both study skills and time-management talents as well as an informed view of the subject matter through reading primary and secondary sources and in-class discussion.

PRE 121 - Introduction to the New Testament (3)

This course is designed as a one-semester introduction to the history and culture reflected in and the literature contained in the New Testament. We will read this entire library in order to understand the culture(s) that produced it, as well as its impact on our culture today. For students, the objectives of the course are 1) to be familiar with as well as appreciate the literature in the New Testament; 2) to understand this literature in terms of its historical and cultural context (i.e., events, movements, values, ideologies, and self-understandings), as well as to engage it as literature; 3) to examine the influence these texts have and continue to have on our culture(s) and thought(s); and 4) to develop both study skills and time-management talents as well as an informed view of the subject matter through reading primary and secondary sources and in-class discussion.

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 Science

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 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 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 117 - Introduction to Psychology (3)**

An introduction to the systematic study of human cognition, emotion, and behavior with an emphasis on the scientific method. Fundamentals of behavior, learning, conditioning, development, cognitive processes, perception, emotion, personality, and psychopathology are among the content areas studied. Particular emphasis is placed on the use of the scientific method for the study of human nature. Students successfully completing the course will demonstrate a general understanding of the knowledge established in these areas, as well as the methods used by psychologists to acquire that knowledge.

PSY 219 - Addictions (3)

A basic survey of chemical and non-chemical addictions. Students successfully completing the course will demonstrate their understanding of the various types of addictions, theories of causation, and methods of prevention and control. Prerequisite: PSY 117 or permission

PSY 225 - Introduction to Human Services (3)

A course designed to enable the student to utilize a framework to understand the dynamic interaction of society, institutions, social welfare programs, and the social work profession in the process of human need fulfillment. Specific topics covered include social work philosophy, values, skills, areas of practice, careers, and history.

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. Students successfully completing the course will demonstrate their understanding of the assumptions, strengths, and limitations that accompany different approaches to counseling. Students will also demonstrate their ability to practice specific techniques and skills derived from these approaches.

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. Students who successfully complete the course will demonstrate their understanding of how physical, psychological, and social factors influence development; the research techniques used to study development; and the practical applications of developmental research. Prerequisite: PSY 117 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. Students who successfully complete the course will demonstrate their understanding of physical, psychological, and social factors that influence development during adulthood; the research techniques used to study development; and the particular challenges faced by individuals as they age. Prerequisite: PSY 117 or permission

PSY 259 - Lifespan Development (3)

A study of human development from the prenatal period through death. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their understanding of how physical, psychological, and social factors influence development; the research techniques used to study development; and the practical applications of developmental research.

PSY 305 - Principles of Behavior Modification (3)

A study of basic principles and theories underlying behavior modification as well as the use of behavior modification in applied settings. Special attention is given to ethical issues and common misconceptions associated with the area. Students who successfully complete this course will demonstrate their understanding of key conditioning principles and their application in areas such as token economies, parenting, and cognitive behavioral therapy. Prerequisite: PSY 117

PSY 336 - Social Psychology (3)

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior.

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. The course will typically address personality from biological, humanistic, trait, psychoanalytic, and other approaches. Students successfully completing the course will demonstrate an understanding of the approaches' priorities for studying personality, their relative strengths and weaknesses, and their underlying assumptions about human nature. Prerequisite: PSY 117

PSY 416 - Abnormal Psychology (3)

This course examines abnormal behavior and psychopathology including diagnoses, causes, and treatments. The role of society and culture in determining definitions of abnormal behavior and approaches to treatment is also addressed. Students successfully completing the course will be able to demonstrate sufficient knowledge of the etiology, prevalence rates, and treatment of a variety of major psychological disorders and critically discuss social and cultural factors relevant to psychopathology. Prerequisite: Two courses in psychology or permission

Public Administration

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.

Prerequisites: IDS 206, senior standing, and permission

Social Science

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 109 - Introduction to Sociology (3)

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

SOC 215 - Introduction to Criminology (3)

This course considers the sociological, psychological, and physiological contexts for criminal activities. A wide range of criminal actions are discussed including murder, organizational deviance, theft, and prostitution as well as the use and distribution of illegal

substances. In this course, students will analyze morality, "free choice," and the predictability of criminal behavior. With these complex issues in mind, students will question whether or not our criminal justice systems are adequately prepared to address behaviors that our society has judged to be illicit. Prerequisite: SOC 109

SOC 230 - Social Problems (3)

This course examines contemporary social problems through a psychological and sociological lens. Students will gain an understanding of the depth and diversity of social problems in the United States with particular emphasis on economic inequality, unemployment, racial and ethnic inequality, gender inequality, crime and drugs, education, and inadequacies of health care. Students will also investigate the complexity and effectiveness of contemporary social policies that address social problems.

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. (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.

SOC 336 - Social Psychology (3)

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior.

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 101 - Elementary Spanish (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 SPA 102 do not count toward the major or the minor.

SPA 102 - Elementary Spanish (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: SPA 101 or one year of high school Spanish

Theatre

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 THE 103. Prerequisite: THE 103 or permission

Open Learning Academy

Unless noted below, all College of Professional Studies (CPS) policies apply to Open Learning Academy courses. Courses offered through the Open Learning academy are for non-Doane degree seeking students.

Administrative Withdrawal Policy

Students are required to complete 75% of the course material in order to receive credit for the course. If a student falls more than two weeks behind, they cannot meet this requirement and will be administratively withdrawn (W) from the course. Withdrawing from a course occurs within the first four weeks. After the fourth week, students will receive an F grade.

Summary of Program Costs for the Academic Year 2018-2019

Tuition per credit, online	\$346.00
Mandatory fee per online credit hour	30.00

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

Business Regulations

All charges are due at time of enrollment. Federal financial aid and payment plans are not available for these courses with the exception of military assistance. Students are expected to make payment in full at the time of registration.

Deferments payment plans are granted to students who have certified military benefits to cover the entire balance of the current term. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of the term. Deferments are not available to students seeking employee reimbursement.

In addition to e-check payments, Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.75% (non-refundable) convenience fee.

Refunds

Registration constitutes a financial contractual agreement between Doane University 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, through the 7th day, a student who withdraws is refunded 40% of tuition and fees. After the 7th day, no refund is available.

Open Learning Academy Courses

BIOL 125 - Biology I (4)

In this introductory biology course, students will become familiar with the nature of science and the ways in which scientific tools are used to investigate living systems. Students will understand the basic structure and function of cells as organisms and as part of multicellular organisms. Students will become familiar with the history of genetics and understand how cells reproduce and how information is transmitted from one generation to the next. Each module will be accompanied with an online laboratory.

BIOL 126 - Biology II (4)

This course will introduce students to the concepts and connections between evolution and ecology. Students will learn how populations evolve, including what factors are necessary for the process of evolution to occur, and how evolution accounts for both the diversity and similarity among all forms of life on Earth (with a focus on vertebrates). Students will use this information to understand the association between how life on Earth has evolved and how animal form (or structure) relates to function. Finally, by learning about the different types of environments on Earth, students will understand how organisms, populations, and communities are affected by the dynamics of their surroundings (i.e. the ecosystem) and the importance of conserving the diverse forms of life of Earth. Includes integrated laboratory.

BIOL 210 - Medical Terminology (3)

Medicine has a very distinct and highly specialized language. It is necessary for any student wishing to pursue a successful career in the medical field needs to acquire a comprehension in this system of communication, including Allied Healthcare professionals. Students of the Medical Terminology course will receive thorough instruction in developing fluency with medical terms. Medical vocabulary will be taught with specific emphasis on root (or stem words), prefixes, suffixes, and abbreviations. By the end of this course, students will be expected to have a basic comprehension of medical terms and be able to communicate accurately to their peers in the field. For successful completion of this course, it is recommended that students are familiar with Biology I or its equivalent.

BIOL 212 - Introduction to Lifestyle Medicine (3)

The discipline and practice of medicine is changing rapidly. It is now widely recognized that many of the non-communicable diseases, like obesity, diabetes and heart disease, that we suffer from today are the result of lifestyle behaviors and social constructs in addition to genetic factors. This enormous disease burden has an impact on both our national economy and our environment. This course is designed for those with an interest in medicine or other health professions in order to gain an appreciation for the problems we face as a country and the new era of healthcare delivery. For successful completion of this course, it is recommended that students are familiar with Biology I or its equivalent.

BIOL 215 - Human Anatomy and Physiology I (4)

These courses are a study of the human form and function using a body systems approach, with emphasis on the interrelationship between form and function at the gross and microscopic levels of organization. Students will apply their understanding of these interrelationships to clinical situations and case studies. Upon successful completion of these courses, students will have a solid

foundation in human structure and function by body system and will be able to apply this foundation to clinical settings. Includes integrated laboratory.

BIOL 216 - Human Anatomy and Physiology II (4)

These courses are a study of the human form and function using a body systems approach, with emphasis on the interrelationship between form and function at the gross and microscopic levels of organization. Students will apply their understanding of these interrelationships to clinical situations and case studies. Upon successful completion of these courses, students will have a solid foundation in human structure and function by body system and will be able to apply this foundation to clinical settings. Includes integrated laboratory.

BIOL 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 and progress in the body and the primary and secondary effects. Knowledge of Human Anatomy & Physiology I & II or their equivalent is recommended to be successful in this course.

BIOL 225 - Genetics for Health Professions (3)

This course is designed to provide students with a basic understanding of the principles of prokaryotic and eukaryotic genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, and the genetics of human disorders. In this course, students will demonstrate an understanding of the patterns of inheritance by analyzing how DNA, RNA, and proteins contribute to the genotype and phenotype of an organism. Students will apply this knowledge, along with their understanding of classic inheritance patterns, to a range of human genetic disorders. Knowledge of Biology I & II or their equivalent is recommended to be successful in this course.

BIOL 295 - Biostatistics (3)

An introductory course to the use of statistics and study designs in biology. Upon successful completion of this course, students will be able to design experimental, quasi-experimental, and observational studies that will meet regulatory guidelines and also collect, analyze, and interpret data using appropriate statistical tools.

BIOL 333 - Microbiology for Health Professions (4)

This course is designed to meet the requirements of students interested in careers in allied health and nursing. Microbiology for Health Professions is a one semester course that emphasizes the interaction of microorganisms with humans and the diseases they cause. The primary focus of the course is the role of microbes in disease. Topics include nosocomial infections, microbial pathogens, virulence factors and pathogenicity, antibiotic resistance, the immune system, epidemiology, and practical means of controlling the spread of disease. Critical thinking and analysis is emphasized throughout the course. Allied health students completing this course will understand the disease-causing mechanisms of a representative group of pathogenic microorganisms, how these microbes are transmitted and the relevant control techniques, as well as how the body defends itself from pathogen invasion. Includes integrated laboratory.

BIOL 343 - Immunology for Health Professions (3)

This course will explore the human immune system and its relationship to human health and disease. Students will demonstrate an understanding of the anatomy and development of the various components of the immune system, the mechanisms of innate and acquired immunity, the development of vaccines to modulate immune function, and the disease states that can result when the immune system fails. Students in this course will demonstrate knowledge about the basic experimental methods used to evaluate immune system function. Knowledge of Biology I & II or equivalent is recommended to be successful in this course.

BIOL 353 - Histology for Health Professions (3)

Histology is the study of microscopic anatomy and is a vital tool in modern healthcare and many research environments. In this course, students will be introduced to normal and abnormal microscopic anatomy of human tissues. Coursework will emphasize the dependence of morphological form on the functional demands of cells and tissue. Upon course completion, students will be able to distinguish common histological techniques and visualization methods including light and electron microscopy as well as typical staining procedures. Students will demonstrate the ability to describe normal human cells and tissues and to correlate structural features of cell and tissue types with functional differences. Students will demonstrate the knowledge needed to identify representative histological micrographs of normal human tissues. Knowledge of Biology I & II or their equivalent is recommended to be successful in this course.

BIOL 363 - Molecular Biology for Health Professions (4)

This molecular biology course will explore the interface between genetics and biochemistry. Students will delve into the concepts underlying how biomolecules interact in various parts of the cell, focusing heavily on DNA replication transcription and translation. In this course, students will engage in a detailed study of varied aspects of molecular biology and will demonstrate their understanding of techniques such as molecular cloning, macromolecule blotting, and polymerase chain reaction, which are commonly used in research. Includes integrated laboratory. Knowledge of Biology I & II, or equivalent, and Organic Chemistry I is recommended to be successful in this course.

CHEM 125 - General Chemistry I (4)

Through lecture and lab experience, students will be exposed to and will demonstrate an understanding of basic concepts in chemistry such as nomenclature, stoichiometry, thermochemistry, the periodic table, electronic structure, bonding, and the gas laws.

CHEM 126 - General Chemistry II (4)

Through lecture and lab experience, students will be exposed to and will demonstrate an understanding of the factors that determine the speed and extent of chemical reactions—kinetics, equilibria, thermodynamics, and electrochemistry.

CHEM 205 - Organic Chemistry I (4)

Organic chemistry is the chemistry of carbon and its compounds. Organic molecules are building blocks of life. Proteins, fats, sugars, and nucleic acids are some examples of important organic molecules. However, organic chemistry also includes synthetic compounds such as polyesters, plastics, and countless other materials used in every day life. Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of organic reactions, syntheses, mechanistic, and structural studies of organic compounds. Students will also learn classical organic laboratory skills and instrumentation such as

nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy. Knowledge of General Chemistry I & II or their equivalent is recommended to be successful in this course.

CHEM 206 - Organic Chemistry II (4)

This course will teach students advanced organic reactions, syntheses, mechanistic, and structural studies of organic compounds. Furthermore, students will learn the organic synthesis of proteins and DNA. Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of organic synthesis, organic laboratory skills, and instrumentation, such as characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy.

CHEM 330 - Biochemistry I (4)

Biochemistry is the study of chemical processes at work in the context of living organisms. Students successfully completing this course will demonstrate an understanding of molecular structure and function of biomolecules, as well as chemical transformation, energetics, and basic regulation of central metabolic pathways. In the lab, students will gain experience with common methodologies for investigating proteins. Knowledge of Organic Chemistry I & II or their equivalent is recommended to be successful in this course.

ECON 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.

ECON 204 - Microeconomics and Business (3)

An introduction to basic concepts governing the operation of the microeconomy, 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. Knowledge of Macroeconomics is recommended to be successful in this course.

ENGL 101 - English Composition: The 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.

HLHP 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.

HLHP 345 - Exercise Physiology (4)

This course serves to nurture an understanding of the physiological systems and how they are applied to the biology of exercise and nutrition, including references to physical activity common to secondary school-aged (7-12) children. Students will also demonstrate an ability to apply theory of appropriate procedures in the physical training and conditioning for competition and physical fitness. Spreadsheet competency recommended.

HLHP 346 - Kinesiology/Applied Biomechanics (3)

Provides information for the potential coach, physical educator, therapist, and/or sport/fitness manager. Course concepts will involve those factors which identify limitations to human locomotor and non-locomotor movement. The student will understand gross skeletal/musculature anatomy, neuromuscular concepts, and physical laws of motion as they apply to human movement. The student will be able to apply theory of acquisition of motor skills and will be able to assess common musculoskeletal disorders as well as identify the etiology and therapeutic exercise for such conditions.

MATH 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. Two years of high school algebra or knowledge of College Algebra is recommended to be successful in this course.

MATH 235 - Calculus I (4)

An examination of the fundamentals of limits and differentiation and an introduction to integration. Students successfully completing this course will be able to 1) conceptually understand the definitions of limit, derivative and integral, 2) apply the concepts of limits and differentiation to a variety of theoretical and real-life questions, and 3) decisively utilize paper/pencil and technology-based problem-solving techniques. Knowledge of Precalculus at the high school or college level is recommended to be successful in this course.

MATH 236 - Calculus II (4)

A continuation of MATH 235 focusing on integration and infinite series. Students successfully completing this course will be able to 1) solve integration problems using a variety of techniques, 2) conceptually understand infinite sequences and series, 3) apply these concepts to a variety of theoretical and real-life questions, and 4) decisively utilize paper/pencil and technology-based problem-solving techniques. Knowledge of Calculus I is recommended to be successful in this course.

PHYS 107 - Introductory Physics I (4)

Topics covered include mechanics, thermodynamics, waves, and sound. Students will gain conceptual understanding and ability to use quantitative methods to model physical phenomena of the topics covered. Includes integrated laboratory.

PHYS 108 - Introductory Physics II (4)

Topics covered include electricity and magnetism, electronics, optics, and selected areas of modern physics. Students will gain conceptual understanding of the topics covered and ability to use quantitative methods to model physical phenomena. Includes integrated laboratory.

PHYS 201 - General Physics I (4)

A calculus-based introduction to physics. Topics covered include mechanics, thermodynamics, waves, and sound. Students will gain conceptual understanding of the topics covered and the ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work. Knowledge of Calculus I is recommended to be successful in this course.

PHYS 202 - General Physics II (4)

A calculus-based introduction to physics. Topics covered include electricity and magnetism, electronics, optics, and selected areas of modern physics. Students will gain conceptual understanding of the topics covered and the ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work. Knowledge of General Physics I and Calculus II is recommended to be successful in this course.

PSYC 117 - Introduction to Psychology (3)

An introduction to the systematic study of human cognition, emotion, and behavior with an emphasis on the scientific method. Fundamentals of behavior, learning, conditioning, development, cognitive processes, perception, emotion, personality, and psychopathology are among the content areas studied. Particular emphasis is placed on the use of the scientific method for the study of human nature. Students successfully completing the course will demonstrate a general understanding of the knowledge established in these areas, as well as the methods used by psychologists to acquire that knowledge.

PSYC 259 - Lifespan Development (3)

A study of human development from the prenatal period through death. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their understanding of how physical, psychological, and social factors influence development, the research techniques used to study development, and the practical applications of developmental research.

PSYC 416 - Abnormal Psychology (3)

This course examines abnormal behavior and psychopathology including diagnoses, causes, and treatments. The role of society and culture in determining definitions of abnormal behavior and approaches to treatment is also addressed. Students successfully completing the course will be able to demonstrate sufficient knowledge of the etiology, prevalence rates, and treatment of a variety of major psychological disorders and critically discuss social and cultural factors relevant to psychopathology. Knowledge of Psychology is recommended to be successful in this course.

Register of Trustees, Faculty & Administration

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The government of the university is vested in a self-perpetuating Board of Trustees, whose regular members serve a four-year term and are eligible for re-election. One additional member represents the alumni council and serves a four-year term and is also eligible for re-election. The Board meets three times a year--in the Fall, Winter and Spring. Administration of the university is by the president, the cabinet, and by the faculty.

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Allison Petersen, 2004-, *Secretary*, Walton, NE

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Donald M. Campbell '61, 2011-, Principal, Partners for Growth Managers, San Francisco, CA

Barbara R. Cole, M.D. '63, 2008-, Director of Pediatric Nephrology (Retired), Washington University, Mt. Pleasant, SC

Donn H. Crilly, M.D. '50, 1980-, Vascular Surgeon (Retired), Superior, NE

Vernon R. Daniels, J.D. '78, 2006-, Judge, Douglas County Court, Omaha, NE

Kenneth E. Fridrich '59, 1969-, Managing Director-Marketing/Pension Services (Retired), The Principal Financial Group, Omaha, NE

Susan Fritz, Ph.D., 2017-, Executive Vice President & Provost, Dean of the Graduate College, University of Nebraska-Lincoln, Crete, NE

Judi Gaiashkibos '00L, '07L, 2012-, Executive Director, Nebraska Commission of Indian Affairs

Toni M. Ganzel, M.D., 2005-, Dean, School of Medicine, Professor of Surgery and Otolaryngology, University of Louisville School of Medicine, Louisville, KY

Richard C. "Rick" Gibson '57, 1998-, CEO, AGRO International, Inc., Council Bluffs, IA

Richard Held '70, 2007-, Real Estate Investor, Los Angeles, CA
Jane Renner Hood '66, 2011-, Ph.D. (Retired) Executive Director of the Nebraska Humanities Council, Lincoln, NE
Ken E. James '69, 1989-, Consultant (Retired), Hewitt & Associates, Sunset, SC
Troy Kanter '90, 2005-2008, Private Investor, Former CEO & President, Kenexa, Inc., Lincoln, NE
Reverend Jim Keck, 2011-, Sr. Minister, 1st Plymouth Congregational Church (UCC), Lincoln, NE
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Tony Sorrentino, J.D., 2016-, General Counsel, Silverstone Group, Omaha, NE
Amy E. Vertin, M.D. '95, 2016-, Emergency Medical Director, Crete Area Medical Center, Crete, NE
Michael A. Weston '93, 2010-, Advisor, State Farm Insurance, Lincoln, NE
Ed Wimes '96L, 2016-, Owner E&S Consulting; Assistant Vice President of Human Resources, University of Nebraska-Lincoln (Retired), Lincoln, NE

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George F. Haddix, Ph.D. '62, 1999-2014, Member/Manager, Riverton Management Resources, LLC, Ralston, NE
Edward G. Heilman, J.D. '67, 1989-2012, Attorney at Law, Palm Desert, CA
Eugene A. Klingler, Jr., M.D. '57, 1976-2016, Surgeon; Medical Director, Manhattan Ambulatory Surgical Hospital, Manhattan, KS
Linda Mann, Ph.D., 2001-2007, Dean (Retired), College of Communication and Fine Arts, Grossmont College, Hillsboro, OR
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Dean of the College of Professional Studies

Lorie Cook-Benjamin, 2017-, B.S., M.Ed., Ed.D.

Faculty

Peter Allman, 1994-, *Adjunct Instructor in Communications and Psychology*
 University of Nebraska-Lincoln, B.S., M.A.

Teresa Anderson, 2011-, *Adjunct Instructor in Nursing*
 Creighton University, B.S.N.; University of Nebraska, M.S.N.

George Ayoub, 2009-, *Adjunct Instructor in Political Science & Public Relations*
 University of Nebraska-Lincoln, M.Ed.

Randy Blair, 2004-, *Adjunct Instructor*
 Texas Tech University, B.A.; Doane College, M.A.

Aimee Burch, 2017-, *Adjunct Instructor in Nursing*
 University of Nebraska-Kearney, B.S.; Creighton University, B.S.N., M.S.N.; Chamberlain College of Nursing, D.N.P.

Charles Carpenter, 2006-, *Adjunct Instructor in Geology*
 Kearney State College, B.S., M.S.

Kay Carpenter, 2007-, *Adjunct Instructor in Communications and Human Relations*
University of Nebraska-Kearney, B.S., M.A., M.S.

Mary Sue Carter, 2002-, *Associate Professor of Economics and Chair of Business and Economics Program*
Southwest Missouri State University, B.S.; University of Missouri-Columbia, M.A.; Texas A&M University, Ph.D.

Andrew Case, RN, 2012-, *Instructor in Nursing*
University of Nebraska Medical Center, B.S.N., M.S.N.

Angela Davidson, 2013-, *Adjunct Instructor in Business*
University of Nebraska-Kearney, B.S., M.B.A.

Janet Dodson, 1994-, *Adjunct Instructor*
Emporia State University, B.S.; Kansas State University, M.S.

Thomas Duden, 2008-, *Adjunct Instructor in Criminal Justice and Paralegal Studies*
Doane College, B.A., M.A.M.

Laura Ebke, 2016-, *Adjunct Instructor in Nursing*
Regents College, B.S.; University of Memphis, M.A.; University of Nebraska-Lincoln, Ph.D.

Richard L. Ehrman, 1989-, *Adjunct Instructor in Geology and Astronomy*
Chadron State College, B.A.; University of Nebraska-Lincoln, M.S.

J.S. Engebretson, 2006-, *Adjunct Instructor in Business*
Buena Vista University, B.A.; University of Nebraska-Lincoln, M.A.

Teresa Francis, 1995-, *Adjunct Instructor in Spanish*
Southern Illinois University, B.A., M.A.

Joanne Garrison, 2009-, *Adjunct Instructor*
University of Nebraska-Kearney, M.A.; California State University, M.A.; University of Nebraska-Omaha, Ed.D

Stacy Goding, 2006-, *Adjunct Instructor in Business*
Hastings College, B.A.; University of Nebraska-Lincoln, J.D.

David Grothen, 1993-, *Adjunct Instructor in Mathematics*
University of Nebraska-Lincoln, B.S., M.Ed., further study

Chris Hadfield, 1997-, *Adjunct Instructor in Graphic Design*

Jason Hayes, 1999-, *Adjunct Instructor in Political Science*
University of Nebraska-Omaha, B.S.; University of Nebraska-Lincoln, J.D.

Emily Heathcock, 2013-, *Adjunct Instructor*
Doane College, B.A., M.A.M.

Susan Hertzler, 1999-, *Adjunct Instructor in Mathematics*
University of Nebraska-Lincoln, B.S., M.Ed.

Edward "Ted" Hill, 2006-, *Adjunct Instructor*
University of Maryland, B.A.; Northwestern University, M.B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

Shannon Hinrichs, 2009-, *Adjunct Instructor in Business*
University of Nebraska, B.A.; Bellevue University, M.B.A.

Edward Hoffman, 2007-, *Adjunct Instructor in Business and Paralegal Studies*
University of Nebraska-Lincoln, J.D.

Bradley Jakubowski, 2008-, *Adjunct Instructor in Geology and Meteorology*
Colorado State College, M.S.

Audrey Jensen, 2015-, *Adjunct Instructor in Liberal Arts Studies*
University of Montana, B.A., M.F.A.

Cindy Johnson, 2005-, *Adjunct Instructor in Business*
University of Nebraska, M.A.

Doug Johnson, 1989-, *Adjunct Instructor in Accounting*
Nebraska Wesleyan University, B.S.; further study in accounting, University of Nebraska-Lincoln

John Keller, 2007-, *Adjunct Instructor*
Lake Forest College, B.A.; Lake Forest School of Management, M.B.A.

Jean Kilnoski, 2007-, *Adjunct Instructor in Psychology and Human Relations*
Doane College, B.A., M.A.C.

Nicholas King, 2015-, *Adjunct Instructor in Nursing*
Westminster College, B.A.; University of Missouri-Columbia, M.S.

Angie Klasek, 1994-, *Adjunct Instructor in Interdisciplinary Studies*
Doane College, B.A., M.A.A.

William Kostner, 1998-, *Adjunct Instructor in Business*
Northern Illinois University, B.A.; Lake Forest Graduate School, M.A.

Josef Kren, 2003-, *Adjunct Instructor in Natural Science*
Masaryk University, Sc.D.; University of Nebraska-Lincoln, M.B.A.

Brad Krieger, 1999-, *Adjunct Instructor in Art*
Southern Illinois University, B.A.; University of Nebraska-Lincoln, M.A.

Dee Krolikowski, 2010-, *Adjunct Instructor in Statistics*
Doane College, M.Ed.

Gina Larson, 1999-, *Adjunct Instructor in Communications and Business*
University of Nebraska-Lincoln, M.A.

Vincent Le, 2013-, *Adjunct Instructor in Business*
Eastern New Mexico University, B.A., M.B.A.

Kevin Mattran, 2004-, *Adjunct Instructor in Communications*
University of Nebraska-Lincoln, B.S.

Steve Millet, 1997-, *Adjunct Instructor in Information Systems Management*
University of Nebraska-Lincoln, B.A.; Eastern Montana College, M.A.

Susan Milner, 2014-, *Adjunct Instructor in Psychology*
Doane College, B.A., M.A.C.

April Minster, 2017-, *Director of Nursing with rank of Associate Professor of Practice in Nursing*
University of Nebraska Medical Center, B.S., M.P.H.; Nebraska Wesleyan University, M.S.N.

Robert Mizerski, 2015-, *Adjunct Instructor in Accounting*
University of Nebraska-Lincoln, B.S.; Doane College, M.A.M.

Adam Morfeld, 2015-, *Adjunct Instructor in Public Administration*
University of Nebraska-Lincoln, B.A., J.D.

Travis Orr, 2016-, *Adjunct Instructor in Business*
Doane College, B.A., M.A.M.

April Paschall, 2013-, *Adjunct Instructor*
Doane College, B.S.; University of Nebraska-Lincoln, M.A.

Mary Place, 2004-, *Adjunct Instructor*
University of Nebraska-Lincoln, B.A., M.A.

Pete Poppert, 2010-, *Adjunct Instructor in Business*
University of Nebraska-Lincoln, B.S., M.S., J.D.

Peg Radke, 2011-, *Adjunct Instructor in Nursing*
Nebraska Wesleyan University, M.S.N.

Steve Rathman, 2008-, *Adjunct Instructor in Business*
Doane College, M.A.M.

Russ Roberts, 2009-, *Adjunct Instructor in Business and Communications*
University of Nebraska, B.S.

Susan Rocker, 2007-, *Adjunct Instructor*
University of Nebraska-Lincoln, B.S.; Doane College, M.A.A.

Deb Savage, 2011-, *Assistant Professor of Practice in Nursing*
University of Nebraska, B.S.N.; Creighton University, M.S.N.

Melanie Smith, 2009-, *Adjunct Instructor in Communications*
University of Nebraska-Kearney, M.A.; Doane College, M.Ed.

Kathryn Speck, 1999-, *Adjunct Instructor in Psychology*
Doane College, B.A.; University of Nebraska-Lincoln, M.A.; University of Nebraska-Lincoln, A.B.D., Ph.D.

Lee Tasey, 2007-, *Adjunct Instructor in Philosophy and Religion*
Point Loma Nazarene University, B.A.; Boston College, M.T.S

Katherine M. Voorhees, 1983-, *Adjunct Instructor in Fine Arts*
University of Nebraska-Lincoln, B.M.E., M.M.

Jill Weyers, 2018-, *Adjunct Instructor in Nursing*
University of Nebraska-Lincoln, B.S.; University of Nebraska Medical Center, B.S.N.; University of Nebraska-Omaha, M.P.A.;
Nebraska Wesleyan University, M.S.N.

Jennifer Worthington, 2009-, *Adjunct Instructor*
University of Missouri, B.A.; Doane College, M.A.M.

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Jacque Carter, 2011-, President
Paul Savory, 2017-, Vice President for Academic Affairs
Michael Carpenter, 2007-, Vice President for information Technology Services/CIO
Marty Fye, 2016-, Vice President of Advancement and Alumni Affairs
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Joel Weyand, 2009-, Vice President for Enrollment Services and Marketing
Lorie Cook-Benjamin, 2017-, Dean, College of Professional Studies
Andrea Butler, 2016-, Associate Vice President of Academic Affairs for Online Operations

Fitsum Abebe, 2018-, Instructional Designer and Technology Specialist
Dennis Amoateng, 2016-, Title IX Coordinator
Greg Baker, 2006-, Bookstore Assistant
Dave Barrett, 2018-, Instructional Designer and Technology Support Specialist
Matt Beio, 2017-, Open Learning Academy Faculty Coordinator
Liz Bentle, 2018-, Financial Aid Counselor
Cole Beyke, 2016-, Maintenance Associate
Chris Brady, 2016-, Assistant Director of Academic Support
Kalli Brannagan, 2017-, Academic Advisor
Andrew Case, 2012-, AHEC Director
Jeremy Cech, 2018-, Helpdesk Support Desktop Technician
Mike Cooley, 2017-, Campus Services Coordinator & Academic Advisor, Grand Island
Megan Cunningham, 2015-, Enrollment Specialist
Cathy Dillon, 2016-, Director of Academic Advising
Denise Ellis, 2004-, Registrar
Lauren Erickson, 2016-, Enrollment Specialist
Tere Francis, 1994-, Director of Academic Support, College of Professional Studies
Mellanie Gilroy, 2017-, Office Coordinator
Ann Greiman, 2017-, Omaha Campus and Outreach Director
Diona Hartwig, 2016-, Instructional Technologist
Emily Heathcock, 2009-, Enrollment Manager
Shelby Hershberger, 2018-, Enrollment Coordinator
Allison Hunt, 2016-, Instructional Designer
Sandy Janssen, 2017-, Administrative Assistant
Audrey Jensen, 2015-, Grand Island Campus and Outreach Director
Lucas Kellison, 2018-, Undergraduate Faculty Coordinator with rank of Instructor
Heather Kester, 2017-, Associate Director of Financial Aid
Angie Klasek, 1981-, Executive Campus Director
Dan Kohler, 2015-, Marketing Manager
Amanda McKinney, 2016-, Director of Prerequisites for Health Professions
Sarah McNeel, 2016-, Director of Veteran/Military Student Services
Kelsee Meissner, 2012-, Associate Registrar
April Minster, 2017-, Director of Nursing
Melissa Morris, 2017-, Instructional Technologist
Daya Nelson, 2016-, Instructional Designer
Cindy Nitzel, 2009-, Bursar
Laura Northup, 2006-, Director of Human Resources
Jessica Polt, 2016-, Enrollment Specialist
Kelsey Pruss, 2016-, Program Manager, Open Learning Academy
Susan Rocker, 2011-, Director of Career Development
Christina Ruhge, 2017-, Assistant Registrar
Mikah Schmall, 2017-, Enrollment Coordinator
Raquel Schmidt, 2013-, Student Accounts Associate
Caitlin Smith, 2015-, Academic Advisor
Angie Swartz, 2017-, Academic Advisor
Hannah Tehee, 2016-, Enrollment Specialist
Peggy Tvrdy, 2008-, Director of Financial Aid
George Wieczorek, 2016-, Technology Coordinator, Grand Island
TBA, Campus Services Coordinator & Academic Advisor, Omaha
TBA, Digital Marketing Manager
TBA, Director of Undergraduate Business Programs

Degrees Awarded

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

Class of 2017- August Graduates August 15, 2017

Christina M. Altic, Bachelor of Arts in Professional Studies in Business, Omaha, NE
Martin D. Cawthra, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Carrie L. Cross, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Erin K. Danahay, Bachelor of Arts in Professional Studies in Business, Omaha, NE
Leslie A. Harmon, Bachelor of Science in Public Administration, Aurora, NE
Brandon Karas, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Brenda L. Moes, Bachelor of Arts in Human Relations, Lincoln, NE
*** *Ronald W. Moore*, Bachelor of Arts in Liberal Arts Studies, Crete, NE
Todd A. Nieman, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Nicholas A. Ortiz, Bachelor of Arts in Human Relations, Lincoln, NE
* *Andrew J. Palmer*, Bachelor of Arts in Professional Studies in Business, Waverly, NE
Valerie C. Raffety, Bachelor of Arts in Human Relations, Lincoln, NE
Sonya M. Robison, Bachelor of Science in Nursing, Cairo, NE
Michelle R. Sykes, Bachelor of Arts in Paralegal Studies, Lincoln, NE

Class of 2018 - December and May Graduates December 17, 2017 and May 12, 2018

Martin Carl Antholz, Bachelor of Science in Information Systems Management, Lincoln, NE
Kate Bargaen, Bachelor of Science in Nursing, Superior, NE
Celeste B. Barnett, Bachelor of Arts in Graphic Design, Lincoln, NE
Dawn Beahr, Bachelor of Arts in Criminal Justice, Lincoln, NE
Mohammad Naim Beituni, Bachelor of Arts in Public Administration, Lincoln, NE
* *Jeremy D. Bertrand*, Bachelor of Science in Professional Studies in Accounting, Lincoln, NE
* *Angela Kay Bettenhausen*, Bachelor of Science in Professional Studies in Business, Lincoln, NE
*** *Amy L. Bilka*, Bachelor of Arts in Professional Studies in Business, Ord, NE
*** *Michelle D. Bliemeister*, Bachelor of Arts in Graphic Design, Lincoln, NE
Jayde Blythe, Bachelor of Arts in Professional Studies in Accounting, Beatrice, NE
Dave W. Bopp, Bachelor of Arts in Professional Studies in Business & Public Administration, Lincoln, NE
*** *Linwood E. Bowers, Jr.*, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Heather E. Brown, Bachelor of Science in Nursing, Grand Island, NE
Shaun M. Broxterman, Bachelor of Arts in Professional Studies in Business, Grand Island, NE
Stacie Ann Bruns, Bachelor of Arts in Human Relations, Beatrice, NE
* *Scott Q. Bui*, Bachelor of Science in Information Systems and Technology, Lincoln, NE
Justin Burchell, Bachelor of Science in Information Systems and Technology, Lincoln, NE
Allison Burmeister, Bachelor of Arts in Human Relations, Lincoln, NE
Dominga Calmo, Bachelor of Arts in Human Relations, Grand Island, NE
Michelle K. Carroll, Bachelor of Science in Nursing, Bertrand, NE
Francita Casseus, Bachelor of Arts in Human Relations, Les Cayes, Haiti
Lesly Edith Cayetano, Bachelor of Arts in Human Relations, Lincoln, NE
Anthony Chaulk, Bachelor of Arts in Professional Studies in Business, Grand Island, NE
Amanda L. Chrisp, Bachelor of Arts in Liberal Arts Studies, Lincoln, NE
** *Colleen Marie Church*, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Mark Murray Coleman, Bachelor of Arts in Public Administration, Lincoln, NE
* *Sylvia A. Coleman*, Bachelor of Arts in Human Relations, Bellflower, CA
Jean Conrad, Bachelor of Arts in Paralegal Studies, Lincoln, NE
Jessica Corder, Bachelor of Science in Nursing, Milford, NE
Cole Couillard, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Draper D. Daniel, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Michael Schaefer Dean, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Sebit S. Deng, Bachelor of Arts in Criminal Justice, Lincoln, NE
Bastian Derichs, Bachelor of Arts in Liberal Arts Studies, Omaha, NE
La Tasha Nicole Dickerson, Bachelor of Arts in Liberal Arts Studies, Omaha, NE
* *Jeffrey Dotson*, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Dave William Draper, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Angel M. Dwehus, Bachelor of Arts in Human Relations, Lincoln, NE
Amy Lynne Eidenmiller, Bachelor of Arts in Organizational Communication, Pleasant Dale, NE

Angela M. Erks, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
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Shawn D. Flege, Bachelor of Science in Information Systems Management, Lincoln, NE
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Jennifer D. Fotinos, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Renee N. Fry, Bachelor of Arts in Human Relations, Hastings, NE
 *** *Mariah J. Garcia*, Bachelor of Arts in Professional Studies in Business, Wood River, NE
Nancy K. Ghilarducci, Bachelor of Arts in Graphic Design, Lincoln, NE
Bethany Anne Gilbert, Bachelor of Arts in Liberal Arts Studies, Omaha, NE
Shelby Graham, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Jonathan Graham, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Jacob Dean Grenemeier, Bachelor of Arts in Professional Studies in Business, Sandwich, IL
Lee Chuol Guor, Bachelor of Arts in Criminal Justice, Lincoln, NE
Audrey Kathleen Gustin, Bachelor of Arts in Human Relations, Omaha, NE
 * *Darcie Mae Hagstrom*, Bachelor of Science in Nursing, Lincoln, NE
Terry Hall, Bachelor of Arts in Professional Studies in Business, Burr, NE
Jennifer J. Hansen-Richmond, Bachelor of Arts in Paralegal Studies, Lincoln, NE
Diona M. Hartwig, Bachelor of Arts in Liberal Arts Studies, Lincoln, NE
 *** *Michelle Lynne Hatfield*, Bachelor of Arts in Professional Studies in Accounting, Crete, NE
Austin Reed Havranek, Bachelor of Arts in Professional Studies in Accounting, Grand Island, NE
Megan M. Hazen, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Ashly A. Heldt, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
 *** *Martha V. Higgins*, Bachelor of Arts in Organizational Communication, Lincoln, NE
Bethany Hirsch, Bachelor of Arts in Professional Studies in Business Administration, Lincoln, NE
Joseph C. Hobelman, Bachelor of Arts in Public Administration, Lincoln, NE
 * *Bradley Hoffman*, Bachelor of Arts in Criminal Justice, Hickman, NE
Christopher O. Hollander, Bachelor of Arts in Graphic Design, Lincoln, NE
 * *Heather Megan Hottovy*, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
 * *Courtney Howe*, Bachelor of Arts in Professional Studies in Accounting, Eagle, NE
 *** *Paul F. Ingold*, Bachelor of Science in Information Systems and Technology, Papillion, NE
Micha Ives, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
Angela J. Iwan, Bachelor of Arts in Professional Studies in Business, Douglas, NE
Michael H. Jangir, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
 * *Darren L. Johnson*, Bachelor of Arts in Liberal Arts Studies, Hastings, NE
 ** *Brittany J. Johnson*, Bachelor of Arts in Human Relations, Lincoln, NE
Scott G. Kelly, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Micah Andrew Kisker, Bachelor of Science in Human Relations, Lincoln, NE
Courtney A. Kitrell, Bachelor of Arts in Liberal Arts Studies, Eagle, NE
Elizabeth J. Kodad, Bachelor of Science in Nursing, Schuyler, NE
Amanda K. Kosch, Bachelor of Arts in Professional Studies in Business, Grand Island, NE
Rout Laam, Bachelor of Arts in Human Relations, Lincoln, NE
 *** *Nick Laswell*, Bachelor of Arts in Professional Studies in Business, Eagle, NE
Carmen Renee Lee, Bachelor of Arts in Human Relations, Beatrice, NE
 * *Megan A. Leikam*, Bachelor of Arts in Human Relations, Lincoln, NE
Michael Dean Lemons, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
 *** *Brodrick Lothringer*, Bachelor of Arts in Professional Studies in Business, Louisville, NE
Dillon Jacob Ludwig, Bachelor of Arts in Professional Studies in Business, Gretna, NE
Alexandria R. Madlock, Bachelor of Arts in Human Relations, Lincoln, NE
 * *Kimberly Makowski*, Bachelor of Science in Nursing, Central City, NE
Sandra Kennedy Malone, Bachelor of Arts in Liberal Arts Studies, Eagle, NE
Mallory Lynn Manolidis, Bachelor of Arts in Professional Studies in Business, Grand Island, NE
Laura Marty, Bachelor of Arts in Criminal Justice, Lincoln, NE
Sladan Matic, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
 *** *Fidel Matos*, Bachelor of Arts in Graphic Design, Lincoln, NE
Haley D. Maxson, Bachelor of Arts in Human Relations, Malcolm, NE
Joseph Randall McCracken, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
William E. McEwen, Bachelor of Arts in Human Relations, Lincoln, NE
 *** *Kimberly Lenore McGill*, Bachelor of Arts in Criminal Justice, Seward, NE
 * *Mary R. McNally*, Bachelor of Arts in Professional Studies in Business, Doniphan, NE
 ** *Levi J. Mefford*, Bachelor of Science in Information Systems Management, Lincoln, NE
David Mendoza Torres, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Sally J. Merker, Bachelor of Arts in Public Administration, Lincoln, NE
 * *Dallas D. Mettler*, Bachelor of Arts in Human Relations, Lincoln, NE
Mark E. Meyer, Bachelor of Arts in Organizational Communication, Gretna, NE
Janelle K. Mizell, Bachelor of Science in Nursing, Kearney, NE
Danica L. Monnier, Bachelor of Arts in Criminal Justice, Lincoln, NE
 * *Jessica M. Moock*, Bachelor of Arts in Criminal Justice, Lincoln, NE
Jaquanie R. Moore, Bachelor of Arts in Professional Studies in Business, Lincoln, NE

Raquel Moreno-Martinez, Bachelor of Arts in Criminal Justice, Lincoln, NE
Jeremy Mort, Bachelor of Arts in Human Relations, Lincoln, NE
 * *Heather S. Myers*, Bachelor of Arts in Professional Studies in Business, Seward, NE
 * *May Ngo*, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
Tianna J. Nitz, Bachelor of Arts in Paralegal Studies, Lincoln, NE
Jesse Robert Olson, Bachelor of Arts in Criminal Justice, Bennington, NE
 * *Stephanie E. Reid Palmer*, Bachelor of Arts in Public Administration, Lincoln, NE
 * *Howard C. Parker, Jr.*, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
Kimberly J. Pederson, Bachelor of Arts in Human Relations, Grand Island, NE
Martha Pennington, Bachelor of Arts in Professional Studies in Business Administration, Lincoln, NE
Kimberlee A. Penny, Bachelor of Science in Nursing, Wilcox, NE
Chung Pham, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
 ** *Becky L. Pohlman*, Bachelor of Science in Nursing, Lincoln, NE
 * *Brandon Prang*, Bachelor of Science in Professional Studies in Business, Norfolk, NE
Kiley Brynn Preisendorf, Bachelor of Arts in Human Relations, Grand Island, NE
 ** *Summer M. Preuit*, Bachelor of Science in Information Systems Management, Lincoln, NE
Sheena D. Pryor, Bachelor of Arts in Human Relations, Lincoln, NE
Cole Ratkovec, Bachelor of Arts in Professional Studies in Accounting, David City, NE
 * *Melissa Elaine Rayl*, Bachelor of Arts in Professional Studies in Business Administration, Fremont, NE
Connie J. Rowe, Bachelor of Science in Professional Studies in Accounting, Lincoln, NE
Larissa Resendiz de Moguel, Bachelor of Arts in Human Relations, Lincoln, NE
 * *Yesica R. Reyes Jaimes*, Bachelor of Arts in Professional Studies in Business Administration, Chicago, IL
Dominique M. Rice, Bachelor of Arts in Human Relations, Lincoln, NE
Cheyenne Nicole Richards, Bachelor of Arts in Professional Studies in Accounting, Lincoln, NE
Catherine L. Rohr, Bachelor of Science in Information Systems Management, Lincoln, NE
Sabrina M. Schinstock, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Derek Schulte, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Trisha R. Seidl, Bachelor of Arts in Criminal Justice & Human Relations, Lincoln, NE
 *** *Amanda Rayna Shaw*, Bachelor of Arts in Professional Studies in Business, Alma, NE
Blake J. Shroyer, Bachelor of Arts in Human Relations, Hooper, NE
Adam K. Shull, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Halie M. Sovereign, Bachelor of Arts in Human Relations, Lincoln, NE
Jordan D. Straight, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Renee N. Summers, Bachelor of Arts in Professional Studies in Business, Doniphan, NE
Christopher L. Svoboda, Bachelor of Arts in Professional Studies in Business, Saint Paul, NE
Chloe Sweet, Bachelor of Arts in Organizational Communication, Lincoln, NE
Teja R. Taylor, Bachelor of Arts in Criminal Justice, Lincoln, NE
 ** *Pamela R. Thompson*, Bachelor of Arts in Paralegal Studies, Lincoln, NE
 *** *April Leigh Topham*, Bachelor of Arts in Public Administration, Plattsmouth, NE
 * *Anna R. Towle*, Bachelor of Arts in Criminal Justice, Lincoln, NE
Craig Michael Vasa, Bachelor of Arts in Criminal Justice, Valparaiso, NE
 * *Heather A. Stanger Vieth*, Bachelor of Arts in Public Administration, Grand Island, NE
Nicole E. Vonderschmidt, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
Jason D. Voss, Bachelor of Arts in Professional Studies in Business, Lincoln, NE
John W. Wallace, Bachelor of Arts in Criminal Justice, Palmyra, NE
Jolee M. Wheatley, Bachelor of Arts in Professional Studies in Business, Eagle, NE
 ** *Marta Kay Wheeler*, Bachelor of Arts in Liberal Arts Studies, Omaha, NE
 *** *Timothy J. Williams*, Bachelor of Arts in Public Administration, Hastings, NE
Katrina M. Wilson, Bachelor of Arts in Human Relations, Lincoln, NE
Audrey A. Wisell, Bachelor of Arts in Public Administration, Lincoln, NE
 ** *Hope A. Wonder*, Bachelor of Arts in Professional Studies in Business, Wailuku, HI
Amber Dawn Woods, Bachelor of Arts in Liberal Arts Studies, Lincoln, NE
Nathan T. Woods, Bachelor of Arts in Human Relations, Lincoln, NE
Shawna L. Young, Bachelor of Science in Nursing, Rockville, NE

Honors and Awards in 2017-18

Senior Awards

Outstanding Graduate in Criminal Justice

Bradley Hoffman
Kimberly Lenore McGill

Outstanding Graduate in Graphic Design

Michelle D. Bliemeister
Christopher O. Hallander

Outstanding Graduate in Human Relations

Dominga Calmo
Brittany J. Johnson

Micah Andrew Kisker
Kimberly J. Pederson

Outstanding Graduate in Information Systems Management

Jeremy D. Bertrand
Paul F. Ingold
Summer M. Preuit

Outstanding Graduate in Liberal Arts Studies

Bastian Derichs
Darren L. Johnson

Courtney A. Kitrell
Ronald W. Moore

Outstanding Graduate in Nursing

Elizabeth J. Kodad
Kimberly Makowski

Kimberlee A. Penny
Becky L. Pohlman

Outstanding Graduate in Organizational Communication

Martha V. Higgins

Outstanding Graduate in Paralegal

Jennifer J. Hansen-Richmond
Pamela R. Thompson

Outstanding Graduate in Professional Studies in Accounting

Michelle Lynne Hatfield
Austin Reed Havranek

Outstanding Graduate in Professional Studies in Business

Linwood E. Bowers, Jr.
Mariah J. Garcia
Nick Laswell

Brodrick Lothringer
Mary R. McNally
Amanda Rayna Shaw

Outstanding Graduate in Public Administration

Stephanie E. Reid Palmer
Pamela R. Thompson
Timothy J. Williams

Outstanding Graduate with a Double Major

Dave W. Boop
Trisha R. Seidl

Valedictorians

Michelle D. Bliemeister
Mariah J. Garcia
Michelle Lynne Hatfield

Paul F. Ingold
Brodrick Lothringer
Mary R. McNally

Academic Calendar

2018-19 / Doane's 147th Year

Doane University Lincoln Campus's 38th Year

Doane University Grand Island Campus's 16th Year

Doane University Omaha Campus's 6th Year

July	9	Monday	Autumn Term schedule released
	16	Monday	Priority Registration begins for Autumn Term
August	23	Monday	Registration begins for Autumn Term
	3	Friday	Summer Term grades published to WebAdvisor
	3	Friday at Noon	Last day to add Autumn Term
September	13	Monday	Autumn Term begins/Payment Due August 13 - October 13
	20	Monday	CENSUS DAY - Last day to drop Autumn enrollments
	3	Monday	NO CLASSES - Labor Day
	4	Tuesday	Winter I Term schedule released
	7	Friday	Last day to withdraw from an AUTM course and receive a 'W'
October	10	Monday	Priority Registration begins for Winter I Term
	17	Monday	Registration begins for Winter I Term
	5	Friday at Noon	Last day to add Winter I Term
	13	Saturday	Autumn Term ends
November	15	Monday	Winter I Term begins/Payment Due October 15 - December 15
	19	Friday	Autumn term grades published to WebAdvisor
	22	Monday	CENSUS DAY - Last day to drop Winter I enrollments
	9	Friday	Last day to withdraw from a WIN1 course and receive a 'W'
	22-24	Thur.-Sat.	NO CLASSES - Thanksgiving weekend
	26	Monday	Winter Flex/Winter II Term schedules released
December	3	Monday	Priority Registration begins for Winter Flex/Winter II Terms
	10	Monday	Registration begins for Winter Flex/Winter II Terms
	15	Saturday	Winter I Term ends
	16	Sunday	DECEMBER COMMENCEMENT Ceremony for College of Professional Studies and College of Education
January	21	Friday	Winter I term grades published to WebAdvisor
	The Doane Offices will be CLOSED December 24 through January 1		
	4	Friday	Last day to drop or add Winter Flex enrollments
	4	Friday at Noon	Last day to add Winter II Term
	6-12	Sun.-Sat.	Winter Flex Term
February	14	Monday	Winter II Term begins/Payment Due January 14 - March 9
	21	Monday	CENSUS DAY - Last day to drop Winter II enrollments
	4	Monday	Spring Term schedule released
	8	Friday	Last day to withdraw from an WIN2 course and receive a 'W'
March	11	Monday	Priority Registration begins for Spring Term
	18	Monday	Registration begins for Spring Term
	1	Friday at Noon	Last day to add Spring Term
April	9	Saturday	Winter II Term ends
	11	Monday	Spring Term begins/Payment Due March 11 - May 11
	15	Friday	Winter Flex/Winter II term grades published to WebAdvisor
	18	Monday	CENSUS DAY - Last day to drop Spring Term enrollments
	5	Friday	Last day to withdraw from a SPRG course and receive a 'W'
May	8	Monday	Summer/Summer Flex Term schedules released
	15	Monday	Priority Registration begins for Summer/Summer Flex Terms
	22	Monday	Registration begins for Summer/Summer Flex Terms
	10	Friday at Noon	Last day to add Summer Term
	11	Saturday	Spring Term ends
June	11	Saturday	SPRING COMMENCEMENT Ceremony for Everyone
	17	Friday	Spring term grades published to WebAdvisor
	20	Monday	Summer Term begins/Payment Due May 20 - July 20
	27	Monday	NO CLASSES - Memorial Day
	28	Tuesday	CENSUS DAY - Last day to drop Summer/Summer Flex enrollments
	14	Friday	Last day to withdraw from a Summer course and receive a 'W'
July	4	Thursday	NO CLASSES - Independence Day Observed
	8	Monday	Autumn schedule released
	15	Monday	Priority Registration for Autumn Term
	20	Saturday	Summer Term ends
	21-27	Sun.-Sat.	Summer Flex Term
August	22	Monday	Registration begins for Autumn term
	2	Friday	Summer and Summer Flex grades published to WebAdvisor

2019-20 / Doane's 148th Year

Doane University Lincoln Campus's 39th Year

Doane University Grand Island Campus's 17th Year

Doane University Omaha Campus's 7th Year

July	8	Monday	Autumn Term schedule released
	15	Monday	Priority Registration begins for Autumn Term
	22	Monday	Registration begins for Autumn Term
August	2	Friday	Summer Term grades published to WebAdvisor
	2	Friday at Noon	Last day to add Autumn Term
September	12	Monday	Autumn Term begins/Payment Due August 12 - October 12
	19	Monday	CENSUS DAY - Last day to drop Autumn enrollments
	2	Monday	NO CLASSES - Labor Day
	3	Tuesday	Winter I Term schedule released
October	6	Friday	Last day to withdraw from an AUTM course and receive a 'W'
	9	Monday	Priority Registration begins for Winter I Term
	16	Monday	Registration begins for Winter I Term
	4	Friday at Noon	Last day to add Winter I Term
November	12	Saturday	Autumn Term ends
	14	Monday	Winter I Term begins/Payment Due October 14 - December 14
	18	Friday	Autumn Term grades published to WebAdvisor
	21	Monday	CENSUS DAY - Last day to drop Winter I enrollments
	8	Friday	Last day to withdraw from an WIN1 course and receive a 'W'
December	18	Monday	Winter Flex/Winter II Term schedules released
	28-30	Thur.-Sat.	NO CLASSES - Thanksgiving weekend
	2	Monday	Priority Registration begins for Winter Flex/Winter II Terms
	9	Monday	Registration begins for Winter Flex/Winter II Terms
January	14	Saturday	Winter I Term ends
	15	Sunday	DECEMBER COMMENCEMENT Ceremony for College of Professional Studies and College of Education
	20	Friday	Winter 1 Term grades published to WebAdvisor
	The Doane Offices will be CLOSED December 24 through January 1		
	3	Friday	Last day to drop or add Winter Flex enrollments
	3	Friday at Noon	Last day to drop Winter II Term
	5-11	Sun.-Sat.	Winter Flex Term
February	13	Monday	Winter II Term begins/Payment Due January 13 - March 7
	20	Monday	CENSUS DAY - Last day to drop Winter II enrollments
	3	Monday	Spring Term schedule released
	7	Friday	Last day to withdraw from a WIN2 course and receive a 'W'
	10	Monday	Priority Registration begins for Spring Term
March	17	Monday	Registration begins for Spring Term
	28	Friday at Noon	Last day to add Spring Term
	7	Saturday	Winter II Term ends
	9	Monday	Spring Term begins/Payment Due March 9 - May 9
April	13	Friday	Winter Flex/Winter II Term grades published to WebAdvisor
	16	Monday	CENSUS DAY - Last day to drop Spring Term enrollments
	3	Friday	Last day to withdraw from a SPRG course and receive a 'W'
May	6	Monday	Summer & Summer Flex Term schedules released
	13	Monday	Priority Registration begins for Summer/Summer Flex Terms
	20	Monday	Registration begins for Summer/Summer Flex Terms
	9	Saturday	Spring Term ends
	9	Saturday	SPRING COMMENCEMENT Ceremony for Everyone
June	15	Friday	Spring Term grades published to WebAdvisor
	15	Friday at Noon	Last day to add Summer Term
	25	Monday	Summer Term begins/Payment Due May 25 - July 25
	25	Monday	NO CLASSES - Memorial Day
	2	Tuesday	CENSUS DAY - Last day to drop Summer/Summer Flex enrollments
July	19	Friday	Last day to withdraw from a Summer course and receive a 'W'
	3	Friday	NO CLASSES - Independence Day Observed
August	6	Monday	Autumn Term schedule released
	13	Monday	Priority Registration begins for Autumn Term
	20	Monday	Registration begins for Autumn Term
	25	Saturday	Summer Term ends
	26-8/1	Sun.-Sat.	Summer Flex Term
	7	Friday	Summer/Summer Flex Term grades published to WebAdvisor

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, a department to contact, and phone number. Much of this information is also available on the Doane University Web site: www.doane.edu/about-doane/HEA.

Disclosure	Rights Under Family Education Rights and Privacy Act (FERPA)
Description	Student's right to review educational records
Contact	Registrar's Office - 402.826.8251 or 402.466.4774
More Information	Doane website, Registrar page
Disclosure	Federal student deferments for Peace Corps or volunteer services
Description	Eligibility to defer loan payments for services performed in these areas
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774
More Information	Financial Aid Office, your student loan lender and/or student loan guarantor
Disclosure	Financial assistance available
Description	Types of financial aid programs available at Doane University
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774
More Information	University catalog, Financial Aid web page
Disclosure	Institutional Information
Description	Information about the school costs, policies and procedures
Contact	Office of Admission - 402.826.8222
More Information	University catalog, Financial Aid web page, various recruiting brochures
Disclosure	Completion rate, graduation rate
Description	Number of students who start and graduate from Doane
Contact	Director of Institutional Research - 402.826.6776
More Information	Office of Institutional Research
Disclosure	Campus Security Report
Description	Doane University crime statistics
Contact	Associate Dean of Student Leadership and Director of Campus Safety - 402.826.8295
More Information	Doane web site, Crime and Security Data
Disclosure	Doane University Code of Conduct
Description	Compliance of Higher Education Opportunity Act
Contact	Financial Aid Office - 402.826.8260
More Information	Financial Aid web page
Disclosure	Equity in Athletics
Description	Information on Doane's intercollegiate athletic teams
Contact	Doane University Athletic Director - 402.826.8583
More Information	Athletic Department
Disclosure	Drug-Free Workplace and Drug-Free Awareness Program
Description	Information on Doane's drug-free workplace policy
Contact	Office of Human Resources - 402.826.8200
More Information	University catalog, student handbook
Disclosure	Satisfactory Academic Progress
Description	Minimum standards for maintenance of federal dollars at Doane University
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774 Doane University Academic Dean's Office - 402.826.8221
More Information	University catalog, Financial Aid web page
Disclosure	Doane University Student Employment Information
Description	Doane University student employee handbook and guidelines
Contact	Financial Aid Office - 402.826.8260
More Information	Financial Aid web page, Doane University student employment handbook
Disclosure	Study Abroad
Description	Information on academic and financial opportunities for study abroad through Doane University
Contact	Academic Dean's Office - 402.826.8221 Financial Aid Office - 402.826.8260
More Information	University catalog
Disclosure	Section 207 of Title II Higher Education Act
Description	Annual report on teacher preparation
Contact	Office of the President - 402.826.8253
More Information	University catalog, Teacher Education web page, DTEPH book
Disclosure	Title VI, Title IX, and Section 504
Description	Compliance of Civil Rights Act 1964, Education Amendments of 1972, and Rehabilitation Act of 1973
Contact	Laura Northup, Director of Human Resources - 402.826.6773 or Dennis Amoateng, Director, Office of Residential Life - 402.826.6796 1014 Boswell Ave., Crete, NE 68333
More Information	Employee handbook, student handbook