DOANE
UNIVERSITY

2022-2023

Undergraduate Catalog

College of Arts and Science
College of Business
College of Education
School of Innovative Learning

Crete Campus
Lincoln Campus and Online

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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.

Notice of Non-Discrimination

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 Title VI of the Civil Rights Act 1964 or Title IX of the Education Amendments of 1972 is directed to contact Leah Rediger, in the Perry Center at titleix@doane.edu or 1014 Boswell Ave., Crete, NE 68333; (402) 826-8118.

Anne and Leah have been designated by the University to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. 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

Crete Campus toll free 1.800.333.6263
Academic Affairs Office 402.826.8221
Academic Success Center 402.826.8554
Admission Office, Crete Campus 402.826.8222
Advancement/Alumni Offices 402.826.8258
Athletic Department 402.826.6717 *fax*:402.826.8647
Bookstore 402.826.8288
Business Office 402.826.8200 *fax:*402.826.8600
Career, Leadership, and Service 402.826.8572
Enrollment Office, Lincoln Campus 402-467.9000
Faculty Office 402.826.8660
Financial Aid Office 402.826.8260
Graduate Studies Office 402.466.4774
Hansen Leadership Program 402.826.8271
Help Desk (Tiger Tech) 402.826.8411
Lincoln Campus 402.466.4774 or 888.803.6263 *fax:*402.466.4228
Office of International Programs 402.826.8215 *fax:*402.826.8592
Office of Strategic Communications 402.826.8294
Omaha Campus 402.891.6600 or 855.513.0248 *fax:*402.891.6610
Perkins Library 402.826.8287 *fax:*402.826.8303
President's Office 402.826.8253
Registrar's Office 402.826.8251
Service Bureau *fax:*402.826.8278
Student Leadership 402.826.8111

Crete Campus 1014 Boswell Avenue Crete, NE 68333-2430
Lincoln Campus 303 North 52nd Street Lincoln, NE 68504
Omaha Campus 4020 South 147th Street Ste. 100 Omaha, NE 68137

Doane University Web site: www.doane.edu
Doane University Bookstore: http://bookstore.doane.edu/doane
Doane University WebAdvisor: www.doane.edu/wa

Doane University: Greatness on the Great Plains

Doane University is a leader in higher education, grounded in its commitment to academic excellence, building leaders, innovation, community, and a special sense of place for each student. These are the qualities that have made Doane successful for 151 years and will help build an even stronger university for the future.

Doane creates the ideal setting for experiences and connections with lifelong value for students of all ages through these commitments. Our innovative approach to education integrates learning in the classroom with our students' work and life experiences.

Doane University is dedicated to a student-centric approach to higher education, fostering success for all of our students. Our emphasis on our students is shown through how we:

- produce leaders through a complete, personal, well-rounded education linked closely to career and professional preparation;
- provide graduates with appropriate academic programs and skills to prepare them for satisfying and profitable careers;
- put an emphasis on campus inclusivity to enhance educational opportunities for all;
- extend our education to strategic campus locations in Nebraska's largest metro areas, taking learning off-campus through internships, work, and a variety of impressive public events;
- take an innovative approach to traditional and adult undergraduate education, making the university a leader in higher education in the midwest.

History of Doane

For 151 years, Doane University has occupied a distinguished place among the colleges and universities of the midwest as Nebraska's first and 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. 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.

Doane began its work in higher education for adults and "nontraditional" students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

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 150-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. They are also active with scholarly research and publication, community service, and campus life.

Mission Statement

Doane University creates distinctive educational experiences, rooted in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

Vision
Doane University will be a comprehensive university, recognized for innovation, valuing the liberal arts and professional studies in order to empower and prepare students for life, career, and community engagement.

Values
- **Inclusion**: Doane values creating an environment in which all individuals and communities are able to fully participate, belong, and thrive in authentic ways.
- **Integrity**: Doane values ethical and principled decision-making and taking responsibility for one's actions.
- **Innovation**: Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.
- **Transformation**: Doane values enhancing lives and developing potential.

Accreditation Statement
Doane University is accredited by the Higher Learning Commission (230 S. LaSalle St., Ste. 7-500, Chicago, IL, 60604-1411). HLC may be reached at 800.621.7440 or info@hlcomission.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 Music Department is accredited by the National Association of Schools of Music (11250 Roger Bacon Dr., Ste 21, Reston, VA 20190-5248). NASM can be reached at 703.437.0700.

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). CCNE can be reached at 202.887.6791.

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

Documentation of accreditation may be viewed upon request in the Doane University President's Office.

Licensure and Certification
Doane University regularly updates program requirements in order to prepare students for licensure and certification as appropriate. In order to comply with federal disclosure requirements, up to date information about licensure and certification can be found on the General Licensure and Certification Disclosure page. Prospective and current students are encouraged to research the requirements in their current or intended state of residence to ensure that their intended enrollment in a program will meet the requirements of their state's licensing agency.

Assessment Statement
Doane values the participation of all 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 university 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

Doane University Presidents

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

- Arthur B. Fairchild 1912-1914 (acting)
- William O. Allen 1914-1918
- John N. Bennett 1919-1925
- Edwin B. Dean 1925-1936
- Bryan S. Stoffer 1937-1942
- Bryant Drake 1942-1947
- David L. Crawford 1948-1954
- Donald M. Typer 1954-1966
- Philip R. Heckman 1967-1987
- Frederic D. Brown 1987-2005
- Jonathan M. Brand 2005-2011
- Jacque Carter 2011-2021
- Roger A. Hughes 2021-

Fiscal Responsibility

The university provides a strong financial base for education through endowment growth, annual fiscal integrity, annual gift income, a competitive comprehensive fee, and a supportive scholarship program.

Crete Campus Buildings and Scenic Locations

Doane University's first students in the late 1800s studied in one primary building, Merrill Hall, which was destroyed by a fire in 1969. Through years of careful stewardship by faculty, staff, and students, Doane's traditional campus in Crete is one of the most celebrated in the midwest.

Bauer House has been the official home of the Doane University president since its dedication in 1965. The home was built in 1950 and donated by Dr. John Bauer, a 1904 graduate. The three-story home is located on Boswell Avenue, near the south entrance to campus.

Boswell Observatory, built in 1883, was named for Charles Boswell of Connecticut, whose stepson taught at Doane. He was also a close friend of Doane's first president, David Brainerd Perry. Boswell donated $5,000 for the building and astronomy equipment, which included an eight-inch telescope and surveying equipment used by university founder and civil railroad engineer Thomas Doane. The observatory is believed to be the first weather service headquarters in Nebraska and is one of three Doane buildings listed in the National Register of Historic Places. It has been altered several times, once following a fire in 1930. The observatory remains available for sky viewing with the restored original telescope. It also houses the Doane Family Association archives.

Brandt Memorial Bridge, erected in 1930, spans Miller Pond. University treasurer A.T. Cassel designed the bridge, and it was named for Herman F. Brandt, who joined the Doane faculty in 1927 and donated funds for its construction.

The Bridge to Distinction spans the ravine on the north side of the campus. It was constructed in 2004 and dedicated to Dr. Fred Brown, the university's 10th president.

Butler Gymnasium was built in 1936 and named in honor of U.S. Senator Hugh Butler, a longtime member and chairman of the Board of Trustees (1917-54). An addition was built onto the gymnasium in 1944 to house a former swimming pool, and in 1955, classrooms were added to the west side of the building. The gymnasium is now the home of Doane Men's and Women's Wrestling.

Cassel Open Air Theatre was created in 1936 by Doane alumnus and treasurer A.T. Cassel. The outdoor amphitheater is the site of commencement each year as well as numerous student events throughout the year. Cassel, who graduated in 1894, was responsible for campus landscaping for many years. Doane renovated the open-air theatre in 2011, expanding the space, replacing retaining walls, and updating landscaping and other features.

The Chab Weyers Education and Hixson Lied Art Building opened in 2007, providing new offices and classrooms for the Education and Art departments. It also houses the university's **Farley Korff Welcome Center, Admission Office**, and **Information Technology Services**. The main entrance to the building features the reclaimed signature portico of the former Whitin Building. The building was funded in part by a $2 million gift from the Lied Foundation Trust and a donation by Lois (Chab) and Larry Weyers, 1967 graduates of Doane.

College Heights Country Club is on land owned by Doane University and leased to the country club. Students, faculty, and staff are welcome to enjoy this outstanding nine-hole course.

The **Communications Building** was completed in 1970. This building houses faculty offices, classrooms, computer labs, the library, art gallery, and the Learning Commons. **Perkins Library**, located on the lower level at the southern end of the building, was made possible through gifts from the Kitty Perkins Charitable Trust and the estate of Lincoln attorney T.F.A. Williams. The Perkins family was originally from Hastings, and several members have attended Doane. **Rall Art Gallery** was originally created in 1986 as part of the library, named after Reinhold '33 and Lillian Rall and Leonard '35 and Dorothy Rall '38, donors for the project. The gallery is now adjoined to the **Learning Commons**, which sits in the upper level of the library. The commons area houses the

24/7 Lab, Writing Center, Technology Services, Research Services, an information sciences classroom, a recording studio, an assistive learning lab, print services, and new student collaboration spaces. The building is also home to **Heckman Auditorium**, named for Doane's ninth president, Dr. Phil Heckman. The auditorium, in the northern end of the building, is the site of numerous musical performances, lectures by visiting speakers, and other events each year.

Dean Memorial Pergola was built in 1930 with funds from 1880 alumna Carrie Dean in honor of her parents. The pergola is of Greek design and situated above a natural spring. Numerous Dean family members attended the university, and Carrie's brother, Edwin, served as Doane's president for more than a decade (1925-36). In 2006, a renovation project restored the pergola and added the Pappy '70 and Debra Solomon '71 **Khouri Garden and Outdoor Classroom**. The project was completed as a gift from Delta Kappa Pi fraternity and alumni in honor of Khouri, the former university treasurer, and his wife.

Doane Lake was created in 1931. The spillway and water level were raised in 1944, allowing the lake to spread out. The dam was again raised in 1970 after completion of nearby Sheldon Hall. The lake has been home to pairs of swans for many years and was last renovated in 2000.

Fairchild Apartment Building, completed in 1956, was named for Arthur B. Fairchild, longtime treasurer (1886-1919), and acting president of the university in 1912-14.

Frees Hall was completed in 1931 as a women's residence hall and was designed by Dean and Dean, Architects. The building matches Smith Hall in design and was built to accommodate 185 students. A 450-seat dining hall was included in the basement, where students ate their meals until the campus center was built. The hall is named for Mr. and Mrs. Benjamin Frees for their "generous interest in Christian education in Nebraska." Frees is now a coed residence. A 2009 renovation project restored and improved the campus landmark, adding amenities such as air conditioning, remodeled bedrooms and living spaces, a game lounge and theater area, and outdoor gathering spaces.

Fuhrer Field House, built in 1969, was described at the time as one of the premier facilities of its kind in the Midwest. The building grew to enclose 55,000 square feet of space for men's and women's athletics. In 2014, a 20,694 square-foot expansion was completed with numerous improvements to restore Fuhrer as a superior facility and a comprehensive recreation and athletic space for students and community. Arena seating can now accommodate 1,130 spectators. A 200-meter regulation length track, classroom space, and **Fred Beile Arena** (the indoor track competition space named after Doane's legendary track and field coach) were all added during the renovation.

Gaylord Hall was built in 1884 as Ladies Hall. The building was renamed in 1890 for the Rev. Reuben Gaylord, a pioneer home missionary and Christian educator. One wing of the building was renovated into apartments in 1931. The building today houses classrooms and faculty offices. Production studios for film, radio, and the student newspaper are located in the lower level. Gaylord is one of three Doane buildings listed in the National Register of Historic Places.

The George and Sally Haddix Recreation and Athletic Center opened in 2010 with a performance gymnasium and fitness facility and is located east of the Lied Science and Mathematics Building. It spans two levels and 63,535 square feet, housing **Bob Erickson Court** for volleyball and basketball (with seating for 1,100), a fitness center for both Doane and area communities, several classrooms, and office space for the athletic department. The center is funded in part by George and the late Sally Haddix, two longtime members of the university's Board of Trustees, and their families. They contributed a total of $7 million to the project. **The Gibson Hall of Fame Room**, on the upper level of the building and looking out into the performance gym, is named after Richard and Wanda Gibson of Council Bluffs, Iowa, who donated $2.5 million toward the building.

Gregory Grove is a landscape feature located south of Frees Hall. In 1932, George Gregory, an 1882 graduate and a member of the Board of Trustees from 1912-33, planted 100 pin oak trees. The grove is now part of **Osterhout Arboretum**, the campus-wide tree nursery and sanctuary.

Hansen Leadership Hall is the university's newest residence hall and was completed in 2000. The building is named for the late Zenon C.R. Hansen, former CEO of Mack Trucks, and was funded in part by The Zenon Hansen Foundation.

Lauritsen Track is named for the late Walter Lauritsen '30, an outstanding alumnus, former multi-sport athlete, and chairman of the Board of Trustees who did much to further the academic and financial advancement of the university. The outdoor track is located in Memorial Stadium and was recently renovated in 2018.

The **Jose M. and Elizabeth Ledon Softball and Baseball Complex** opened in 2007. Named for the parents of a former softball student-athlete, the complex is located on the eastern edge of campus. It includes a baseball field and softball field, bleachers, batting cages, an indoor hitting facility, and a shared two-story press box and concession stand. The complex also includes new track and field throwing competition areas.

The Lied Science and Mathematics Building was completed in 1999 and was funded in part by a $3 million gift from the Lied Foundation Trust. The $10.2 million, 60,000 square-foot building houses the science, mathematics, and information science departments. The building is connected to campus by the Bridge of Distinction.

Martin Maintenance Building was built in 1991 and houses the Facilities Operations department and storage areas. Alfred Martin, a former member of the Board of Trustees, and the Martin Foundation provided funding.

Memorial Stadium was officially dedicated on Nov. 11, 1948 as the Doane-Crete Memorial Stadium, honoring veterans of both World War I and World War II. Al Papik Field (formerly Simon Field) and Lauritsen Track are housed within the stadium. Historic **Fiske Lodge**, built in 1910, was moved to the stadium in 2008 and serves as the ticket booth, concession stand, and merchandising area at the south end of the stadium.

Miller Pond was named in memory of Florence Hazen Miller of Crete, who designed the Nebraska flag. In 1962, she provided funds for the renovation of this biology "bug" pond, a natural campus feature. A 1989 project dredged the pond and added a retaining wall and a fountain was installed in the center in 1990. The pond and the surrounding area were renovated again in 2014.

Osterhout Lane was finished in 2002 and connects the eastern part of campus to Iris Avenue. The lane is named for the late David Osterhout, a 1937 Doane graduate and longtime university administrator, and his family. It features the **Navy Memorial Plaza**, dedicated to the Navy V-5 and V-12 program trainees, more than 700 men who received officer training at Doane during World War II.

Padour Walker Administration Building was dedicated in 1972 as a replacement for Merrill Hall, which was destroyed by fire in 1969. Edson O. Walker provided funding for the building in honor of his wife, Ida Padour '15. Built just west of Merrill's original site, it houses administrative offices, a conference room, and **Noyce Chapel**. The chapel, located in the lower level, was dedicated in 1975 in memory of Ralph B. Noyce '15. An interior renovation in 1999 was funded by former trustee Alfred Martin and the Martin Foundation.

Al Papik Field in Memorial Stadium, was formerly known as Simon Field. It was built in 1929 from a generous gift from G. Eli Simon, a Nebraska attorney and father of a graduating senior. The university and the community share use of the field, which features new FieldTurf installed in 2011, for football and soccer games throughout the year. In 2013, the field was rededicated in honor of Al Papik, a 1950 graduate who had a celebrated career as a coach and administrator at Doane.

Perry Memorial Campus Center is named for Doane's first president, Rev. David Brainerd Perry, who came to Nebraska as a missionary/circuit rider and stayed to establish a university on the treeless prairie. The building opened in January of 1963 and included recreation areas, a lounge, and a snack bar. In 1970, a two-story addition was built onto the southern façade of the building. The building was again enlarged in 1995 and further renovated in 2007-08. **Lakeside Coffeehouse** opened in 2006 and provides Starbucks beverages and pastries in a relaxing, social atmosphere. Perry also houses Doane's student cafeteria serving breakfast, lunch, and dinner daily. In 2011, one wing of the campus center was rededicated as **Don Nyrop Great Hall** to honor the late Don Nyrop, a Nebraska native who graduated from Doane in 1934 with a history degree. He went on to earn a law degree from George Washington University and then had a distinguished career in aviation, heading the Civil Aeronautics Administration and running Northwest Airlines. He was a 14-year member of Doane's Board of Trustees and the recipient of numerous Doane awards for his long, generous support and leadership on behalf of the university.

Poets' Grove is an area south of Whitcomb Lee Conservatory where students planted trees to honor notable poets. On Arbor Day 1884, Trustee Samuel Andrews tossed pebbles across the lawn, and students then planted trees at the landing site of each stone. More trees were added at a rededication ceremony on Earth Day 2014.

Porter Memorial Bridge was built in 1931 to span the small stream between Gaylord and Frees Halls. Constructed in the same design as Brandt Memorial Bridge, this bridge honors Kezzie Porter Brande, a 1905 graduate who, according to the dedication plaque, "Loved the Doane Campus."

Sally Smith Fountain was constructed in memory of Sally J. Smith '82, who was killed in a 1981 traffic accident. The fountain is located just south of Cassel Open Air Theatre. The waterfall flows into nearby Doane Lake.

Sheldon Hall, located east of Frees Hall and west of Hansen Leadership Hall, opened in 1970 as a women's dormitory but is now a co-ed residence hall. The three-story building remained nameless until 1978 when it was dedicated after Margaret Thompson Sheldon, an 1886 graduate and, later, Doane's first dean of women and an English professor. She served the university for 21 years. A renovation project in 2010 enhanced the hall's living spaces and added lounges, a meeting space, patio, and other amenities.

Smith Hall, formerly Men's Hall, was renamed in 1977 to honor Charles C. Smith, an 1887 graduate, former trustee, and benefactor of the university. In 1929, Smith contributed a substantial, then-anonymous gift to assure construction of the hall. The renaming of the building provided public recognition of his earlier contribution. The building became a coed residence with the completion of a 2011 renovation project that added a fourth floor to the landmark building while making improvements on a lounge area, gaming room, kitchen, business center, and outdoor courtyard.

Teachers' Grove is located on the site of the former Goodall Science Building. Dedicated in 2008, it is a place of respite in honor of those who open the doors of knowledge. The grove also honors those in the education field whose donations helped landscape the area.

Whitcomb Lee Conservatory was built in 1906-07 in the Prairie School architectural style. The building, which originally housed a chapel and the music department, was named for Mr. and Mrs. George F. Lee, of Nebraska's Otoe County, and Mr. and Mrs. Henry Whitcomb of Massachusetts. Renovated in 2003-04, "The Con" now houses the theatre and speech departments with an auditorium used for theatre productions and other events. It is one of three Doane buildings in the National Register of Historic Places.

More Doane Locations

Doane University's growth beyond Crete traces its origins to 1981, when classes were first held for adult, "nontraditional" learners seeking professional advancement at the offices of Select Research, Inc. in Lincoln. **Doane's Lincoln Campus** has grown since then, now occupying a complex at 52nd and R streets. Apart from its undergraduate facilities, Doane Lincoln includes dedicated offices for its Graduate of Education and Master of Arts in Counseling programs, as well as an administrative building.

The Fred D. Brown Center is the flagship facility of Doane's Lincoln Campus. The building was purchased in 2005 and named in honor of longtime Doane President Fred D. Brown, who was an original proponent of all of Doane's nontraditional learning programs. The Fred Brown Center houses 22 undergraduate classrooms including computer labs and an art studio. IT services, Career Development, Academic Support Center, and faculty offices are also located in the Fred Brown Center.

Doane expanded to a physical location in Omaha in 2012. **Doane's Omaha Location** serves graduate students in business and education in Nebraska's largest city.

Finally, **online learning at Doane** continues to evolve, as we develop more and better ways to meet educational needs wherever they're located. Our online learning offices are headquartered in Lincoln.

Admission & Enrollment

Crete Campus Admission & Enrollment

www.doane.edu/applynow

The overarching goal of Doane University is to attract engaged students who can benefit from our superior educational program, graduate, and use their education to serve and lead in the state, the nation, and the world. We seek students who want to be actively involved in the intellectual enterprise and the community and who embrace the ideals of high expectations, personal responsibility, leadership, and free inquiry.

High School Seniors and First-year Students

Full-time students and part-time students requesting financial assistance must apply for admission.

On the student's application, they will have an opportunity to mark their self-reported academic information. Without having to provide their high school transcripts, students can gain admittance if they meet admission requirements. If a student does not meet the admission requirements, they follow a different process.

An official transcript of credits from the high school (and/or other educational institution) and results of the ACT (American College Test) or SAT (Scholastic Aptitude Test) must accompany a completed application. Students should consult their high school counselor for ACT and SAT test dates and registration. Information on ACT and SAT testing is also available from the Office of Admission at Doane University.

The Doane University Office of Admission must receive a new student's official FINAL high school transcripts prior to registering for the semester following the offer of admission.

Doane University's selective admission program is based on the following criteria:

1. rank in high school graduating class, college preparatory coursework, and high school grade point average (GPA),
2. scores on ACT or SAT, and
3. individual character and personal abilities.

Every applicant is considered equally without reference to race, color, religion, gender, national origin, disability, age, marital status, or sexual orientation. Successful applicants to Doane will

complete a strong college preparatory program. Preference is given to applicants who have taken four years of English, and three years of each mathematics, science, and social studies. Two years of a foreign language is also encouraged.

First-year students who have been out of high school more than five years are not required to submit ACT or SAT scores. Students may be admitted on the basis of a GED score.

Students who wish to enter Doane University from a home-schooling environment must complete the application for admission and submit the following:

1. Official ACT or SAT results.
2. Satisfactory transcript documentation. In lieu of a transcript, a completed "Home School Credit Evaluation Form" is accepted (contact the Office of Admission to obtain a form).

High school students are encouraged to submit an application for admission during the first semester of their senior year. Applicants must have at least six semesters of completed coursework evident on their high school (secondary) transcript. Incomplete or false information is grounds for denial of admission or subsequent dismissal from the university. The steps for applying for admission are to:

1. complete an application for admission online and submit it to the Office of Admission,
2. provide official academic transcripts and financial aid information from all secondary (high schools) and post-secondary (colleges and/or universities) institutions from whom you have received college credit, and
3. request standardized test scores (ACT or SAT) be mailed directly to Doane University from the testing services if not already provided on transcript.

Upon receipt of all application materials, the Faculty Admission Committee will review the application file and notify the applicant of a decision within two to three weeks. If accepted, the applicant must send a $200 enrollment deposit--refundable through May 1--to confirm placement in the incoming class.

Transfer Applicants

Students transferring from another post-secondary institution (college or university) must follow the steps listed below for applying for admission to Doane University.

1. Complete an application for admission and submit it to the Office of Admission.

2. Provide official academic transcripts and financial aid information from all secondary (high schools) and post-secondary (colleges and/or universities) institutions attended.

The Registrar makes an evaluation of credits earned at other institutions. Transfer applicants who have attempted less than 24 transferable semester credit hours of post-secondary coursework must defer to the admission standards for the high school seniors and first-year students and may also be evaluated by the Faculty Admission Committee.

Doane University's selective admission program for transfers is based on the following criteria:

1. evaluation of official collegiate transcripts,
2. rank in high school graduating class and grade point average (when necessary),
3. scores on ACT or SAT admissions tests (when necessary), and
4. individual character and personal abilities.

Incomplete or false information is grounds for denial of admission or subsequent dismissal from the university. Final transcripts from institutions previously attended must be received prior to census day, or the student will be dropped from courses. Upon receipt of all application materials, the Faculty Admission Committee will review the file for admission and notify the applicant of a decision within two to three weeks. If accepted, the applicant must send a $200 enrollment deposit--refundable through May 1--to confirm placement in the incoming class.

Spring Term Applicants

First-year and transfer students applying for admission to Doane University's Spring term must meet applicable admission standards as stated in the "first-year" and "transfer" sections. Upon receipt of all application materials, the Faculty Admission Committee will review the file for admission and notify the applicant of a decision within two to three weeks. If admitted, the applicant must send in a $200 enrollment deposit--refundable through February 1--to confirm his/her place in the class.

Early Enrollment of High School Students

Students seeking early enrollment can apply to the **High School Senior Advantage Program**. Students must 1) have completed three years of high school and/or attained senior status; 2) have a 3.0 GPA on a 4.0 scale; and 3) complete an application for acceptance. Tuition is waived for students admitted under the Senior Advantage Program, but they do pay a $50 processing fee at registration.

Students who do not meet the High School Senior Advantage Program guidelines but want to enroll should contact the Admissions Office for assistance. The normal tuition rate and fees will be charged.

International Applicants

Doane is authorized under Federal law to enroll non-immigrant alien students. More information is available in the Office of Admission.

Four-Year Guarantee

Doane University was one of the first institutions in the nation to initiate a four-year graduation guarantee. The guarantee is available to all first-time students who enter the Crete Campus in the fall semester.

Doane agrees to offer all required courses necessary to complete one major, the Doane Core Connections, and the university's graduation requirements within four years. We will provide a qualified academic advisor to assist students in scheduling classes. Doane will provide academic support services to assist students in successfully completing their degree.

The student will enroll in eight consecutive semesters as a full-time student earning an average of 15 credits per term and will need to maintain a cumulative GPA to remain in good academic standing. The student will declare their major before their fourth semester. In addition, the student has to meet at least once per semester with their assigned academic advisor.

If the student is unable to complete their chosen major in four years and all the requirements have been met, Doane University will assume tuition costs for up to 18 credits per semester during the next two consecutive semesters of the courses needed to complete an undergraduate degree.

Three-Year Guarantee

Doane University faculty have created a number of academic program plans that outline a course schedule and plan for a student to graduate in 3 years after the start of full-time enrollment on the Crete campus. Students apply into the program prior to enrollment and once accepted, agree to stay true to their plan. At that same time, Doane University commits to making sure the scheduling components of the plan are available to the student.

High school applicants must have at least a 3.25 GPA on a 4.0 scale and also have an ACT Composite Score of at least 23 (SAT 1620 combined score), an ACT Reading Subscore of 22 (SAT 530 Critical Reading Score). Students must apply for the program prior to enrollment. Eligibility and acceptance is based on credits earned prior to enrollment at Doane University as well as high school GPA and ACT/SAT score. Doane University requires a minimum of 9 transferable credits with at least a "B" grade prior to enrollment. Individual programs may require a specific course as part of the 9 credits for acceptance.

In the event that a student meets all expectations of the 3-year program and is unable to graduate in three years as a result of a university mistake, the university will waive tuition for the remaining courses required to graduate.

Readmit Process

A readmitted student is defined as a student who has matriculated at Doane University, Crete campus, but does not enroll in consecutive terms, in effect, stepping out of the educational process, who then decides to re-enroll on the Crete campus. The readmitted student could also be a graduate of the Crete campus who decides to return for another degree.

Readmitted students will be required to complete a short form in the Admission Office. After the student completes the form, the Admission Office will check with the Registrar's Office, Financial Aid Office, Student Leadership Office, Business Office, and the Athletic department, as well as its own records, to determine if the student is eligible to be readmitted.

HELPS Program

Higher Education Life Planning Systems (HELPS) is a program designed for graduates of Doane's Crete campus who wish to return to the Crete campus to seek further education that prepares them for better career opportunities. Candidates must demonstrate that by returning for a specific progression of courses, career advancement is possible.

HELPS participants must be full-time students. They can earn tuition-free undergraduate credit during two academic terms (summer excluded) not to exceed 36 credits. If their program exceeds two academic terms, they must pay for the additional credit hours required. Graduates must have completed their Doane degree at least two years prior to eligibility. A maximum of six to eight hours of pre-approved credit can be transferred to count toward a major pursued in the HELPS program. This transfer may be accomplished with approval of the Vice President for Academic Affairs prior to beginning the program at Doane, or subsequent to the completion of work on campus. Credits from the Lincoln or Online programs, when applicable, are accepted, as well as those from other institutions. An application for admission and detailed guidelines are available from the Admission Office.

Lincoln Campus and Online Admission & Enrollment

Requirements for Admission

www.doane.edu/apply

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. If the high school transcript or GED is deemed unattainable, this requirement can be waived for students who've completed an associate 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 counselor of their status at the previously attended institution(s). The applicant's full academic record is reviewed to determine admission status or if additional requirements are needed for admission. If the applicant is not admitted, they may enroll as a non-degree-seeking probationary student.

If admitted with a provisional 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 an online orientation experience to prepare the student for long-term success.

Students are assigned to an academic advisor who is the first point of contact for questions about their academic program, classes, registration, and resources needed from their first registration through a successful graduation. The student and advisor explore career possibilities and make an outline of courses leading to their degree completion. The advising staff works to build personal relationships with students, maintaining flexibility to meet the scheduling needs of students and encouraging them to seek help at any time.

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 non-residential 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. For non-residential students this is equal to 4 consecutive terms.
- Government regulations require F-1 students to be enrolled full time.
- Government regulations require a Doane University DSO to approve students to have a course load below full time.
- Government regulations limit the number of online classes F-1 students may take.

Early Enrollment of High School Students

A student who has completed three years of high school and is of senior standing 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.

University Business Regulations

Business Office

Located on the lower level of the Padour Walker Administration Building, the Business Office serves as the center of the university's business and accounting functions.

Business Policies

Students are not eligible to attend classes until registration has been approved by the Registrar and the Business Office. Registration may be refused to any student whose previous term account is not paid in full. No refund of charges will be made to any student suspended or dismissed from the university. Registration may be canceled for any student who is 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 university administration, a transcript may be released for a currently enrolled student entering graduate or a professional school who has a balance on their account, provided the student is current with the payment plan.

A student is held responsible for damage to university property, and is either billed for the cost thereof, or the amount is deducted from the room deposit.

Refunds

If a student who initially commits to Doane elects not to enroll at Doane, a complete refund is made of the money paid up to that time. No interest will be credited to this refund.

Registration constitutes a financial contractual agreement between Doane University and the enrollee. If a student withdraws from the university 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 enrolled on or after census day. (Census day is listed on the university calendar as the last day for registration.) The amount of the refund and the manner in which it is calculated depends upon the student's status at Doane University.

Tuition and fee refunds are generally based on the last documented date of attendance or the official withdrawal date. For a student who does not officially withdraw, the refund is generally based on the last date of class attendance, as determined by the university. Refund percentages are listed below for each school location.

Refunds are not made for a student dropping an overload, credits or classes, or a student dropping from full-time to part-time status after census day. A student adding credits after census day which result in an overload, is billed for these credits.

Direct deposit for student refunds

Doane encourages all students to enroll in direct deposit for their student account refunds. Students can enroll in direct deposit through their Self Service at https://cmvcprod.doane.edu/Student/Account/Login. Direct deposit allows for faster deposit of your refunds without the hassle of picking up and depositing a paper check.

Student Tax Information (1098-T)

The University will generate online 1098-T statements by January 31st each year.

IRS regulations do not require generation of 1098-T forms for non-degree seeking or international students.

Crete Campus Business Regulations & Tuition

Tuition

Full-time students per term (includes fees):
Fall Term $19,645.00
Spring Term $19,645.00
TOTAL $39,290.00

Basic Room and Board

Fall Term $5,450.00
Spring Term $5,450.00
TOTAL $10,900.00

TOTAL Tuition, Room and Board $50,190.00

Tuition and fees for full-time students include fees for library services, accident insurance, academic and student computing, student publications, Student Congress, Student Center activities, admission to university activities such as athletics, music and drama events, health program, intramurals, and other programs and activities as the university deems advisable.

Part-time students per credit hour (fewer than 12 credits hours): $1,270.00
Credit overload per credit hour (more than 18 credit hours per semester): $635.00

Part-time student fees per semester:
1-2 credit hours $245.00
3-5 credit hours $275.00
6-8 credit hours $490.00
9-11 credit hours $550.00

Room and Board Requirements

All students living in campus housing are required to be on a meal plan. The university will attempt to meet special dietary needs when documented by a physician's order. Each student on campus is given the default Gold meal plan (14 caf. meals per week + $500 per sem.). A 5-meal-a-week plan is available to students who live off-campus. (Meal plan options and prices are subject to change.) Students wishing to change their meal plan must do so before census day of the current term. (Census day is listed on the university calendar as the last day for registration.)

A room and key deposit of $100 is withheld from the student's admission deposit. Private rooms (subject to availability) are extra. Room deposits are returned to the student upon graduation or moving off campus.

Miscellaneous Fees

These fees may include

- professional education course fees,
- science lab fees,
- studio art course fees,
- applied music fees, and
- other fees including graduation fees, assessment fees, residence hall fees, and travel related fees are not listed, but may be applicable.

Student Bills

After the billing date for each semester, which occurs approximately July 20th for Fall semester and December 23rd for Spring semester, student bills, for registered students, are available 24/7 online through Self Service at https://cmvcprod.doane.edu/Student/Account/Login. Automatic email notifications are sent to the student and authorized parties when a new bill is generated. Questions regarding the billing process or payments to the student account should be directed to student accounts personnel in the Business Office at 402.826.8250.

All charges are due and payable the first day of class each term/semester. If full payment or payment arrangements have not been made, the student account will be subject to late fees and to registration and transcript holds.

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 semester/term. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of classes.

Payment & Payment Options

Payments can be made by check, in person or mailed to the Crete campus. Payments via E-checks & Debit/Credit Cards or are accepted online. Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.85% convenience fee.

International Payments: Doane University partners with Flywire to streamline the international payment process. Flywire allows secure payment from any country and any bank, typically in home currency. By making payment with Flywire, payments can be tracked from start to finish.

Installment plans: Nelnet's monthly payment plan is a low-cost plan that allows for budgeting tuition and education expenses. Short-term monthly payment plans are available through Nelnet Campus Commerce with echeck, credit or debit card. Doane accepts Visa, American Express, Mastercard, and Discover for settlement of accounts with a 2.85% convenience fee. Nelnet Campus Commerce charges a $30 non-refundable enrollment fee for this service.

If the financial aid package or the charges change, it is the student's responsibility to contact the Business Office to make adjustments in the payment plan. More information is available at https://web.doane.edu/offices-services/business-office/student-accounts.

Refund Percentage - Crete campus

Sixteen week semester

0 days - census day: 100%
day following census - 21 days: 50%
22 - 28 days: 25%
29 - 35 days: 10%

Room charges are not refundable after the first 10 days of class (census day). Refunds are not made for occasional absences from the dining room. Absences extending beyond one week due to illness or other recognized circumstances may receive consideration for an adjustment when approved by the Vice President for Finance and Administration. In case of withdrawal from the university, the costs for board are pro-rated according to the withdrawal policy in effect at that time.

Tuition, room, board and other fees will not be refunded for students suspended or dismissed for academic or conduct reasons.

Lincoln and Online Business Regulations & Tuition

Tuition

Tuition per credit, ground $310.00
Application fee $20.00
Program fee, degree-seeking $65.00
Mandatory fee per credit hour $30.00
Portfolio credit $155.00
Graduation Fee $40.00

Unless noted below, all University business regulations apply to Lincoln and Online campuses.

Student Bills

After registration, student bills are available 24/7 online through Self Service at https://cmvcprod.doane.edu/Student/Account/Login. Automatic email notifications are sent to the student and authorized parties when a new bill is generated. Questions regarding the billing process or payments to the student account should be directed to student accounts personnel in the Business Office at 402.826.8250.

All charges are due and payable the first day of class each term/semester. If full payment or payment arrangements have not been made, the student account will be subject to late fees and to registration and transcript holds.

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 semester/term. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of classes.

Payment & Payment Options

Payments can be made by check in person at the Crete & Lincoln campuses or by mail to the Crete campus. Payments via E-checks & Debit/Credit Cards or are accepted online. Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.85% convenience fee.

International Payments: Doane University partners with Flywire to streamline the international payment process. Flywire allows secure payment from any country and any bank, typically in home currency. By making payment with Flywire, payments can be tracked from start to finish.

Installment plans: Nelnet's monthly payment plan is a low-cost plan that allows for budgeting tuition and education expenses. Short-term monthly payment plans are available through Nelnet Campus Commerce with echeck, credit or debit card. Doane accepts Visa, American Express, Mastercard, and Discover for settlement of accounts with a 2.85% convenience fee. Nelnet Campus Commerce charges a $30 non-refundable enrollment fee for this service.

If the financial aid package or the charges change, it is the student's responsibility to contact the Business Office to make adjustments in the payment plan. More information is available at https://web.doane.edu/offices-services/business-office/student-accounts.

Employer Reimbursement: Students who wish to defer their payment in full until receiving their employer reimbursement may enroll in a deferred payment plan through Nelnet Campus Commerce. Nelnet charges a non-refundable $15 fee to defer payment in full 60 days after posting of grades. This plan is only available to Lincoln and Online undergraduates. This deferment option does not include students enrolled on the Crete campus or in the Open Learning Academy. Doane University has direct billing agreements with some area businesses. A complete list of these businesses is located at https://web.doane.edu/offices-services/financial-aid-office/student-accounts/employer-reimbursement-benefits. These students are not required to enroll in a deferred plan.

Refund Percentage - Lincoln and Online campuses

Eight week term
 0 days - census day: 100%
 day following census - 15 days: 40%
 day 16 and after: 0%
One week Flex
 1 day: 100%
 2 days: 40%
 after 2nd meeting: 0%

Tuition and other fees will not be refunded for students suspended or dismissed for academic or conduct reasons.

Open Learning Academy Business Regulations & Tuition

Tuition

All charges are due at time of enrollment. In addition to E-check payments, Doane accepts Visa, MasterCard, and Discover for settlement of accounts with a 2.85% convenience fee. Credit/Debit card convenience fees are non-refundable.

Tuition per credit hour, online Open Learning Academy
 Tier 1 $425.00
 Tier 2 $390.00
 Tier 3 $344.00
Additional costs associated with certain courses for textbooks, materials, laboratory fees, testing fees and computer access charges.

A transcript is not issued to a student who has failed to pay off any indebtedness to Doane University.

Refund Percentage - Open Learning Academy

Eight week term
0 days - Census day: 100% Tuition only refund (credit/debit card convenience fees are non-refundable)
day following Census - 15 days: 40% Tuition only refund (credit/debit card convenience fees are non-refundable)
day 16 and after: 0%
Tuition and other fees will not be refunded for students suspended or dismissed for academic or conduct reasons.

Student Tax Information

IRS regulations do not require generation of 1098-T forms for non-degree seeking students.

Financial Aid

Applying for Financial Aid

Financial Aid consists of scholarships, 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 do the following:

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/financial-aid-questionnaire. **NOTE: Students attending the Crete campus are exempt from completing this requirement. All other students must complete to receive Financial Aid.**
6. Complete Loan Entrance Counseling and the Master Promissory Note. The site is www.studentloans.gov. NOTE: Students who do not wish to receive Federal student loans are exempt from completing this requirement.
7. Register for classes.

A **continuing student** who wishes to apply for Financial Aid should do the following:

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. **Doane's Title IV code is 002544**.
2. Complete the Doane University Financial Aid Questionnaire. The site is www.doane.edu/financial-aid-questionnaire. **NOTE: Students attending the Crete campus are exempt from completing this requirement. All other students must complete to receive Financial Aid.**
3. Register for classes.

For more information on the types of Financial Aid, you may refer to the Doane University website or the Financial Aid Newsletter at https://web.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 unless changes to enrollment occur. 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 offers are based on Full Time enrollment for Crete students. For all other students, Financial Aid offers are based on the enrollment level indicated on the Doane Financial Aid Questionnaire or actual enrollment level.**
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

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 or Graduate Student)
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
12-25 / 1.70
36-59 / 1.85
60+ / 2.00

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 they are 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 an 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% of their total hours attempted. The measurement used is

Total Credit Hours Completed ÷ Total Credit Hours Attempted = PACE

Only credit hours passed (grades A, B, C, D, P and PS) 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, NP 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 their progress.

Maximum Time Frame

Students can receive Financial Aid for up to 133% of the published credit hour requirement to complete their 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 their degree. If it is determined by the university that 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 decision 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% completion rate. Students are not eligible to receive Title IV Federal Financial Aid if on Financial Aid Suspension and are notified via Doane email of their 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 their ability to make Satisfactory Academic Progress, the student may appeal his/her Financial Aid 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 Financial Aid 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 Financial Aid 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 their Academic Plan will be suspended from Federal/State aid.

If the student is able to return to satisfactory status after the term, they are placed on Financial Aid Probation. If the student has not complied with the terms of the appeal and has not returned to satisfactory status after the term of Financial Aid Probation, the student will be placed on Financial Aid Suspension and is not eligible to receive Federal/State Financial Aid.

Reinstatement

A student who is placed on Financial Aid 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 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/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 they were 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 courses registered for at the end of the term.

The withdrawal date is considered the date the student officially notifies the school of their 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 a Last Day of Attendance 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 they are 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 they were eligible to receive, the student 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 United States 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 aid they were 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 United States 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 they 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), 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 Direct PLUS (Parent or Graduate)
4. Federal Pell Grant
5. Federal Supplemental Opportunity Grant (FSEOG)
6. 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 United States 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 their student account balance.

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.

Office of Financial Aid - Crete Students
FAOffice@doane.edu
402-826-8260
Padour Walker Building Room 119
Hours: 8:00 AM - 5:00 PM Mon-Th; 8:00 AM - 4:30 PM Friday

Office of Financial Aid - Lincoln/Online/Graduate Students
CPS.FAOffice@doane.edu
402-466-4774
303 North 52nd Street
Hours: 10:00 AM - 6:00 PM Mon-Th; 9:00 AM - 5:00 PM Friday

Information Technology, Safety, and Federal Policies

Email, Web Pages, and Other Network Applications

All students at Doane University are assigned a personal network account that allows them access to their Doane email account, Google Apps (including Drive, Docs, Sheets, Slides, Calendar, etc.), online course materials, computers in lab areas, and electronic databases and reference materials. The university does not charge a fee for network accounts or the use of network resources. A student's network account remains active until graduation or withdrawal from Doane. During enrollment, students can receive their email accounts, or it will be sent through campus mail during the first week of classes.

Verification of Student Identity

To meet federal guidelines, Doane requires all electronic coursework be submitted through Canvas or Doane email. Canvas requires students to login each time using their Doane login id and password. All coursework email correspondence is done using Doane assigned email accounts. When student accounts are set up, the student gets contacted to set up their challenge questions and password at our password service portal. Students can change their password via the web at any time to maintain their security.

Public Safety Office

Mission:
The Public Safety Office offers security and access resources to the University communities at Crete, Lincoln, and Omaha in order to support the responsible actions of students, employees and guests in a collaborative effort to provide for a safe campus.

Goals:

1. Provide prompt response, reporting, and follow-up for safety, crime, or general support needs
2. Document accurately all safety and security related reports for the campus
3. Foster a positive working relationship with local emergency agencies
4. Provide a diverse range of emergency resources for community members and guests

For additional information and resources, please utilize the following:
Website: www.doane.edu/students/campus/safety
Phone: (402)826-8669
Email: doanesafetyoffice@doane.edu

Doane Transportation for Crete Campus Events and Programming

Doane will endeavor to provide students with transportation to off-site events and programming. Doane students and parents should understand that if a student elects to transport themselves, rather than using Doane-provided transportation, that Doane's insurance policies do not cover the student in the event of an accident.

Liability stemming from students transporting themselves is solely the responsibility of students and their parents, and their associated insurance policies.

Doane highly recommends that students transporting themselves not travel during bad weather or other dangerous conditions.

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.

There is no Special Education at the college level. Educational rights covered by IDEA (Individuals with Disabilities Act) do not apply to postsecondary education. Colleges must comply with ADA (Americans with Disabilities Act), Section 504 of the Rehabilitation Act and the Civil Rights Restoration Act. College students have civil rights, but no "education" rights. https://www.gtc.edu

Postsecondary institutions are required to:

- Make all programs and services physically accessible to all students
- Provide auxiliary aids, notetakers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities
- Accommodate the academic participation of qualified students with disabilities in college classes and activities

Postsecondary institutions are not required to:

- Provide specific auxiliary aids as long as the college provides a method of assistance that allows equal opportunity
- Provide academic modifications if these modifications would fundamentally alter the nature of the course or program or place undue burden on the institution
- Lower admission criteria for applicants with disabilities
- Diagnose a disability or conduct testing and assessment of learning difficulties, physical, or mental impairments
- Provide personal attendants
- Provide personal or private tutors
- Prepare "Individualized Education Programs" (IEP's)

1. Students interested in services for a diagnosed 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, unless the disability is easily discernible by university personnel.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process and contacting the ADA Director for the university.
3. To initiate this process, students are encouraged to contact the ADA Director.

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

FERPA

The Family Educational Rights and Privacy Acts of 1974 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 University 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 University's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., S.W., Washington, DC 20202-8520. Students may obtain a complaint form at https://studentprivacy.ed.gov/file-a-complaint.

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

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

Doane University is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community that is free of all forms of discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. The University's Title IX Policy addresses our responsibilities under Title IX, the Violence Against Women Reauthorization Act of 2013, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act").

Person(s) wishing to bring a complaint involving any prohibited conduct noted above may contact Anne Ziola, Director of Human Resources at anne.ziola@doane.edu or 1014 Boswell Ave., Crete, NE 68333; (402) 826-6773, the Title IX Coordinator at titleix@doane.edu, or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Military and Veteran Students

Admission of Veterans of Military Service

Doane University's degree programs are approved by the Veterans Administration for veterans and other persons eligible for VA benefits. Doane also participates in the Yellow Ribbon program.

Business Policies

Doane University will not impose any penalty (including the assessment of late fees); deny access to classes, libraries, or other institutional facilities; or require the student to borrow additional funds because of the student's inability to meet their financial obligations to Doane due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.

Yellow Ribbon Policy

The Post-9/11 GI Bill® can cover all in-state tuition and fees at public degree granting schools, but may not cover all private degree granting schools and out-of-state tuition. The Yellow Ribbon Program provides additional support in those situations, but only to those who qualify. Institutions voluntarily enter into an agreement with the Veterans Administration to help fund uncovered charges depending on what stipulations that institutions has placed. Each institution will have their own policy regarding who qualifies for the Yellow Ribbon funding and how much will be funded.

Doane University will match Yellow Ribbon funds with the VA for only those students who are degree seeking at our institution. Any student considered a non-degree seeking student does not qualify to receive Yellow Ribbon funds from Doane University.

Veteran Enrollment

Doane adhere's to the Veteran Affairs (VA) Principles of Excellence Program guidelines. Doane's regional accrediting body, the Higher Learning Commission (HLC) reviews and approves all new degrees and majors, as well as changes that modify at least 25% of the degree. Doane submits a course schedule to the Nebraska Department of Education every term for approval. Details for programs/majors with specialized accreditation can be found on the Doane web page under *Disclosures*.

Students enroll themselves in courses each term through WebAdvisor. Students are not automatically registered in courses and/or programs. Upon the students registration, Doane submits enrollment verification twice each term, once before and once after census day, 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 Doane's School Certifying Official of any change in enrollment.

Doane's Director of Veteran/Military Student Services, Sarah McNeel, is the veteran/military student point of contact for student who need additional assistance. Doane offers all students, including veteran/military students, assistance with Academic Counseling, Financial Counseling, and Disability Counseling upon request.

Military Transfer/Activation Policy

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

- Request complete withdrawal from courses in which enrolled. A full refund of tuition and fees will be determined on a case-by-case basis.
    - The student should be advised on the impact a complete withdrawal from all courses could have if they are using Educational benefits*.
- Remain enrolled in courses in order to complete coursework online of independent study 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.

Students are advised to provide a copy of their activation orders or letter from the commander outlining the required military duty to the Registrar's Office or Veteran/Military Student Services.

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.

Department of Veterans Affairs Education Benefits:
If you are a student who uses Department of Veterans Affairs education benefits and you drop or withdraw from any or all classes, you may potentially incur a debt.

Department of Defense Active Duty Military Tuition Assistance:
If you are a student who uses Department of Defense Active Duty Military Tuition Assistance and you drop or withdraw from any or all classes, you may potentially incur a debt. Please consult with your Educational Office.

Academic Policies & Procedures

Academic Colleges and Divisions

College of Arts and Sciences

Fine Arts and Humanities Division - ART-Art, ENG-English, CMM-Media Communication, CMS-Communication Studies/Speech Communication, FAR-*Fine Arts*, GDC-Graphic Design, HUM-*Humanities*, MUS-Music, PHI-Philosophy, PRE-*Philosophy/Religion*, SPA-Spanish, THE-Theatre

STEM Division (Science, Technology, Engineering and Mathematics) Division - AST-*Astronomy*, Biochemistry*, BIO-Biology, CHM-Chemistry, CMP-Computing, EGR-Engineering, EVS-Environmental Science, GEG-*Geography*, GEO-*Geology*, MTH-Mathematics, PHS-Physical Science, PHY-Physics, RES-*Research,* SCI-Science

Social Science Division - ANT-*Anthropology*, HIS-History, HRE-Human Relations, INT-International Studies, PSI-Political Science, PSY-Psychology, SOC-Sociology, SSI-Social Science

College of Business - ACC-Accounting, AGR-Agribusiness, BUS-Business, ECO-Economics, LDR-Leadership

College of Education - EDC-Early Childhood, EDU-Education, EDS-Special Education, PED- Physical Education

School of Innovative Learning - CAN-Cannabis, HHP-Exercise Science, HSI-Health Science

Open Learning Academy - ASTR, BIOL, BUSN, CANN, CHEM, COMS, ECON, ENGL, GEOL, HLHP, IDST, MATH, PHRE, PHYS, PSCI, PSYC, SOCI, SPAN

Italics indicate areas where courses are offered, but not a major or minor.
*Indicates an interdisciplinary major without a course prefix

Additional interdepartmental course areas include ATV-Activities, CED-Cooperative Education, DLC-Doane Learning Center, DSS-Doane Student Support Services, HNR-Honors Program, IDS-Interdisciplinary Studies, LCM-Learning Communities, LAR-Liberal Arts Studies, and MSI-Military Science.

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 a copy of their Social Security Card as documentation for a name change. A student may request a change to their name or address on the Doane website.

Advising

Doane University believes in and is dedicated to assisting its students in achieving their goal of an excellent higher education. Leading through our values of Inclusion, Integrity, Innovation and Transformation we strive to provide a team of advisors who are dedicated to the student's academic, personal, and professional success. Every Doane student is assigned an advisor based on their primary major. Your team of advisors will include a general advisor and a faculty advisor. This team will work closely with the student to provide the best overall support and discipline-specific expertise.

Team approach
Each student will be assigned at minimum two (2) advisors.

1 - A general advisor (full-time) who works with the student and the faculty member to determine an academic plan to graduation, is up-to-date- on University policy and procedure regarding course registration and offerings. The general advisor is responsible for, but not limited to:

a. Providing answers to questions on procedure, policy, etc. (or help finding the answers).
b. Helping the student problem solve.
c. Providing academic advice.
d. Helping the student in deciding/selecting a major.
e. Providing information on career and involvement resources.
f. Helping facilitate the student's interaction with the administration.
g. Working with the student on tasks such as officially declaring a major, naming the catalog of record, etc.), building a schedule during enrollment time periods.
h. Work with the Academic Success/Support Center regarding student's probation and recovery plans.

i. Working with the students to develop an accurate plan to graduation record. Reviewing and confirming with the student that all degree requirements are met. Faculty advisors, student advising guides, and the degree audits generated by the Registrar's Office help students monitor their progress toward graduation.

2- A faculty advisor who works with the student to determine appropriate course plans for the primary major and career interests. The First Year Liberal Arts (LAR) seminar instructor will serve as the initial faculty advisor until a faculty member in the discipline specific area is identified. The faculty advisor is responsible for, but not limited to:

a. Helping the student in deciding/selecting a major.
b. Providing academic advice on course selection in the major area.
c. Approving the plan to graduation and course selections prepared by the student with the general advisor.
d. Helping the student in understanding other major, minor or program interests that will complement the primary program or student's career interest.
e. Providing information on careers and opportunities in the advisor's discipline.
f. Helping facilitate the student's interaction with the administration.

**These responsibilities are based on the National Academic Advising Association guidelines. Students may receive supplemental advising from the wide range of resources available.*

The additional resources available to students are (but not limited to) the, Academic Success/Support Center, Career 2 College/Career Services and Leadership Offices, and Registrar's Office. Students are encouraged to contact the Academic Affairs Office with questions and concerns about advising and other issues related to their success at Doane.

Attendance and Participation Policy

Students are expected to regularly attend and participate in their classes. Instructor expectations for attendance and participation will be made available to the students in writing via the course syllabus. Extenuating circumstances will be dealt with on an individual basis. Lack of attendance and/or participation in a class jeopardizes a student's understanding of the course and may result in a reduction of grade as stated in the course syllabus. Each student is responsible for all work missed, regardless of the reason for the absence. There are no automatic excuses for missed participation, nor is there an automatic extension of due date for assigned work. If possible, a student is expected to contact instructors before a planned absence and promptly after an unplanned absence.

Participation may be defined as any of the following activities:

- Physically attending a class (for an onground course)
- Submitting an academic assignment or taking an exam or quiz
- Completing an interactive tutorial or computer-assisted instruction
- Attending a study group or academic support session that is required by the instructor
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

NOTE: Official attendance/participation does not include simply logging into a course on the learning management system.

It is university policy that valid absences are only those due to illness or for university-sponsored trips or activities. However, absences from class due to extraordinary circumstances affecting students, either directly or indirectly, such as a death in the family, business travel, or a health emergency, may also be considered. Absence due to university-sponsored trips or activities should be reported by the student to each individual instructor prior to the absence in order to make arrangements for making up work and assignments missed. A list of students participating in all Crete-campus university-sponsored trips or activities is filed in the Office of Academic Affairs. Absences due to valid extraordinary circumstances require a student to communicate with their instructor as soon as possible for making up work and assignments missed.

At the discretion of the instructor, all synchronous classes should begin and end on time. However, if the instructor is detained, students should wait at least 10 minutes before disbanding. Each instructor determines their own treatment of any student tardiness to class.

Individuals not properly registered for a course should not be permitted to attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the attendance policy include college-approved guests, such as prospective students who are officially scheduled through the admissions/enrollment offices, college employees approved in advance by the instructor, department chair or dean, and campus safety. These guests should be limited to attending at most one or two class meetings. Visits exceeding this amount require registration and tuition payment.

Classification of Students

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

Sophomore - 30 credits
Junior - 60 credits
Senior - 90 credits

Definition of Academic Offerings

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.

In music, students who are taking applied music lessons will receive 1 credit for a half-hour of one-to-one instruction per week, with a minimum of three hours of outside practice time per week. One credit in ensemble will be defined as a minimum of 2 hours (100 minutes) of rehearsal per week plus 1 hour of outside practice time per week.

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.

Major:
A major at Doane requires 30 or more credits. Courses can be from multiple prefixes and includes cognates.
Cognates:
A group of courses within the major that don't have the primary prefix of the major.
Emphasis:
An emphasis is a sub-component of a major, that can not stand alone. Student can not declare or be awarded an emphasis without the corresponding major. The number of credit hours is not defined.
Minor:
A minor at Doane is a smaller version of a major that is general in nature and ranges from 18-24 credits.
Endorsement:
An endorsement is similar to a minor, but only for Education students. An endorsement represents a certification the state of Nebraska offers to teachers.
Certificate:
A certificate is a group of courses in a narrow topic of interest. Certificates can range from 10-30 credits. Courses within a certificate should not have any prerequisites that would require the students to take more courses. Financial aid is not available for students pursuing a certificate unless it's deemed eligible under Gainful Employment. At the completion of a certificate program, a certificate of completion will be provided. Students are not eligible to participate in graduation ceremonies.

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; in a sixteen-week semester, twelve or more weeks are outside the 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; in a sixteen-week semester, the course meets 8-12 times in a classroom. Ground courses are in a classroom for all eight weeks of a term and sixteen weeks of a semester.

Enrollment Policy

Cross Enrollment

In rare instances, a student is permitted to cross-enroll between the Crete campus and the Lincoln and Online programs. Permission to do so is required from the Assistant Dean of Academic Affairs. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at a campus different from their main campus. Students may cross-enroll during the summer without special permission. Directed Study and Internship courses can be offered only from a student's home campus.

Transfer Policy between Campuses

A student who attends either the Crete campus or the Lincoln or Online campuses may request a transfer to another campus. Students must contact the Registrar's Office to initiate the transfer as a different location code, major, and academic advisor may need to be assigned. Other campus specific offerings such as scholarships, athletic participation, housing requirements, or Greek life should be considered when deciding to transfer. Students using Financial Aid should inquire about the financial impact of a campus change and timing in the academic year. Students must be in good standing with the Business Office.

Grades

Evaluation of Academic Work

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.

Calculating the Grade Point Average

Grade point averages are computed by dividing the total grade points earned by the total number of GPA credits. AU, I, W, and P grades are not included in the calculation. Doane's GPA is rounded up to the second decimal point.

Grade Point System

Grade points are assigned to the respective grades as follows:

Grade / Grade Points per Credit

- A+ / 4.0
- A / 4.0
- A- / 3.7
- B+ / 3.3
- B / 3.0
- B- / 2.7
- C+ / 2.3
- C / 2.0
- C- / 1.7
- D+ / 1.3
- D / 1.0
- D- / 0.7
- F / 0.0

Audit

A student wishing to attend classes regularly without the responsibility of completing assignments and without receiving credit towards graduation may do so with the approval of the Registrar and the instructor. One-half the regular tuition rate is charged for an audited course. For Crete campus students, if the course the student wishes to audit puts the student into a credit overload, students will pay one-half the overload tuition rate. Auditing needs to be indicated at registration. A grade of AU will appear on the transcript.

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, or to re-examine the student, or to accept additional work from the student after the grades are submitted.

Grade Reports

Reports are not mailed. Grades are issued to students over the web via WebAdvisor.

Incomplete Grades

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 instructor 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 it 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 **"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.

Pass/Fail Grading Options

A number of courses at Doane are offered only on a Pass/Fail basis. Such courses include internships, activities, and media practica. Instructors report only "P" (Pass) or "F" (Fail) grades for these particular courses. The grade of "P" earns credit, but this credit is not computed in the grade point average. A grade of "F" is figured into the grade point average.

A student who is a junior or senior may enroll in one course per term using the Pass/Fail option. This option allows an instructor to assign either a "P" or "F" 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 of four credits or more in the same term they have declared a Pass/Fail option course.
3. A maximum of two Doane Core courses may be taken using the Pass/Fail option. A student who transfers in two or more courses for the Doane Core is not eligible to use the Pass/Fail option for any additional Doane Core courses.
4. A Pass/Fail option course may be taken in, but not counted toward, the student's major, minor, or endorsement. Exception: A Doane Core course which is taken using the Pass/Fail option may count toward the major or minor if the course was taken before the major or minor was declared.
5. A student must sign up for the Pass/Fail option in the Registrar's Office by the end of the fourth full week of the semester or second week of an eight week term. Once a course is designated as Pass/Fail, it cannot be changed back to a letter grade.
6. A grade of "P" will have no effect on the student's cumulative grade point average. A grade of "F" will be figured into the student's cumulative grade point average. (In order to receive a grade of "P", a student must earn a grade of "C-" or above in the course.)
7. Credits taken using the Pass/Fail option do not count toward GPA credits required for academic honors.
8. Credits taken using the Pass/Fail option may not be accepted by graduate or professional schools.

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 most recently completed 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 cumulative grade point average is then computed without the original grade in the calculation.

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.

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 their performance and the specified grading procedure. A student has the right to ask for clarification of the basis for their 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
- a grade awarded that 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 appeal 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 campus) 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 the 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 their decision, the student writes an appeal letter specifying the following:

- course number and section,
- term/year in which the course was taught,
- name of the 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 relevant administrator (e.g., division chair, program director, Dean) for the course. Within ten (10) working days from receipt of the letter, the relevant administrator will evaluate the concern, render a decision, and notify the student. As part of the evaluation, the relevant administrator may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the relevant administrator 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 relevant administrator 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 the 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 the 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 Chief Academic Officer (CAO) 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

- Chief Academic Officer (or designee), will serve as Chair,
- 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 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.

Academic Warning, Probation, and Suspension

A student not maintaining the minimum required cumulative grade point average based on credits attempted is subject to academic warning, probation, or suspension at the end of any semester/term, according to the following chart (Transfer credits are included in the number of credits attempted):

Credits Attempted / Academic Average
6-35 / Below 1.70
36-59 / Below 1.85
60 or over / Below 2.00

The Academic Standing Committee may place a student on academic warning, probation, or suspend a student who is not making satisfactory academic progress and is in danger of failing to meet any all-university requirement, including the grade point average in the major. Specific conditions of probation or suspension are communicated in writing.

A student placed on academic warning 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 probation or suspension. Any students who is suspended will not be readmitted to Doane University for at least one regular semester or two regular terms and must undertake an activity that illustrates a renewed commitment to learning before applying for readmission. A student who is suspended may request a review of the facts of their case by the Dean, by the appeal deadline stated in the suspension letter. Crete campus students who wish to return after one semester, must apply for readmission through Academic Standing Committee. Crete Campus students who remain out of the university for an academic year or more must request readmission through the Admission Office.

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

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 of their return. 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 (Crete campus) or two terms (Lincoln and Online) of Doane courses. No letter grades will be removed from the academic record. The period accepted for academic forgiveness will bear the notation "Academic Forgiveness Granted." These courses will then no longer be considered in the grade point average computation. Any academic probation, suspension, or dismissals from forgiven term will not be forgiven. Any course for which academic forgiveness is given cannot be used to fulfill graduation requirements. A student who has been granted academic forgiveness must earn a minimum of 30 credit hours from the point of readmission to be eligible to graduate. Academic forgiveness may be granted only one time and is not revocable. Academic forgiveness only pertains to the student's academic record and does not apply to other areas such as financial aid.

Withdrawal Policy

If a student drops a course prior to census day, the course will not appear on the student's transcript. If the student withdraws after census day the transcript will indicate "W" (withdrawal) for that course. Student in semester courses can withdrawal through week 10. Students in eight week term courses can withdrawal through meeting/week 4. After the withdrawal deadline has passed and students can no longer withdrawal, the transcript will indicate "F" (failed) for that course. A "W" is not computed in the grade point average. The drop dates and withdrawal dates are on the University calendar.

A Crete campus student who discontinues their enrollment at Doane University before the close of a semester must contact the Student Leadership Office. A student who withdraws from Doane University by the specified last day on the university calendar (around November and April 15th) receives grades of "W" in the subjects for which they are registered at the time of withdrawal. The Registrar keeps records of the dates of withdrawal, and along with the Student Leadership Office, notifies all offices and agencies concerned.

Administrative Withdrawal

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

Open Learning Academy (OLA) 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 with the first four weeks. After the fourth week, students will receive an F grade.

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 them 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:

- Crete campus students - contact the Assistant Dean of Academic Affairs
- Lincoln and Online students - contact your academic advisor and complete the Late Drop/Withdraw Request Form. The form must be completed in full and must be accompanied by both a personal written statement and the supporting documentation.

Crisis Withdrawal from Doane

A crisis withdrawal is granted in rare instances where a student or immediate family member is faced with a serious and unexpected condition precludes them from being able to function as a student and in which the regular university withdrawal process is not appropriate. A crisis withdrawal may be granted because of force majeure causes beyond Doane's reasonable control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. A crisis withdrawal applies to all courses taken during a term unless specific explanation is provided that describes how the crisis reason for the withdrawal affected only specific course(s).

The following are **not** considered crisis circumstances:

- Crisis condition 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).
- Work schedules that conflict with class schedules (not including loss of employment).
- Changing of major or transferring to another institution.
- Change to alternate means of instruction, including, but not limited to, distance or remote learning.
- Inability (for any reason) to pay your tuition bill or delays in financial aid notification.

To request a crisis withdrawal:

- Crete campus students - contact the Assistant Dean of Academic Affairs
- Lincoln and Online students - contact your academic advisor and complete the Late Drop/Withdraw Request (LDWR) Form. The form must be completed in full and must be accompanied by both a personal written statement and the supporting documentation.

After a review of all of the documentation, the LDWR committee will make a decision on the withdrawal in the current semester. Crisis withdrawals will only be granted in a current semester and will not be approved retroactively. The committee will notify the student via email. Courses that are withdrawn will be noted as W on the student's transcript; courses that are dropped will not appear on the transcript.
NOTE: There may be financial implications in getting a crisis withdrawal. Please contact Student Accounts, and/or Financial Aid Office before initiating your withdrawal paperwork.

Academic Dishonesty

SECTION I: Expectations of the University

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 result when 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.

SECTION II: Scope, Limitations, and Applicability

This policy is for academic integrity violations occurring in or because of academic coursework and activities associated with taking and completing courses at Doane University. The Doane University Student Handbook discusses policies and processes for non-academic offenses.

SECTION III: Violations 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

A. **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:
   - Making a false statement to faculty, University employees, or fellow students.
   - Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, citing nonexistent articles, contriving reference sources.
   - Giving a false excuse for missing an examination, quiz, or assignment deadline.
   - Falsely claiming to have submitted a paper or assignment.

B. **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:
   - Using an unauthorized aid, material, electronic resource (e.g., website), or electronic device (e.g., cell phone or tablet) for an examination, quiz, or assignment.
   - Copying from another student's work.
   - Copying another student's answers during individual quizzes or examinations.
   - Altering a graded exam and resubmitting it for a better grade without instructor authorization.
   - Buying, selling, possessing, soliciting, transmitting, or using material purported to be the unreleased content of any assignment, including examinations and quizzes.
   - 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.
   - Acting as a substitute for another person during an examination or other assessment.

C. **Collusion and/or Complicity**: Collaborating with one or more individuals without instructor approval, on any examination, quiz, computer or laboratory work, or any other assignment or assessment. Collusion includes exchanging or facilitating 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.

D. **Plagiarism**: Using the ideas, data, presentation, or language of another without specific or proper acknowledgment in academic work. Examples include, but are not limited to:
   - Quoting word-for-word from a source without using quotation marks and appropriate citation.
   - Summarizing and paraphrasing ideas without acknowledging the source.
   - Submitting a paper that was not authored by the student taking the course (e.g., written by another person, paper obtained from a commercial source).
   - Failing to verbally acknowledge one or more sources during an oral presentation.

E. **Multiple Submissions**: Submitting, without prior permission, academic work that has been previously submitted in identical or similar form to fulfill another academic requirement without instructor authorization. Examples include, but are not limited to, submitting the same paper for credit in two different courses.

SECTION IV: 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 protocol 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 avoid being charged with a violation. Students are encouraged to report suspected or known violations of academic integrity to appropriate faculty, staff, or administrators.

SECTION V: Consequences for an Academic Integrity Violation

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

Course-Level Consequences (one or more 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
- Referral to academic support office for assistance with academic needs
- Referral to Academic Integrity Subcommittee for additional review

University-Level Consequences *(to be specified by the Academic Integrity Committee or the Appeal Committee)*:

- Suspension from a program or the University
- Dismissal from a program or the University

SECTION VI: Academic Integrity Process

NOTE: The specified timeline for actions and decisions can potentially be lengthened due to circumstances (e.g. school breaks, unavailability of individuals), though those involved should seek to resolve the issue in a timely manner, and communicate and agree upon any changes to the timeline as soon as possible.

STEP 1: Identification of Violation.

The faculty member identifies an alleged academic integrity violation.

STEP 2: Reporting a Violation.

1. The faculty member contacts the student in a timely manner regarding the alleged violation to request a discussion with the student (in person or via technology). For purposes of this process, the day when the faculty member contacts the student is considered Day One. The discussion between the student and faculty should take place within five (5) business days of the faculty member identifying an alleged violation.
2. The student has two (2) business days to provide the faculty member with his or her own written summary detailing the incident, to provide any relevant documentation or evidence, and to describe any related circumstances. The student can submit this material using the following online form: http://bit.ly/DU-integrity-student. If the student chooses to not have a discussion with the faculty member and/or does not provide a written explanation, the faculty member should move forward with the process and note that the student did not participate.
3. The faculty member has up to three (3) business days to render a decision:
   - **A violation** did not **occur.** The process ends and no details are recorded or submitted.
   - **A violation** did **occur.** The faculty member is encouraged to consult with his or her relevant administrator for the course (e.g., Department Chair, Division Chair, Program Director, or Dean) to discuss the violation and proposed Course Level consequence(s). The faculty member must specify a consequence(s) and submit all relevant documentation and actions to the Registrar's Office using an online form: http://bit.ly/DU-integrity. As part of the submission form, a faculty member can indicate if the issue is egregious and should be forwarded to the Academic Integrity Subcommittee for additional review. The Registrar's office will forward a copy of the completed Academic Integrity submission to the respective Dean of the course.
4. The faculty member has one (1) business day to notify the student of his or her decision and the Course Level consequence(s), if applicable.

STEP 3: Documentation

1. The Registrar's Office will review the Academic Integrity Violation submission. If it is the first violation for a student and the faculty member did not recommend that it be forwarded to the Academic Integrity Subcommittee, the Registrar's Office will record the incident in the student's file.

2. If the student disagrees with the faculty member's decision, within two (2) business days of being notified by the faculty member, the student must submit a disagreement letter to the Academic Integrity Subcommittee outlining their disagreement with the alleged violation and/or disagreement with the consequence(s). The student must address the letter to the Academic Integrity Committee and submit it to the Registrar's Office (registraroffice@doane.edu). The disagreement letter must include discussion of any evidence or additional circumstances.
3. The Registrar will forward the incident to the faculty Academic Integrity Subcommittee if any of the following exists:
    - The student has a prior academic integrity violation.
    - The student submits a disagreement letter as to whether a violation occurred and/or disagrees with the consequence(s).
    - The faculty member recommends that the violation be forwarded to the Academic Integrity subcommittee.
4. The Registrar's Office will notify the student either that the violation has been recorded in his or her academic file or that it will be reviewed by the Academic Integrity Subcommittee.

STEP 4: Academic Integrity Subcommittee Deliberation

1. The Academic Integrity Subcommittee will deliberate regarding academic integrity violation cases that have been submitted to the committee for a decision. The Academic Integrity Subcommittee will perform due diligence in reviewing a violation. As part of the review, the committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, staff, or administrators for information, guidance, and/or clarification. The committee will determine:
    - Whether an academic integrity violation occurred and/or
    - What type of academic integrity violation occurred.
2. After determination of a violation, the Academic Integrity Subcommittee will make a determination to support the proposed Course Level consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University and/or impose a University Level consequence(s) for the violation, taking into consideration the decision of the faculty member and the prior academic integrity violations of the student.
3. The majority decision of the Academic Integrity Subcommittee will be shared with the Registrar's Office. Within two (2) business days, the Registrar's Office will communicate the decision to the student, the faculty member, and the respective Dean of the course.

STEP 5: Appeal Process

1. A student has the right to appeal the Academic Integrity Subcommittee decision. Within five (5) business days of being notified by the Registrar's Office of the Academic Integrity Subcommittee decision, a student can submit a written appeal to the respective Dean of the course that must address one or both of the following issues for appeal:
    - new evidence that was not reviewed by the Academic Integrity Subcommittee and/or
    - any evidence that the review process was improper or unfair.
2. An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The respective Dean of the course 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 respective Dean of the course, will schedule a meeting of an Appeal Committee within ten (10) days consisting of:
        - Chief Academic Officer (or designee), who will serve as chair
        - Dean (or administrative designee) of each College
        - 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; and
        - Registrar (or designee).

      The Registrar and respective Dean of the course can be participants in the discussions but will be non-voting members in determining a course of action. All members or their designees must participate for deliberation and decision.

3. The Appeal Committee will perform due diligence in reviewing an incident. As part of the due diligence, the Committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, Academic Integrity Subcommittee, staff, or administrators for information, guidance, and/or clarification. The Committee will review the prior decisions for consequence(s) by the faculty member and by the Academic Integrity Subcommittee, as well as review the history in the student's file.
4. The Appeal Committee will make a determination to support the consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University or impose a University Level consequence(s) for the violation.
5. A majority decision by the Appeal Committee is final and ends the appeal process for an academic integrity violation.
6. Within two (2) business days, the Registrar's office will communicate the majority decision of the Appeal Committee to the student, the faculty member, and the Academic Integrity Subcommittee.

The policy is based off of similar academic integrity policies developed by Nebraska Methodist College and University of Nebraska-Lincoln.

Academic Grievance

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
- a decision that 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 or the Assistant Dean for Academic Affairs 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 for assistance in contacting the involved 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 the following:

- a statement of facts as the student perceives them, citing specific instances where, in the student 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 relevant administrator 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 administrator. Within ten (10) working days from receipt of the letter, the administrator will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the administrator may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the administrator 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 administrator 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 the 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 Chief Academic Officer 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

- Chief Academic Officer (or designee), will serve as Chair,
- 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 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 Honors

Cum Laude 3.8 - 3.91
Magna Cum Laude 3.92 - 3.97
Summa Cum Laude 3.98 - 4.0

Degrees with honors are conferred upon those students who graduate with a 3.8 GPA or higher and have completed at least 70 graded credits.

Award of Degree/Issuance of Diplomas

Degrees at Doane University are awarded and diplomas are issued three times a year-in May, August, and December. Graduation ceremonies take place in May and December.

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.

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. Students who return to Doane to complete an additional major do not receive a second diploma.

Participation in Commencement

Commencement is held twice a year in May and December. A student who has not completed degree requirements by the end of the term may participate in the ceremony if they are lacking one 3-4 credit requirement (competency or course). Students who are short more than one requirement are not eligible to walk.

NOTE: Any anticipated graduate who takes a trip following Commencement may participate in the ceremony. However, all course work must be completed and the grade processed by the Registrar's Office before the diploma and any graduation honor can be awarded.

Application for Graduation

Students need to apply for graduation through WebAdvisor. Potential graduates are emailed information approximately three months prior to their anticipated completion date.

Second Degree Policy

It is possible for a student to satisfy the requirements for more than one major program; however, 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 can earn two majors that will be posted on the transcript, but cannot earn two B.A. degrees, for example.)

Transfer of Credit

A student who has been admitted to Doane University as a degree-seeking candidate may transfer credits to Doane for inclusion on the Doane transcript. Official transcripts must be sent directly to Doane from all universities/colleges attended. Hand-carried transcripts are not acceptable. Final determination of all transfer credit is made by the Registrar with the advice and consent of the instructors in the appropriate academic disciplines.

The following guidelines are used in the evaluation process:

1. Doane requires that the previous institution(s) be accredited by one of the regional accrediting associations: The Higher Learning Commission (HLC), New England, Middle States, Northwest, Southern, or Western. Credit from unaccredited institutions is not accepted. However, in some instances, credit from special purpose institutions (e.g., Bible Colleges accredited by the Association for Biblical Higher Education) is accepted.
2. Transfer credits are accepted for courses in which a student received a C- or above. These credits are not included in the Doane University grade point average calculations, but do count toward the total credits required for graduation. Courses taken pass/fail do not transfer.
3. A maximum of 90 semester credits completed at a four-year college or university can be accepted.
4. If a student has completed an Associate Degree, Diploma, or Professional Certificate at a two-year college, a maximum of 60 semester credits are accepted in transfer.
5. If a student did not complete a professional competency, (i.e., Associate Degree, Diploma, or Certificate), courses are evaluated individually. In this evaluation, a maximum of six semester credits are accepted in transfer for courses not normally offered at a four-year accredited college or university.
6. Doane awards credits in semester hours. Credit from institutions on the quarter system are accepted at the rate of two-thirds of a semester hour per quarter hour.

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 previous course work, the transfer student must enroll in a three- or four-credit senior-level course in that major or minor which is not a repeat of any previous course work and must earn at least a grade of "C."

Courses taken at a previously attended institution may also be used to meet requirements for the Doane Core Connections. Courses which fit Doane Core Connections criteria, but are not offered at Doane, may be substituted in the appropriate area.

Military Training and Educational Programs

These programs have been reviewed and evaluated by the American Council on Education (ACE) for the award of credit. Upon documentation of training, credit is awarded according to the recommendations of ACE. 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." The credit is entered on the Doane University transcript at no additional charge. This grade does not figure into the grade point average and is considered ungraded credit.

Credit by Examination

A student may qualify to receive up to 30 semester credits through one or more of the following options: Advanced Placement Program, Doane Tests, DANTES, and International Baccalaureate (IB) Diploma. Credits count toward the total required for graduation. Credits earned through the credit-by-examination options may not be accepted by graduate or professional schools.

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.

Advanced Placement (AP)

The College Entrance Examination Board's Advanced Placement Examinations are used by Doane University in awarding advanced academic credit to an incoming student. A student must request that the College Board send results directly to the Registrar at Doane. There is no additional tuition charge for AP credit which is accepted by Doane University.

Defense Activity for Non-Traditional Education (DANTES)

Doane University grants credit based upon successful completion of DANTES Subject Standardized Tests (DSSTs) and College Level Examination Program (CLEP) examinations. This credit is awarded according to the recommendations of the American Council on Education (ACE). There is no additional tuition charge for DANTES credit which is accepted by Doane University.

DSST tests need to be designated as Baccalaureate/Associate Level (B) or Baccalaureate Upper Division (BU) to be considered for awarding of credit.

Doane University grants credit based upon successful completion of subject CLEP examinations and supplementary essays. Credit is not awarded for the CLEP General Examinations. A student must request that the College Board send results directly to the Registrar at Doane.

Doane University Test

A student has the opportunity to earn credits by successfully completing a test administered by Doane faculty. If credits are earned, a tuition charge of $75.00 per credit is assessed and must be paid prior to the student's final term of attendance. Tests are available in Spanish. The credit is not added to the Doane transcript until the tuition is paid in full.

International Baccalaureate Diploma

Students who have earned the International Baccalaureate (IB) Diploma through their high school are eligible to receive college credit. Visit www.doane.edu/international-baccalaureate-credit for score requirements and credit amounts awarded. There is no additional tuition charge for IB credit which is accepted by Doane University.

Transcripts and National Student Clearinghouse

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. Transcript fee's range from $5.25 to $7 depending on the request and delivery method.

During periods at the beginning or following the end of a semester, at least one week should be allowed for issuance. Official transcripts from other institutions which may be a 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.

Doane University partners with National Student Clearinghouse (NSC) for degree verification, enrollment verification, and electronic transcripts. Doane University submits enrollment information to NSC three times a term. In turn, NSC reports secure electronic data with participating guaranty agencies, lenders, and servicers for loan deferment. NSC also submits enrollment information to the National Student Loan Data System (NSLDS), the national database of information about loans and grants awarded to students under Title IV.

Crete Campus Academic Policy

Enrollment Procedures

Registration

All students are expected to register prior to the beginning of each semester. Registration for the fall semester takes place in March/April and spring semester registration takes place in October/November, as specified in the university calendar.

New students, including transfer students, entering Doane for the fall semester are encouraged to register during the summer months at one of the enrollment days. This is done after payment of the required deposit following admission to Doane ($200 total: $100 each for housing and tuition).

Full-Time Student

The normal credit load for full-time students is 12-18 credits per semester. A flat tuition rate is charged for these credits.

Part-Time Student Enrollment

Part-time students may register for fewer than 12 credits at the scheduled rate of tuition for such students.

Excess Registration

Students may wish to register for more than 18 credits in a semester.

- Any credits above 18 are half the current tuition rate.
- Any credits above 20 must be approved by the Assistant Dean.

Half Semester/Eight-Week Courses

The Crete campus offers some online and on-campus courses in modules which are half semester/eight-week long. Students using financial aid need to be enrolled by census day of the semester regardless if the course starts the 2nd half of the semester. Students are encouraged to enroll in 12 credits (full-time) of full-semester long (16 week) courses to reduce the possibility of financial aid having to be adjusted.

Changes in Registration

Changes in registration (adding and/or dropping courses) may be made until census day. After that time, no course may be added (with the exception of a mini-course) unless the add is approved by the Assistant Dean of Academic Affairs. Students may continue to drop courses, which results in a "W" (withdrawal) on their transcript for that course, until the deadline specified in the university calendar. After the withdrawal date, no courses may be removed except as approved by the Assistant Dean.

Declaration of Major and Minor

By the fall semester of the sophomore year, students are asked to officially declare their major by filing the Declaration of Major form with the Registrar's Office. (Students who sign the Four-year Guarantee may be required to declare their major earlier than the sophomore year.) Although not required for graduation, students may also declare a secondary major, minor(s), emphasis or endorsement. Students are encouraged to select an adviser in their area of study by obtaining permission of the new adviser and completing a change of adviser form. Transfer students entering at the junior or senior level declare their major during their first semester at Doane. Once a student officially declares a major, minor, or emphasis, the student must report any additions, deletions, or changes to the Registrar's Office and fill out a Change of Major form.

Senior Citizen Enrollment

Tuition-free courses are open to senior citizens age 65 or over and residents living in the Doane Village, as class space permits. However, fees must still be paid.

Senior citizens interested in enrolling at Doane as part-time students taking non-degree course work may contact the Registrar's Office. Information on full-time, degree-oriented programs is available from the Admission Office. Tuition-free classes are not available on the Lincoln or Online programs.

Leave of Absence

A student who finds it necessary to leave Doane for a semester because of extraordinary reasons may take a leave of absence with the intention of returning to Doane after one semester. Readmission requirements for such students are waived. While on a leave of absence, a student may choose to enroll at another college, but the course(s) must be approved in advance by the Doane Registrar. If a student decides to extend the leave of absence to more than one semester, completion of the readmission process is required in order to return to Doane.

For purposes of financial aid, students will be treated as though they have withdrawn from the university. Return to Title IV calculations will be conducted if applicable and lenders will be notified of the student's last day of class attendance at Doane University.

New Coursework at Other Institutions

A student who is full-time on the Crete campus during a regular semester must have permission from the Assistant Dean of Academic Affairs to take a course from another institution during that semester.

A Doane student may enroll in summer courses at other institutions with the intention of transferring those credits to Doane, but that student must receive prior approval from the Registrar, adhere to the final 30 credits in residency rule, and complete the appropriate forms. A student who plans to enroll in courses in their major or minor field of study must also receive prior approval from faculty in the department. Courses are to be taken for a letter grade, but they are entered on the Doane transcript as "P" (Pass), provided the grades earned are C- or above.

Approval of the Assistant Dean of Academic Affairs is needed before a student may enroll on the Lincoln or Online campus in any semester other than summer. The Registrar must also be consulted before enrolling in order to verify that the course meets a

particular requirement. Courses taken on a different campus are considered Doane credits and therefore show on the transcript as graded. All costs associated with enrollment at a different campus, including tuition, must be paid.

A student who studies abroad for a summer, semester, or year must have their program approved in advance by the appropriate study-abroad program director, the Registrar, and the Director of Financial Aid. For additional information on study abroad, refer to the Off-Campus and Study Abroad section.

Final Examinations

The dates for final examinations are printed in the academic calendar for the year. The final examination schedule is available at the beginning of each semester. All students are expected to take final examinations in each course for which they are registered unless otherwise specified. The time allotted for each exam is three hours.

Mid-term Grades

New students and students on academic probation receive mid-term grades as do continuing students who are failing or doing unsatisfactory work. Continuing students who are doing satisfactory work (C- or above) do not receive mid-term grades. Mid-term grades are not considered permanent grades and do not appear on the transcript.

Student-Generated Major

The student-generated major enables a Doane student to design an interdisciplinary alternative to established majors. A petition co-signed by the student's faculty advisor stating the objectives and listing specific courses to be included in the proposed major must be submitted to the chair of the Academic Affairs Committee. The petition is then reviewed by this committee and, if approved, constitutes the approved course of study to be followed by the student.

Student-generated majors are governed by the following stipulations:

1. A proposal for a student-generated major must be presented to the Academic Affairs Committee chairperson no later than the third day after classes begin in the fall of the student's junior year. This deadline must be met except in unusual extenuating circumstances.
2. Students are required to include the following in their proposal:
    a. A statement of rationale for the student-generated major showing why this major is necessary rather than, or in addition to, a traditional major, and how the student-generated major will be useful in career planning.
    b. An assessment plan which includes at least two sources of data (e.g., portfolio, evidence from internships, etc.) to demonstrate how the student will meet the objectives.
    c. A list of courses completed to date, and those yet to be completed, for the student-generated major.
    d. A plan showing how the student-generated major can be completed in four years and, if it cannot be completed in that time, an expected completion date.
3. After approval of the student-generated major by the Academic Affairs Committee, the student submits a copy of the major to the Assessment Committee.
4. The student submits a final report to the Assessment Committee prior to the last month of the student's final semester. The report must include a summary of the data gathered to measure the objectives.
5. Requests for changes in a student-generated major at any point after its initial acceptance by the Academic Affairs Committee must be submitted to that committee for approval.
6. The Registrar can approve changes to the Doane Core courses listed in the proposal.

Academic Honors

A student award ceremony is held in the spring to recognize individual students and groups who have excelled academically during the previous year. Academic honors are based upon GPA credits earned at Doane University.

Alpha Lambda Delta

The purpose of Alpha Lambda Delta is to recognize students who achieve high scholarship in their first year at Doane University. Eligibility is based on a grade point average of 3.50 or above in at least 14 GPA credits during the first semester at Doane University, Crete campus, or by earning a 3.50 or above in at least 28 GPA credits in two consecutive semesters of the first year. Credits earned in the summer terms are not included. A transfer student can meet requirements for membership in their first semester at Doane, provided no more than 20 credits have been transferred from previous schools.

Dean's List

A Crete campus student who earns a grade point average of 3.70 or higher in at least 12 graded credits for the semester is placed on the Dean's List for that semester and receives a letter of congratulations from the Dean. Students who have received an "I" incomplete grade are not reviewed for the Dean's List until a grade is submitted.

Doane Scholar

A Crete campus student graduating in May and ranking in the top eight percent of their graduating class and completing at least 105 GPA credits at Doane University receives the honor of Doane Scholar at the Student Award ceremony in the spring in the year the student intends to graduate from Doane. A student who participates in an approved one-semester off-campus or study abroad program in which credit is transferred with "P" (passed) grades rather than letter grades must have completed 85 graded credits at Doane in order to qualify for this award. A student who participates for two semesters must have completed 70 GPA credits at Doane.

Honor Societies

Doane has chapters of several national honor societies including:

- Alpha Kappa Delta, sociology honorary
- Alpha Lambda Delta, freshman honorary
- Alpha Psi Omega, theatre honorary
- Beta Beta Beta, biology honorary
- Cardinal Key, honorary society recognizing outstanding scholarship, leadership, and character
- Kappa Alpha Omicron, environmental science and studies honorary
- Omicron Delta Kappa, leadership honorary
- Phi Alpha Theta, history honorary
- Phi Sigma Iota, languages honorary
- Pi Lambda Theta, education honorary.
- Pi Kappa Delta, forensic honorary
- Pi Sigma Alpha, political science honorary
- Psi Chi, psychology honorary
- Sigma Delta Pi, Spanish honorary
- Sigma Tau Delta, English honorary

Office of International Programs

The Office of International Programs is charged with administering and promoting programs and activities that provide international educational opportunities.

The Office on International Programs provides the following services:

- **International Student Advising**
  The International Student Advising Center provides assistance for students with issues relating to immigration and the SEVIS system.
- **Study Abroad Advising**
  The Study Abroad Advising Center provides assistance for students who wish to integrate study abroad into their academic program.

International Student Services

The Office of International Programs supports international students in a variety of academic and student life areas including

- SEVIS advising for F-1 visa holders,
- airport arrival and departure transportation,
- host family placement,
- American International Mentor program matching international students with American mentors, and
- activities for students to integrate into the Doane community.

Additionally, the Office of International Programs coordinates social and cultural planning with academic and student life offices.

Off-Campus and Study Abroad Options

Doane recognizes the importance of international education to a liberal arts education. The purpose of Doane University is to educate students to serve and lead in the state, nation, and the world. Doane students are encouraged to develop a global perspective by engaging in cross-cultural learning through study abroad. Doane is committed to educating students for global citizenship and providing first-hand opportunities for our students to develop a global perspective by

- stimulating the quest for knowledge of global issues by integrating international perspectives into the curriculum,
- providing greater exposure to different belief systems by connecting components of the learning experience beyond the classroom,
- creating a campus environment which embraces local, national, and global diversity,
- providing opportunities for our students to hone their leadership skills through meaningful cross-cultural programs, and
- compelling students to challenge themselves through study abroad.

Objectives for Study Abroad

Doane students generally apply to one semester or year-long program in order to enhance their liberal arts academic program. Students meet with their academic adviser and the study abroad adviser to determine which programs are most closely related to their educational and personal goals. Study abroad is a life-changing experience, and determining the appropriate program helps maximize the benefit of the study abroad experience. Students may choose a program to enhance their major, to improve their ability in a foreign language, to gain a greater understanding of other academic subjects, or to experience life in another culture.

International programs are available in over 40 countries. Fluency in a foreign language is not required. Many programs provide instruction in English, while other programs provide instruction in a foreign language.

Types of Programs

Study abroad programs provide the opportunity to deepen a liberal arts education and to expand skills related to a major, emphasis, or area of interest. Programs may organize coursework around a specific major such as chemistry, biology, or business, or around a common theme such as gender development, the complexities of globalization, and development or environmental issues. Instruction relating to the host country is generally included upon arrival.

Programs may be operated by Doane faculty, U.S.-based organizations, institutions abroad, or a consortium of cooperating institutions. Programs vary widely and may offer traditional classroom instruction, experiential learning, community service, independent study, and internships.

Faculty Led Programs

Special short-term international study/travel courses are offered each year. Courses may take place in January or in May following graduation. Faculty lead international travel courses, and students earn academic credit. In recent years, international travel courses have included trips to Africa, Australia, Belize, Brazil, the Caribbean, China, Egypt, France, Germany, Greece, India, Italy, Japan, Mexico, New Zealand, Peru, Scotland, Thailand, and the United Kingdom. All participants are expected to enroll in TVL-300 the semester before traveling abroad.

Consortium Agreements and Exchanges

Council on International Educational Exchange (CIEE)
Through this program, students may study in a variety of programs worldwide including Australia, Belgium, China, France, and Spain.
International Studies Abroad (ISA)
Doane's affiliation with International Studies Abroad provides options to study in Europe, Latin America, and Asia.
International Student Exchange Program (ISEP): ISEP-Direct
Through the ISEP-Direct network, Doane students may enroll in university coursework in Africa, Asia, Europe, Latin America, and Australia.
Center for International Studies (CIS)
CIS offers Doane students program opportunities in Europe, Latin and North America, Asia, Pacific, and Africa.
The Education Abroad Network (TEAN)
Doane's affiliation with TEAN, part of WorldStrides, offers programs in the Asia Pacific region with options to study in China, Australia, New Zealand, Fiji, Vietnam, Japan, South Korea, Thailand, Singapore, Hong Kong, and India.
Mid-America Universities International (MAUI)
MAUI is an exchange program in which Doane is a member. Programs of study are located exclusively in European countries, including Spain, Greece, and Italy, to name a few.

Transfer Policy for Study Abroad Programs

Generally, courses taken abroad which earn a C- or better are recorded on the student's transcript as "Pass" credit. (Grades below C- are not accepted.) If, however, the course is taken through an approved study abroad program in order to fulfill specific requirements of the French, German, or Spanish major, a letter grade is earned and is recorded on the transcript as such.

Summers Abroad

Students who study abroad during the summer can use the travel scholarship as financial aid. Freshman and sophomore students may choose to participate in short-term summer study abroad in preparation for semester or year-long study abroad during their junior or senior years. Study abroad is an essential element of a well-rounded liberal arts education. Although summer study abroad is very different than a semester abroad experience, it can be an excellent alternative for students who cannot spend a semester off campus for academic, financial, or extra-curricular reasons. Summer study abroad programs are available in a wide variety of academic subjects in over 30 countries.

Lincoln and Online Academic Policy

Enrollment Procedures

Schedule of Terms
Terms vary slightly each year. Most courses are offered in an eight-week intensive format. During the eight-week term, students attend one class session per week for each course in which they are enrolled.

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 without financial or grade implications 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 online. Once a student has their courses planned and approved by their advisor, they can register for classes, view their course schedule, and agree to pay their tuition and fees.

Full, Quarter, and Half-time Status
A full-time student at these campuses is a student in six credits or more per term. A quarter-time student 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.

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 Registrar's Office. 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.

Prior Learning Assessment
A student may earn a total of 30 credits through prior learning. Prior learning assessment cannot be applied toward seminar, capstone, and/or independent study.

Testing Option
A nonresidential 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 nonresidential undergraduate student may earn up to 30 credits through portfolio credit. In this process, the student demonstrates mastery of a topic or subject to validate that knowledge and experiences meets the course outcomes.

1. The student must have successfully completed at least one term at Doane University before permission to write for portfolio credit.
2. DLC 220: Professional Experience Portfolio course needs to be taken to complete a portfolio. The course is 0 credit; pass or fail grade.
3. If 3 to 6 credit hours of portfolio credit will be earned, the portfolio will be completed in one term. If more than 6 credit hours will be earned, the portfolio must be completed in two terms. The due date for grade submission will determine the completion date, including the time needed for the subject matter reviewers.
4. Portfolio credit is charged at 50% of the regular undergraduate tuition rate. Pell grants and federal student loan money designated for tuition may not be used to pay for portfolio credit. If appropriate, the student should check with the current employer to determine if portfolio charges will be covered by the tuition reimbursement program. If the student receives military education benefits, the student should check with Doane University's Director of Military/Veteran Student Services.
    - Payment for portfolio credit is due at the end of the term(s) in which the student is enrolled. Portfolio credit must be completed in the term prior to the student's last term of enrollment.
5. Credit is awarded for the demonstration of learning, rather than identification of learning experiences.

- The student must be able to demonstrate competency of at least 2/3 of the stated learning outcomes for each course where earning portfolio credit is desired.
- To assist in the decision to earn portfolio credit or not, the student must review the course description, course learning outcomes, and syllabus for each course where credit is desired.
- Additional documentation will be required to verify competence of the learning outcomes. This documentation helps substantiate the knowledge and experience described in the narrative. Examples of documentation may include the following:
    - previous academic and professional development coursework;
    - published articles, research, evidence-based practice;
    - special accomplishments (musical, artistic, audio-visual);
    - membership and leadership roles in professional organizations;
    - professional conferences, seminars, or awards;
    - certifications;
    - community service with a letter of support;
    - letters of verification that speak to the mastery of outcomes (not a letter of reference);
    - thesis, dissertation; continuing education; and
    - other scholarly/academic evidence.

6. A committee of two faculty members with expertise in the course topic will review the portfolio within one calendar week of receipt and make a recommendation for either approval or disapproval.

Professional Certification

A student may hold certifications from a professional organization that reflects a level of competence and cognitive ability. Professional certifications currently approved as valid for credit in specific program (provided all other requirements are met) are listed below.

- Nebraska Department of Correctional Services training certificate
- Emerging Leaders certificate through Nelnet
- Steps to Supervisory Success certificate through Nelnet

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 (BS) degree if the following criteria are met:

1. a major in biochemistry, biology, chemistry, computer science, engineering, engineering physics, environmental science, health sciences, information systems, information systems and technology, mathematics, physical science, physics, or science; 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 (not including any course below CMP 140), information systems management, mathematics, nursing, physical science, or physics, in addition to the two courses required in the Mathematical Reasoning and Scientific Perspectives categories of the Doane Core Connections Foundational Areas of Knowledge.

Majors and Minors

Requirements for the majors are specified in the "Programs of Instruction: Majors & Minors" and "Courses of Instruction" chapters. Major requirements must be met by following the catalog in effect during the student's year of entry or subsequent terms of enrollment at Doane University.

College of Arts & Sciences

- Agriculture and Natural Resources Minor
- Art*
- Biochemistry
- Biology*
- Chemistry*
- Communication Minor
- Computing
- Data Analytics Minor
- Engineering*
- English Writing Minor
- English*
- English Language Arts
- Graphic Design*
- History*
- Human Relations - Non-Residential program
- Information Technology and Security Minor
- Liberal Arts Studies
- Mathematics & Data Analytics
- Media Communication*
- Music*
- Natural Resources and Environmental Sciences
- Organizational Communication - Non-Residential program
- Physics Minor
- Psychology*
- Science
- Social Science
- Sociology*
- Software Development Minor
- Spanish*
- Strategic Communication
- Substance Use Counseling - Non-Residential Program
- Theatre*

College of Business

- Accounting*
- Agribusiness*
- Business Administration*
- Economics* - residential program
- Entrepreneurship Minor - residential program
- Finance Minor - residential program
- Human Resource Management Minor
- International Business Minor - residential program
- Leadership Studies Minor
- Management Minor
- Marketing Minor

College of Education

- Educational Studies
- Elementary Education
- Physical Education / Physical & Health Education
- Special Education

School of Innovative Learning

- Exercise Science
- Health Sciences - Crete
- Health Sciences - Non Residential
- Strength and Conditioning Minor

*major and minor available

Multiple Majors, Minors, Emphases, Endorsements

A student who chooses to complete more than one major, minor, emphasis, or endorsement may fulfill the requirements of each by using common courses, unless otherwise specified.

Supplemental Course Offerings

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

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. Any discipline may choose to offer a directed study. Such courses are generally restricted to sophomores, juniors, and seniors. Directed studies may be offered for 1-3 credits. (For courses which include a laboratory component, one additional credit may be added.) Students must complete a directed study application form, secure the necessary signatures, and submit the form to the Registrar's Office. Directed studies are repeatable for credit, provided the topic is different.

Internship In this course, students plan a supervised internship experience for which they may earn academic credit. An internship is work experience offered by a business or organization for a limited period of time. Internships provide students with an opportunity to explore career interests while applying knowledge and skills learned in their courses. Internships also help develop an understanding of general workplace practices while gaining valuable professional experience and establishing networks. Internships may be taken for 1 to 12 credit hours with a maximum of 12 credits that can be applied to graduation. If a student is completing an internship at an organization where a family member is employed, someone other than the family member must approve time and complete the intern evaluations. Students on the Crete campus who are completing this course over the summer may register up to 6 credits in the fall semester immediately following.

Students interested in completing an internship for credit should discuss requirements and degree implications with their advisor. Once a student has secured an internship position, students should contact Career, Leadership, & Service (career@doane.edu) to complete the approval process. If students need assistance finding or securing an internship opportunity, please also contact Career, Leadership, & Service.

Prerequisites: CED 205 (or BIO 202, EDU 415, EGR 101, EVS 351, PSY 245). Approval from Career, Leadership and Service.

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 with an assigned time and room. The faculty in the discipline must submit a proposal to the Academic Dean for approval to offer a selected topics course. Once it is approved, they must inform the Registrar of the course title and description.

Selected topics courses may be offered for 1-3 credits. (For courses which include a laboratory component, one additional credit may be added.) 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.

A Tutorial Course is listed and described in the catalog and taught during a term in which the course is not scheduled to be offered. A special tutorial form from the Registrar's Office must be filled out and permission from the Academic Dean granted before such a course may be taught.

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; and
- 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; and
- understand the cultural, ethical, and societal issues related to the creation and use of information.

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; and
- develop and apply insights and skills to live a healthy, balanced, and impactful life.

Components of the Undergraduate Core 33 credit 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 - Macroeconcs and Literacy (3)
    - ENG 231 - Linguistics (3)
    - HIS 205 - History of United States I (3)
    - HIS 206 - History of United States II (3)
    - HNR 200 - Introduction to Honors (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 120 - Intro to Data thru Visualiztn (3)
    - MTH 125 - Precalculus (4)
    - MTH 235 - Calculus (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.
    - BUS 217 - Business Communications (3)
    - CMS 105 - Fund of Communication (3)
    - CMS 210 - Public Speaking (3)
    - CMS 220 - Interpersonl Communication (3)
    - CMS 316 - Bus and Professnl Comm (3)
    - ENG 101 - English Comp I: Writ Sem (3)
    - ENG 102 - Engl Comp II: Writ Contxt (3)
    - SPA 305 - Spanish Conversation (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 - Cult Anthropology (3)
    - ART 204 - Western Art History I (3)
    - ART 345 - Topics Non-Europn Art Hist (3)
    - ART 358 - Arts, Issues, & Controvers (3)
    - BUS 101 - Understand Environ of Bus (3)
    - BUS 357 - International Marketing (3)
    - CMM 212 - Media and Pop Cult Sports (3)
    - CMS 321 - Intercultural Communication (3)
    - ENG 208 - Intro Globl Anglophone Lit (3)
    - ENG 330 - Global Anglophone Lit (3)
    - EVS 392 - Environmntl Policy & Sustain (3)
    - GEG 301 - Social-Cultural Geography (3)
    - HIS 106 - History of Civilization II (3)
    - HIS 304 - Military History (3)
    - HIS 314 - Hist Vietnam War & 1960s (3)
    - HIS 357 - The Harlem Renaissance (3)
    - HIS/NRS 220 - Cult Aspct Hlth & Illness (3)
    - HRE 417 - Multicultural Counseling (3)
    - INT 101 - Global Issues (3)
    - MUS 335 - World Music (3)
    - PHI 310 - Comparative Philosophy (3)
    - PRE 115 - Comparative Religions (3)

- PSI 105 - Comparative Governments (3)
- RST 315/415 - Buddhism (3)
- RST 318/418 - Islam (3)
- SOC 324 - Race and Nationality (3)
- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)
- SPA 203 - Intermediate Spanish (3)
- SPA 204 - Intermediate Spanish (3)
- SPA 210 - Medical Spanish (3)
- SPA 225 - Spanish for Healthcare (3)

Scientific Perspectives 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 110 - Inq Lab: Intro Biol Invest (3)
- BIO 215 - Human Anatomy and Phys I (4)
- BIO 216 - Human Anatomy and Phys II (4)
- CHM 101 - Introduction to Chemistry (4)
- CHM 125 - General Chemistry I (4)
- EVS 105 - Intro to Natural Resources (3)
- GEG 112 - Physical Geography (3)
- GEO 101 - Environmental Geology (4)
- GEO 103 - Physical Geology (4)
- GEO 104 - Historical Geology (4)
- GEO 107 - Introduction to Meteorology (3)
- PHS 105 - Principles Physical Science (4)
- PHY 107 - Introductory Physics I (4)
- PHY 201 - General Physics I (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 110 - Three-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 Applctn (3)
- CMM 210 - Film Studies (3) or ENG 210
- ENG 238 - Intro to Fiction Writing (3)
- ENG 285 - Intro Writing Creatv Nonfict (3)
- FAR 103 - Intro to Fine Arts: Music (3)
- FAR 281 – Intro Fine Arts: Perform Arts (3)
- MUS 125 - History of Rock and Roll (3)
- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 196 - String Chamber Music (0-1)
- RST 310 - Jesus: History and Afterlives (3)
- RST 325/425 - Religion and Pop Cult (3)
- THE 101 - Introduction to the 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.

- BUS 365 - Ethics Business Environment (3)
- CMP 205 - Computing and Society (3)
- CRJ 420 - Professional Ethics in CJ (3)
- ENG 237 - Introd to Literary Fiction (3)
- HIS 105 - History of Civilization I (3)
- HSI/NRS 430 - Legl Ethcl Iss Hlth Care (3)
- HRE 428 - Professional Ethics & Issues (3)
- HUM 210 - Integrated Humanities (3)
- PHI 210 - Ancient & Medieval Philsphy (3)
- PHI 212 - Modern & Contemp Philosph (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 & Phils of Technology (3)
- PRE 323 - Religion in American Life (3)
- RST 305/405 - Christianity (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-101 is waived for students who transfer in 30 credits.
- LAR 202 - Integrative Seminar: Democracy and Diversity (3)
  LAR-202 is waived for students who transfer in 90 credits.
- LAR 303 - Impact Seminar: Connecting Knowledge to Choices and Actions (3) or EDU 341

Experiential Learning 3 credits-Crete Campus and Lincoln/Online programs in Agribusiness, Computing, Human Relations, Liberal Arts Studies, or Substance Use Counseling

A defining experience, directly linked to the course's learning outcomes that involves

1. application of knowledge and skills to practice,
2. guided reflection on the role or importance of the experience in the student's education, *and*
3. one or more of the following:

A. Cultural Immersion

- Study Abroad
- Short-Term Travel TVL 300

B. Professional Practice

- Internship ACC 421, ART 421, BIO 421, BUS 421, CHM 421, CMM 421, CMP 421, CMS 421, ECO 421, EDU 421, EGR 421, ENG 421, EVS 421, GDC 421, HHP 421, HIS 421, INT 421, MTH 421, MUS 421, PHI 421, PHS 421, PHY 421 , PSI 421, PSY 421, SCI 421 , SOC 421, SPA 421,SSI 421 , THE 421
- Student Teaching EDS 456, EDU 451, EDU 453, EDU 455, EDU 458
- Professional Practice within a course HRE 497, IDS 302

C. Scholarly Practice

- Independent Research AGR 430, BIO 494, BIO 495, BIO 496, CHM 351, CHM 495, CHM 496, CMP 495, EVS 351, EVS 495, EVS 496, EGR 395, EGR 496, HIS 496, LAR 497 LPS 496, MTH 496, MTH 497, PHY 395 , PHY 496 , PSI 496, PSY 496, RES 495, RES 496, SOC 496
- Creative Production or performance ART 460, ENG 485, ENG 495, ENG 497, GDC 460, MUS 401, MUS 496, THE 224, THE 495

D. Service-Learning

- Integrated course work with service that meets a community identified need HSI 312, SVL 422

Note: International students studying full-time at Doane University are considered to have met this requirement at matriculation.

Experiential Learning/Fundamentals 3 credits-Lincoln/Online programs in Accounting, Business Administration, Health Sciences, or Organizational Communication

Complete one of the following groups:

A. PED 104 and 2 of the following courses: CSA 101, CSA 102, CSA 103, CSA 104, CSA 108, CSA 109, or CSA 201
B. HSI 312
C. HSI 316, HSI 317, HSI 318

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 attaining an ACT math score of 19 or higher,
b. by attaining an SAT math score of 530 or higher,
c. by passing Doane's Computational Skills Test,
d. by completing DLC 090 or DSS 090 (Crete campus only) with a grade of C- or higher, or
e. by transferring credits that are equivalent to DLC 090/DSS 090 or college-level mathematics.

Basic Writing Skills

All students must demonstrate adequate basic skills before enrolling in ENG 101. Writing skills are evaluated during the enrollment/advising process. This requirement may be met in any of four ways:

a. by attaining an ACT English subscore of 19 or above;
b. by completing DLC 116 (Lincoln, and Online) or DLC 110 & DLC 111 (Crete campus) or DSS 110 & DSS 111 (Crete campus) with a C- or higher;
c. by completing ENG 100 with a C- or higher (Crete campus - for international students whose primary language is not English); or
d. by transferring credits that are equivalent to DLC 116, DLC 110 & DLC 111, DSS 110 & DSS 111, or ENG 101.

Additional Graduation Requirements

1. Completion of a minimum of 123 credits, with a cumulative grade point average of 2.00 or above. NOTE: Students who take DLC 090 or DSS 090 are required to complete a minimum of 126 credits.
2. Completion of 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. Completion of an optional minor or additional major(s) or minor(s) also requires a grade point average in that major or minor of 2.00 or above.

Stipulations

1. The following credit maximums apply toward graduation:
    a. A total of 48 credits in the major prefix discipline with these exceptions: 59 credits in the music major, public school music emphasis; 52 credits in the art major, public school art emphasis; 55 credits in the art major, professional emphasis; and 60 credits in the information systems and technology major.
    NOTE: The 48-credit limit does not apply to the interdisciplinary majors.
    b. A total of four physical education credits in HHP-101 and HHP-104.
    c. Six semester credits of technical electives or activity 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. Students who have been full-time students at Doane for at least two terms (excluding summer session) and are in good academic standing may earn internship credit through work experience. A maximum of 12 combined internship credits may count toward graduation.
3. The last 30 credits immediately preceding graduation will normally be in residence.
4. Requirements for a major or minor 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.
5. 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.
6. A student who chooses to complete more than one major, minor, emphasis, or endorsement may fulfill the requirements of each by using common courses, unless otherwise specified.
7. A student can not declare a minor in the same discipline as their major (example a History major can not also declare a History minor).
8. A course used to fulfill a requirement for the Doane Core Connections may also be used to fulfill a requirement for a major, minor, emphasis, or endorsement, unless otherwise specified.
9. Each student is responsible for making certain all degree requirements are met. Advisors or faculty advisors, student advising guides, and the program evaluations available on WebAdvisor help students monitor their progress toward graduation.
10. Graduation requirements are reviewed on a case-by-case basis for students who return to Doane after an extended absence.
11. All other academic policies and regulations as stated in this catalog must be followed.

Programs of Instruction: Majors & Minors

Majors are listed by the Colleges/School below:

- College of Arts and Science (Crete and Lincoln)
- College of Business (Crete, Lincoln, and Online)
- College of Education (Crete)
- School of Innovative Learning (Crete, Lincoln, and Online)

College of Arts and Sciences

all majors only offered on the Crete campus unless otherwise noted

Art & Design

Associate Professor Stearns **Assistant Professor Cross**

The department of Art & Design at Doane offers students a solid Liberal Arts education with several Art emphases to choose from:

1. Liberal Arts Emphasis (Usually combined with another major: ex. Art/Business, Art/Theatre, Art/Biology);
2. Professional Emphasis in studio arts allows students to acquire additional credits in anticipation of pursuing a graduate school degree;
3. Art history emphasis which allows students to prepare for a grad degree in art history or museum studies;
4. Certification emphasis which prepares students for K-12 teaching.

Student Learning Outcomes

As a result of completing the Art program, students will:

1. Understand and integrate foundational elements and principles of art within a variety of disciplines through a multi-media environment.
2. Develop an understanding and appreciation of the history of art while manifesting contemporary theory and practices through research.
3. Develop innovative thinking and practice through exploration of social, cultural, and political issues/topics resulting in a personal aesthetic and artistic identity.
4. Obtain and establish a strong visual literacy for becoming an informed visual evaluator and problem solver.
5. Generate a creative philosophy and portfolio of artistic work congruent with professional practice.

Requirements for the Art Major:

- ART 107 - Two-Dimensional Design (3)
- ART 110 - Three-Dimensional Design (3)
- ART 207 - Drawing (3)
- ART 214 - Beginning Painting (3)
- ART 231 - Ceramics Handbuilding (3)
- ART 235 - Color Theory & Applictn (3)
- ART 352 - Modern Art (3) or
  - ART 450 - Contemporary Art (3)

Complete 1 or 2

Option 1

Complete one emphasis chosen from the following:

Liberal Arts

Take a minimum of 35 credits total.

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 260 - Intro to Professional Practice (1)
- ART 307 - Drawing II (3)
- ART 461 - Adv Professnl Practc II (1)
- Minimum of 3 elective credits in art; maximum of 15 elective credits in art

Professional

Take a minimum of 55 credits total.

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 260 - Intro to Professional Practice (1)
- ART 307 - Drawing II (3)
- ART 460 - Adv Professional Practices I (2)
- ART 461 - Adv Professional Practices II (1)
- Minimum of 21 elective credits in art; maximum of 30 elective credits in art

Art History

Take a minimum of 49 credits total.

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 211 - Printmaking I (3)
- ART 260 - Intro to Professionl Practc (1)
- ART 345 - Topc Non-Eurpn Art Hist (3)
- ART 234 - Intro Digital Photography (3)

- ART 354 - U.S. Visual Arts (3)
- ART 461 - Adv Professnl Practices II (1)
- ART 421 - Art Intern (0-12) for 2-6 cr
- 6 credits of any foreign language

Option 2: Art Teaching

Students seeking certification for teaching in Art (K-12) must complete the following courses in addition to the core requirements listed above.

Take a minimum of 54 credits total.

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 211 - Printmaking I (3)
- ART 232 - Ceramics Throwing (3)
- GDC 258 - Intro to Digital Media (3)
- ART 260 - Intro to Professionl Practc (1)
- ART 307 - Drawing II (3)
- ART 326 - Art in Elementary Schools (3)
- ART 343 - Instruc Meth Tch Sec Art I (3)
- A total of six elective credits in art
- All requirements listed under the catalog section Secondary Education

Note: All students majoring in Art must propose and develop a body of work to be exhibited in the Rall Gallery as either a solo or small group show. Students with an emphasis in Art History may write a major research paper in lieu of the exhibition requirement.

Art Minor

- ART 107 - Two-Dimensional Design (3)
- ART 207 - Drawing (3) or
  - ART 110 - 3-Dimensional Design (3)
- ART 204 - Western Art History I (3) or
  - ART 205 - Western Art History II (3)
- ART 231 - Ceramics Handbuilding (3)
- ART 352 - Modern Art (3) or
  - ART 450 - Contemporary Art (3)
- Complete six additional credits in Art

Biology

Professor Elder
Professor Marley
Associate Professor Doyle
Associate Professor Durham Brooks
Assistant Professor Bowder

The goal of the Doane Biology Department is to foster student development of a strong foundation of biological concepts, grounded in critical thinking, experimental design, written and oral communication, and practical application in the field and laboratory. The major, beginning with an intensive introductory sequence and culminating in a capstone research experience, prepares students for careers and continuing study in a wide range of biological disciplines.

Student Learning Outcomes

As a result of completing the Biology program, students will:

1. Develop a strong foundation of concepts including Evolution, Structure and Function, Information Flow, Transformations of Energy, Systems Biology
2. Develop/demonstrate practical and professional skills in Experimental design and execution
3. Develop/demonstrate practical and professional skills in Quantitative reasoning
4. Develop/demonstrate practical and professional skills in Data analysis and interpretation
5. Develop/demonstrate practical and professional skills in Critical/analytical reading and writing
6. Develop/demonstrate practical and professional skills in Connecting ethical/social issues with scientific reasoning to make informed decisions
7. Develop/demonstrate practical and professional skills in Communication of biological understanding to multiple audiences in multiple formats and varying media

Requirements for the Biology Major:

Complete 1 or 2

Option 1

Complete the following courses:

- BIO 110 - Inq Lab: Intro Biol Invstgt (3)
- BIO 111 - Enrgy Life: Cells to Ecosys (3)
- BIO 112 - Infrm Life: Gentcs to Evol (3)
- BIO 202 - Biology Career Seminar (1)
- BIO 295 - Biostatistics (3)
- BIO 351 - Biology Research I (2) or
  - CHM 351 - Chem Resrch I (2) or
  - EVS 351 - Environ Resrch I (2)
- BIO 495 - Biology Research II (4) or
  - CHM 495 - Chem Rsrch II (2) or
  - RES 495 - Research II (1-4) or
  - EVS 495 - Envrnmnt Res II (2) for 2 cr
- BIO 496 - Biology Research III (3) or
  - CHM 496 - Chm Rsrch III (2) or
  - RES 496 - Research III (1-4) or
  - EVS 496 - Envrnmnt Res III (2) for 2 cr

Complete the following two groups of cognate courses:

Group 1
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)

Group 2
- CHM 205 - Organic Chemistry I (4) and
- CHM 206 - Organic Chemistry II (4) OR
  - PHY 107 - Introductory Physics I (4) and
  - PHY 108 - Introductory Physics II (4)

Complete one of the following emphases:

General emphasis

Complete one course with a laboratory from each of the following 2 groups:

Organismal Group:
- BIO 326 - Comparative Anatomy (4)
- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)
- BIO 345 - Conservation Biology (4)

Molecular Group:
- BIO 316 - Intro Computnl Biolgy (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 352 - Genetics & Func Genomics (4)
- BIO 356 - Human Physiology (4)

Complete three additional BIO electives:
- BIO 308 - Animal Behavior (3)
- BIO 317 - Intro to Immunology (3)
- BIO 331 - Cell Biology (3)
- BIO 340 - Evolution (3)
- BIO 343 - Climate Change Biol (3)
- BIO 355 - Human Anatomy (4)

Climate Change emphasis

- BIO 332 - Ecological Zoology (4) or
  - BIO 333 - Ecological Botany (4)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (4)

Complete one Molecular course:
- BIO 316 - Intro to Computationl Biol (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 352 - Genetics & Func Genomics (4)
- BIO 356 - Human Physiology (4)

Complete one 300/400 level Biology course for a total of five BIO courses excluding BIO 351

Complete the following cognate courses:
- GEO 107 - Intro to Meteorology (3)
- CMS 335 - Science Communication (3)
- GDC 258 - Intro to Digital Media (3) or
  - MTH 120 - Intro to Data thru Visulztn (3)
- PSY 117 - Intro to Psychology (3) or
  - SOC 109 - Intro to Sociology (3)

Biotechnology emphasis

- BIO 316 - Intro Computational Biol (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)

Complete one Organismal course:
- BIO 326 - Comparative Anatomy (4)
- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)
- BIO 345 - Conservation Biology (4)

Complete one 300/400 level Biology course for a total of five BIO courses excluding BIO 351

Complete the following cognate courses:
- CHM 303 - Analytical Chemistry (4)
- BUS 101 - Under Envirn Bus (3) or
  - BUS 242 - Management (3)
- CMP 145 - Intr Prog & Problm-Solv (3) or
  - MTH 120 – Intro Data thru Vislztn (3) or
  - MTH 315 - Multivariate Statistics (3)

Option 2: Biology Teaching

Students seeking certification for teaching in biology must complete:
- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Enrgy of Life: Cells to Ecosystms (3)
- BIO 112 - Infrm of Life: Genetic to Evolutn (3)
- BIO 295 - Biostatistics (3)
- BIO 348 - Microbiology (4)
- BIO 351 - Biology Research I (2) or
  - CHM 351 - Chemistry Research I (2) or
  - EVS 351 - Environmentl Research I (2)
- BIO 494 - Bioscience Research (2)

Complete four courses listed below, at least one course from each group:

Organismal Group
- BIO 326 - Comparative Anatomy (4)
- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)

Molecular Group:

- BIO 316 - Intro to Computational Biol (4)
- BIO 335 - Molecular Biology (4)
- BIO 352 - Genetcs & Functnl Genomics (4)
- BIO 355 - Human Anatomy (4)
- BIO 356 - Human Physiology (4)

Complete the following cognate courses:

- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- MTH 107 - Problem Solving (3) or
  - MTH 108 - Modeling & Applictns (3) or above (MTH 235 is strongly recommended)
- PHY 107 - Introductory Physics I (4)
- GEO 101 - Environmental Geology (4) or
  - GEO 103 - Physical Geology (4)
- SCI 343-Instrct Methods Tchng Secndry Sci (3)

All requirements listed under the catalog section Secondary Education

Biology Minor

Complete the following courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Enrgy of Life: Cells to Ecosystms (3)
- BIO 112 - Infrm of Life: Genetic to Evolutn (3)

Complete one and two below for at least nine additional credits:

1) Two courses with laboratory, one from each of following groups:

Organismal Group:

- BIO 326 - Comparative Anatomy (4)
- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)
- BIO 345 - Conservation Biology (4)

Molecular Group:

- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 352 - Genetics & Functional Genomics (4)
- BIO 356 - Human Physiology (4)
- BIO 316 - Intro to Computational Biology (4)

2) One additional course from Organismal or Molecular groups above or the following list:

- BIO 308 - Animal Behavior (3)
- BIO 317 - Intro to Immunology (3)
- BIO 331 - Cell Biology (3)
- BIO 340 - Evolution (3)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (4)
- BIO 351 - Biology Research I (2)
- BIO 421 - Biology Internship (0-12)
- BIO 494 - Bioscience Research (2)

Chemistry and Biochemistry

Professor Clevette **Assistant Professor Huber**
Professor Holmes

Biochemistry

Student Learning Outcomes

As a result of completing the Biochemistry program, students will:

1. Demonstrate conceptual knowledge in biology, chemistry and biochemistry
2. Effectively communicate scientific concepts, data, results, and arguments through writing
3. Effectively communicate scientific concepts, data, results, and arguments through presentations
4. Understand the origin of scientific knowledge and be able to design and execute robust chemical experiments to answer valid scientific questions
5. Represent data appropriately, interpret results, and defend conclusions based on evidence
6. Demonstrate understanding of and competent use of the tools and experimental techniques of biochemistry.
7. Obtain, read, understand and interpret relevant biochemical literature.
8. Demonstrate a basic fluency in mathematical reasoning and be able to apply it to biochemical systems.

Complete the following courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Enrgy of Life: Cells to Ecosystms (3)
- BIO 112 - Inform of Life: Genetic to Evlutn (3)
- BIO 335 - Molecular Biology (4)
- CHM 120 - Chem Sci Career & Resrch Sem (1)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4)
- CHM 330 - Biochemistry I (4)
- CHM 430 - Biochem II: Adv Tpcs Biochem (3)
- CHM 494 - Comm of Chem & Biochm Rsrch (1)

To complete the research sequence students must take:

- CHM 351 - Chemistry Research I (2) or
  - BIO 351 - Biology Research I (2)
- CHM 495 - Chemistry Research II (2) or
  - RES 495 - Research II (1-4) for 2 cr or
  - BIO 495 - Biology Research II (4)
- CHM 496 - Chemistry Research III (2) or
  - RES 496 - Research III (1-4) for 2 cr or
  - BIO 496 - Biology Research III (3)

Complete one course from the following:

- BIO 316 - Intro to Computational Biology (4)
- BIO 317 - Intro to Immunology (3)
- BIO 331 - Cell Biology (3)
- BIO 348 - Microbiology (4)
- BIO 349 - Infectious Diseases (3)
- BIO 352 - Genetics & Functional Genomics (4)
- BIO 356 - Human Physiology (4)

Complete one course from the following:

- CHM 322 - Instrumental Analysis (4)
- CHM 326 - Inorganic Chemistry (4)
- CHM 411 - Physical Chemistry I (3)

Complete the following cognate courses:

- PHY 107 - Introductory Physics I (4) or
  - PHY 201 - General Physics I (4)
- MTH 235 - Calculus (4)

Note: BIO 295, PHY 108 (or PHY 202), and MTH 335 are strongly recommended. PHY 108 (or PHY 202) is required for entrance into most medical schools.

Chemistry

Chemistry is the study of matter and its changes. These changes affect everything we eat, wear, and touch. Chemistry is the only science that studies the changes that involve both huge industries and the well-being of each of us. Chemists are employed in almost every sector of the economy. The work called chemistry is incredibly varied.

Chemistry graduates pursue advanced degrees in chemistry, chemical engineering, pharmacy, medicine, medical technology, law, and other areas. Other graduates obtain jobs in the chemical or pharmaceutical industries.

Student Learning Outcomes

As a result of completing the Chemistry program, students will:

1. Demonstrate conceptual understanding and ability to apply fundamental chemical concepts and theory.
2. Effectively communicate scientific concepts, data, results, and arguments through writing
3. Effectively communicate scientific concepts, data, results, and arguments through presentations
4. Understand the origin of scientific knowledge and be able to design and execute robust chemical experiments to answer valid scientific questions
5. Represent data appropriately, interpret results, and defend conclusions based on evidence
6. Demonstrate understanding of and competent use of the tools and experimental techniques of chemistry.
7. Obtain, read, understand and interpret relevant chemical literature.
8. Demonstrate a basic fluency in mathematical reasoning and be able to apply it to chemical systems.

Requirements for the Chemistry Major:

Complete 1 or 2

Option 1

Complete the following courses:

- CHM 120 - Chem Sci Career & Resrch Sem (1)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4)
- CHM 351 - Chemistry Research I (2)
- CHM 411 - Physical Chemistry I (3)
- CHM 412 - Physical Chemistry II (3)
- CHM 413 - Physical Chemistry Laboratory (2)
- CHM 494 – Cmm of Chem & Biochm Rsrch (1)
- CHM 495 - Chemistry Research II (2)
- CHM 496 - Chemistry Research III (2)

Note: RES 495 and RES 496 for 2 credits each may be substituted for CHM 351, CHM 495 and CHM 496.

Complete two the following courses:

- CHM 322 - Instrumental Analysis (4)
- CHM 326 - Inorganic Chemistry (4)
- CHM 330 - Biochemistry I (4)

Complete the following cognate courses:

- MTH 235 - Calculus (4)
- MTH 335 - Adv Applications of Calculus (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

Option 2: Chemistry Teaching

Complete the following courses:

- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4)
- CHM 411 - Physical Chemistry I (3)
- CHM 412 - Physical Chemistry II (3)

Complete the following cognates from the natural sciences:

- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)
- BIO 111 - Enrgy of Life: Cell to Ecsystms (3) or
  - BIO 112 - Inform of Life: Gntc to Evoltn (3)
- AST 103 - Introductory Astronomy (3) and AST 103L - Astronomy Lab (1) or
  - GEO 103 - Physical Geology (4)

Complete the following cognates in mathematics:

- MTH 235 - Calculus (4)
- MTH 335 - Advanced Applicatns of Calculus (4)

Complete the following natural science methods course:

- SCI 343 - Instructional Methods for Teaching Secondary Science (3)

One additional teaching major.

All requirements listed under the catalog section Secondary Education.

Chemistry Minor

Complete the following courses:

- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 303 - Analytical Chemistry (4)

Complete four credits from:

- CHM 206 - Organic Chemistry II (4)
- CHM 322 - Instrumental Analysis (4)
- CHM 326 - Inorganic Chemistry (4)
- CHM 330 - Biochemistry I (4)

Communication

Assistant Professor Irions **Assistant Professor of Practice Wilson**

The Communication Studies Department prepares students to assume entry-level positions in communication, journalism and other media fields, or to further their education with graduate studies. It also serves students in other majors with the fundamental areas of knowledge in communication, journalism and media needed for them to succeed.

Media Communication

The Media Communication major prepares students to tell stories in all media platforms - audio, film, print, online, social and video - to allow them to secure entry-level positions with various media-related organizations. It also prepares students for further graduate study. Students will study not just the theory of media communication but also will receive plenty of experiential learning opportunities to ready them for a variety of academic and professional pursuits in the different media fields.

Student Learning Objectives

As a result of completing the Media Communication program, students will:

1. Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.
2. Think critically, creatively and independently. Evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness
3. Understand the history of media communication, and their economic, political and aesthetic social roles in contemporary society
4. Understand the ethical concepts, legal implications, considerations and practices that guide media professions.
5. Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.

Requirements for the Media Communication major:

Complete the following courses:

- CMM 113 - Basic News Writing & Reporting (3)
- CMM 232 - Basic Audio Production (3)
- CMM 238 - Basic Video Production (3)
- CMM 353 - Contemporary Issues (3)
- CMM 360 - Multiplatform Journalism (3)
- CMM 421 - Journalism Internship (0-12) (minimum of three credits)
- CMM 445 - Legal & Ethical Issues (3)
- CMM 495 - Cpstn & Sem, Media Comm Mjr (3)
- CMS 105 - Fundamentls of Communication (3)
- CMS 210 - Public Speaking (3)
    - OR 3 credits from CMS 226, CMS 227, CMS 326, & CMS 327
- GDC 258 - Intro to Digital Media (3)
- GDC 345 - Web Design (3)

Complete a minimum of one credit hour from the following courses:

- ATV 131 - KDNE (0-1)
- ATV 132 - Doane Owl (0-1)
- ATV 133 - 1014 Magazine (0-1)
- CMM 293 - Television Practicum (1)

Complete nine credits from the following courses:

- CMM 210 - Film Studies (3)
- CMM 213 - Beat Reporting (3)
- CMM 214 - Photojournalism (3)
- CMM 223 - Editing & Design (3)
- CMM 231 - Intro to Magazine Publishing (3)
- CMM 285 - Intro to Writing Creatv Nonfctn (3)
- CMM 316 - The Electronic Journalism Prog (3)
- CMM 355 - Advanced Electronic Production (3)
- CMS 351 - Persuasion (3)

Strategic Communication

The Strategic Communication major examines the essential role communication plays in the development and maintenance of identities, relationships, groups, societies, organizations and cultures. The major provides the opportunity to study the history, theory, and practice of a core pillar of the liberal arts. Additionally, students will learn to engage theory, employ empirical study, and conduct critical analysis of communication phenomena. The Strategic Communication major provides students the opportunity to acquire a firm theoretical background in communication studies and apply those theories in multiple real world settings.

Student Learning Outcomes

As a result of completing the Strategic Communication program, students will:

1. Demonstrate an ability to utilize a range of analytical and/or critical thinking skills relating to a variety of communication theories and communication problems.
2. Prepare adequately for careers in public relations, marketing, speech writing, communication consulting, or for admission to graduate or professional schools.
3. Effectively apply modern communication practices and media technologies to address real-world clients' problems related to branding, reputation management, and/or internal communication.
4. Express themselves effectively (orally and in writing) both generally and in a variety of professional and public contexts.
5. Think critically, creatively and independently; evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness

Requirements for the Strategic Communication major:

- CMS 105 - Fundamentls of Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 225 - Communictn Research Methods (3)
- CMS 301 - Strategic Writing (3)
- CMS 421 - Commncatn Intern (0-12) 3 cr req
- CMS 495 - Communication Consulting (3)
- CMM 445 - Legal & Ethical Issues (3)
- BUS 251 - Intro to Marketing (3)
- GDC 258 - Intro to Digital Media (3)

Complete two of the following courses:

- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 315 - Organizational Behavior (3)
- CMS 321 - Intercultural Communication (3)

Complete two of the following courses:

- CMS 330 - Public Relations (3)
- CMS 335 - Science Communication (3)
- CMS 348 - Gender Communication (3)
- CMS 351 - Persuasion (3)

Complete three electives from the following courses:

Electives can be additional courses from the two groups above and/or from among the following courses:

- CMM 113 - Basic News Writing & Reporting (3)
- CMM 210 - Film Studies (3)
- CMM 212 - Media & Popular Culture in Sprt (3)
- CMM 214 - Photojournalism (3)
- CMM 231 – Intro to Magazine Publishing (3)
- CMM 232 - Basic Audio Production (3)
- CMM 238 - Basic Video Production (3)

Communication Minor

Complete the following courses:

- CMS 105 - Fundamentls of Communication (3)
- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)

Complete two of the following courses:

- CMS 315 - Organizational Behavior (3)
- CMS 321 - Intercultural Communication (3)
- CMS 335 - Science Communication (3)
- CMS 348 - Gender Communication (3)
- CMS 351 - Persuasion (3)

Complete one of the following courses:

- CMS 210 - Public Speaking (3)
- CMS 226 - Beg Competitive Speech I (0-3)
- CMS 227 - Beg Competitive Speech II (0-3)
- CMS 326 - Adv Competitive Speech I (0-3)
- CMS 327 - Adv Competitive Speech II (0-3)

Film and Media Production Minor

Complete the following courses:

- CMS 105 - Fundamentls of Communication (3)
- CMM/ENG 210 - Film Studies (3)
- CMM 238 - Basic Video Production (3)
- CMM/THE 313 - Screenwriting & Film Prod (3)
- GDC 258 - Intro to Digital Media (3)

Complete one of the following courses:

- CMM 212 - Media & Pop Culture in Sports (3)
- CMM 214 - Photojournalism (3)
- CMM 232 - Basic Audio Production (3)
- CMM 353 - Contemporary Issues (3)
- CMM 360 - Multiplatform Journalism (3)

Complete one of the following courses:

- ART 234 - Intro to Digital Photography (3)
- CMM/ENG 285 - Intro Writ Creative Nonfict (3)
- ENG 238 - Intro to Fiction Writing (3)
- GDC 330 - History of Graphic Design (3)
- GDC 360 - Motion Graphics (3)
- THE 103 - Acting I (3)
- THE 212 - Scenic Design (3)
- THE 312 - Light & Sound for the Stage (3)
- THE 407 - Advanced Acting (3)

Media Communication Minor

Complete the following courses:

- CMM 113 - Basic News Writing & Reporting (3)
- CMM 232 - Basic Audio Production (3)
- CMM 238 - Basic Video Production (3)
- CMM 360 - Multiplatform Journalism (3)
- CMM 495 - Capstone & Sem, CMM Major (3)
- CMS 105 - Fund of Communication (3)

Computing

Professor Engebretson **Professor Meysenburg**

Numerous career and graduate school opportunities exist for students who have completed a major in the area of computing, whether it be in computer science or information systems. The opportunities available span many industries and disciplines, making a computer science or information systems major quite valuable, whether alone or in combination with majors or minors from other disciplines at Doane.

The computing program at Doane includes experiences both inside and outside the classroom to provide students with a clear understanding of computing concepts; the confidence and skills to work with existing and emerging information technology; the confidence and skills to efficiently research and learn an unknown topic or solve an unknown problem; and the confidence and skills to effectively communicate, including writing, speaking, reading, and listening.

As there are many areas of interest in the computing field, reflected by the electives available at Doane, students are strongly encouraged to work with an computing faculty member in developing a course of study most beneficial to each individual student's interests. Students planning to seek a major in computer science, a major in information systems, a teaching endorsement in computer science, a minor in computer studies, or those who would like to explore any of these options, should contact a member of the computing faculty as early as possible.

Mission Statement
In line with the mission of Doane University, it is the mission of the Department of Computing to provide students pursuing an undergraduate major, minor, or certificate offered by the department with computing knowledge and skills that prepare each individual for successful future endeavors in and out of the workplace.

The Department of Computing offers students at Doane University an innovative and thorough major along with corresponding emphases, minors and certificates in software engineering, and information technology and security, with experience both inside and outside the classroom. The acquisition, application and synthesis of applied knowledge and skills is promoted. An independent and critical thought process is stimulated that helps students develop self-confidence and leadership skills.

Student Learning Outcomes

- *Knowledge of computing*: a clear understanding of computing concepts and processes with an emphasis in **software engineering** or **information technology and security**, their relationships to each other, and their relationships to existing and emerging computing technologies.
- *Hands-on computing skills:* the confidence and skills to independently learn and apply existing and emerging computing technologies and processes including industry entry- level skills either **software engineering** or **information technology and security.**
- *Independent learning and problem-solving skills:* the confidence and skills to solve an unknown problem and to efficiently research, learn, and creatively apply an unknown topic or skill to novel problem-solving situations.
- *Professional behavior:* the confidence and skills to thrive as productive citizens in the digital age, consistently
    - practicing effective communications skills,
    - incorporating ethical reasoning in the decision-making process,
    - utilizing best practices in security, and
    - engaging in professional and career development.

Requirements for the Computing Major:

Offered on the Crete and Lincoln campuses.

Complete the following 36 credits:

Core (15 credits):

- CMP 140 - Intro to Computing (3)
- CMP 145 - Intro to Program & Problm-Solv (3)
- CMP 205 - Computing & Society (3)
- CMP 252 - Prin of Digital Logic & Cptr Org (3)
- CMP 495 - Computing Seminar (1) *Note: CMP 495 is taken 3 times for 1 credit each*

Emphases (21 credits):

Software Engineering:

- CMP 146 – Programming & Prob-Solving II (3)
- CMP 246 - Data Structures & Algorithms (3)
- CMP 311- Sftwr Eng: Back-End Dsgn & Dev (3)
- one CMP elective (3)
- CMP 350 - Software Engineering: DevOps (3)
- CMP 357 - Software Architecture & Design (3)
- CMP 411 - Sftwr Eng: Frnt-End Dsgn & Dev (3)

Information Technology & Security:

- CMP 321 - Cybersecrty: Best Mdrn Practcs (3)
- CMP 322 - Networking & Security I (3)
- CMP 328 - End User Supp, Mngmnt & Scrty (3)
- CMP 360 - Digital Forensics (3)
- CMP 415 - Cybersecrty: Laws, Poltcs & Scty (3)
- CMP 422 - Networking & Security II (3)
- one CMP elective (3)

Cognates: Complete a CMP faculty-approved experiential activity related to the student's emphasis area. Such activities include, but are not limited to, formal internships CMP 421) and industry experience (including full-time, part-time, work-study, and summer positions). Three credits of CMP 421 Computing Internship fulfill this requirement but do not count towards the 36 CMP credits for the major.

Information Technology and Security Minor

The Information Technology and Security Minor is available to all undergraduate students on the Crete or Lincoln campuses.

Complete the following 21 credits:

- CMP 145 - Intro to Program & Problm-Solv (3)
- CMP 252 - Prin of Digital Logic & Cptr Org (3)
- CMP 321 - Cyberscrty: Best Mdrn Practcs (3)
- CMP 322 - Networking & Security I (3)
- CMP 328 - End Usr Supp, Mngmnt, & Scrty (3)

Complete 6 additional CMP elective credits.

Information Technology and Security minors are encouraged to contact a CMP faculty member to discuss the most appropriate courses.

Software Development Minor

The Software Development Minor is available to all undergraduate Doane University students on the Crete or Lincoln campuses.
Complete the following 21 credits:

- CMP 145 - Intro to Program & Problm-Solv (3)
- CMP 146 - Programming & Prob-Solving II (3)
- CMP 246 - Data Structures & Algorithms (3)
- CMP 311 - Sftwr Eng: Back-End Dsgn & Dev (3)
- CMP 411 - Sftwr Eng: Frnt-End Dsgn & Dev (3)

Complete 6 additional CMP elective credits.
Software Development minors are encouraged to contact a CMP faculty member to discuss the most appropriate courses.

Certificate in Information Technology and Security

The Certificate in Information Technology and Security is available to all undergraduate Doane University students on the Crete and Lincoln campuses, and is available to other students on a cohort or special program basis.
Complete the following 15 credits:

- CMP 321 - Cybersecrty: Best Mdrn Practcs (3)
- CMP 322 - Networking & Security I (3)
- CMP 328 - End User Supp, Mngmnt, & Scrty (3)
- CMP 415 - Cybersecrty: Laws, Poltcs, & Scty (3)
- CMP 422 - Networking & Security II (3)

Certificate in Software Development

The Certificate in Software Development is available to all undergraduate Doane University students on the Crete and Lincoln campuses, and is available to other students on a cohort or special program basis.
Complete the following 15 credits:

- CMP 145 - Intro to Program & Problm-Solv (3)
- CMP 146 - Programming & Prob-Solving II (3)
- CMP 246 - Data Structures & Algorithms (3)
- CMP 311 - Sftwr Eng: Back-End Dsgn & Dev (3)
- CMP 411 - Sftwr Eng: Frnt-End Dsgn & Dev (3)

Engineering

Professor Wentworth
Assistant Professor Stolle
Assistant Professor TerMaat
Assistant Professor Zamstein
Visiting Assistant Professor Mahmood

Engineering is concerned with using the tools of science and mathematics to solve real world problems. It is intrinsically interdisciplinary, involving knowledge from the natural sciences, computer science, and mathematics and informed by an understanding of the social and cultural context in which a problem solution must be provided.

Program Mission
The mission of the Doane University Bachelor of Science in Engineering program is to provide an exceptional engineering education integrated with the liberal arts that prepares students of diverse backgrounds for professional engineering or other careers through ethical service and creative intellectual inquiry.

Student Learning Outcomes
Upon graduation from the Doane University Bachelor of Science in Engineering Program a student will demonstrate:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. an ability to communicate effectively with a range of audiences;
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Program Educational Objectives
Graduates of the Doane B.S. in Engineering program will:

1. Have made contributions to research, education, technology, and/or industry through active pursuit of their desired career path.
2. Have proven themselves as versatile professionals that can excel within diverse and multidisciplinary team environments.

3. Have built on their engineering and liberal arts education with a commitment to lifelong learning and development to benefit the lives of other people.

Doane University's Bachelor of Science in Engineering program plans to seek specialized program accreditation through ABET. Obtaining this accreditation is not guaranteed and, if granted, may not occur in a timeframe in which to be applicable to your degree. Applicants should consider this information prior to application and enrollment.

Requirements for the Engineering Major:

- EGR 101 - Intro to Engineering (3)
- EGR 210 - Fund of Engineering Design (3)
- EGR 215 - Fund of Computational Science (3)
- EGR 218 - Engineering Statics (3)
- EGR 260 - Responsible Engineering Practc (2)
- EGR 320 - Engineering Dynamics (3)
- EGR 325 - Intro Elctrnc & Electrical Circuits (4)
- EGR 330 - Eng Measuremnt & Experimentn (3)
- EGR 350 - Intro to Systems & Controls (3)
- EGR 360 - Manufacturing & Prototyping (2)
- EGR 395 - Senior Engineering Design I with Engineering Project Management (3)
- EGR 495 - Senior Engineering Design II (3)
- EGR 496 - Senior Seminar (1)

Complete the following cognate courses:

- CHM 125 - General Chemistry I (4)
- ECO 203 - Macroeconomics & Literacy (3)
- MTH 225 - Prob & Statis Engnr & Phys Sci (4)
- MTH 235 - Calculus (4)
- MTH 335 - Adv Applications of Calculus (4)
- MTH 337 - Multivariate Calculus (4)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)
- PHY 310 - Intro to Materials Science (3)
- PHY 435 - Mathmtcl Methods for Physics (3) or
  - CHM 126 - General Chemistry II (4)

Complete one of the following emphases:

Electrical Engineering emphasis

- CMP 145 - Intro to Program & Problm-Solv (3)
- CMP 146 - Programming & Prob-Solving II (3)
- PHY 302 - Electricity & Magnetism (3)

Complete 6 credits from the following:

- EGR 335 - Digital Electronics & Microcntrler (3)
- EGR 420 - Advanced Systems & Controls (3)
- IST credits at 300 level or above

Environmental Engineering emphasis

- CHM 126 - General Chemistry II (4)
- EGR 240 - Engineering Thermodynamics (3)
- EGR 310 - Fundamentls of Fluid Mechanics (3)
- EGR 315 - Found of Envirnmntl Engnr (3)
- EVS 201 - Environmental Science (4)
- GEO 101 - Environmental Geology (4)
- 3 EGR credits at 300 level or above.

Mechanical Engineering emphasis

- EGR 240 - Engineering Thermodynamics (3)
- EGR 302 - Machine Design (3)
- EGR 310 - Fundamentls of Fluid Mechanics (3)
- EGR 326 - Mechanics of Materials (3)

Choose one course from:

- EGR 410 - Design & Analysis of Energy Sys (3)
- EGR 415 - Structural Steel Design (3)
- EGR 420 - Advanced Systems & Controls (3)
- EGR 425 - Heat Transfer (3)

Civil Engineering emphasis

- EGR 240 - Engineering Thermodynamics (3)
- EGR 310 - Fundamentls of Fluid Mechanics (3)
- EGR 326 - Mechanics of Materials (3)

Choose one course from:

- EGR 321 - Civil Engineering Surveying (4)
- EGR 324 - Intro to Geotechncl Engineering (4)
- EGR 328 - Water Resources Engineering (3)
- EGR 415 - Structural Steel Design (3)
- EGR 422 - Structural Concrete Design (3)

General emphasis

- 12 EGR credits at the 300 level or above.

Engineering Minor

Complete the following courses:

- EGR 215 - Fund of Computational Science (3)
- MTH 235 - Calculus (4)
- PHY 201 - General Physics I (4)
- EGR 210 – Fund of Engineering Design (3)

Complete six additional credits in EGR at 200 level or above

English

Professor Johnson **Visiting Assistant Professor Gelzer-Govatos**
Professor Weitl

The English major is designed for a variety of possible professions where a sound foundation in general literacy is important, from editing and writing to teaching and law. The major provides unusually strong preparation for graduate study as well, through the core of required courses. The major combines well with a variety of other majors. Note that a second area is needed for teaching certification in English.

Student Learning Outcomes

As a result of completing the English program, students will be able to:

1. Engage in critical analysis of literary texts.
2. Demonstrate an understanding of major literary periods and movements.
3. Communicate interpretation of texts clearly and effectively.

Additionally, students completing the Writing Emphasis will be able to:

1. Identify and practice poetry, fiction, and nonfiction writing techniques.
2. Reflect on the creative process.
3. Demonstrate constructive feedback in a workshop setting.

Requirements for the English Major:

Complete 1 or 2

Option 1

Complete one of the following emphases:

Literature Emphasis

Foundational Courses:

- ENG 200 - Intro to Literary Studies (3)
- ENG 304 - The Evolution of Narrative (3)

Capstone Experience

- ENG 495 - English Seminar (5)

Historical Periods and Literary Movements - Choose 2:

- ENG 308 - American Literature & Identity (3)
- ENG 362 - Shakespeare in the Renaissance (3)
- ENG 342 - The Romantic Era (3)

Critical Lenses - Choose 1:

- ENG 301 - Women Writers (3)
- ENG 340 - Narrative Medicine (3)
- ENG 318 - Environmental Literature (3)

Global Perspectives - Choose 1:

- ENG 330 - Global Anglophone Literature (3)

Written Expressions - Choose 1:

- ENG 102 - Eng Comp II: Writing in Context (3)
- ENG 285 - Intro to Writng Creative Nonfctn (3)
- ENG 238 - Intro to Fiction Writing (3)

Electives: Choose at least 6 additional credits in English, excluding ENG 100, ENG 101, ENG 326

Writing Emphasis

Foundational Courses:

- ENG 200 – Intro to Literary Studies (3)
- ENG 304 - The Evolution of Narrative (3)

Capstone Experience

- ENG 495 - English Seminar (5)

Narrative Craft:

- ENG 238 - Intro to Fiction Writing (3)
- ENG 485 - Sem Writ Creative Nonfict (3) or
  - ENG 497 - Sem in Fiction Writing (3)
- ENG 285 - Intro Writ Creative Nonfict (3)

Public and Professional Writing - Choose 1:

- ENG 102 - Eng Comp II: Writ Context (3)
- ENG 113 - Basic News Writing & Rprt (3)

Critical Lenses - Choose 1:

- ENG 301 - Women Writers (3)
- ENG 330 - Global Anglophone Literture (3)
- ENG 318 - Environmental Literature (3)
- ENG 340 - Narrative Medicine (3)

Historical Periods and Literary Movements - Choose 1:

- ENG 308 - American Litertur & Identity (3)
- ENG 362 - Shakespeare in Renaissance (3)
- ENG 342 - The Romantic Era (3)

Electives: Choose at least 6 additional credits in English excluding ENG 100, ENG 101, ENG 326.

Note: One foreign language literature course may be counted as an English literature course but cannot be substituted for a specific course requirement.

Option 2: English Teaching

Students seeking certification for teaching in English must complete the following:

- ENG 101 - Engl Comp I: Writing Seminar (3) or
  - ENG 102 - Eng Comp II: Writ Context (3)
- ENG 200 - Intro to Literary Studies (3)
- ENG 231 - Linguistics (3)
- ENG 238 - Intro to Fiction Writing (3) or
  - ENG 285-Intro Writ Creativ Nonfict (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature & Identity (3)
- ENG 330 - Global Anglophone Literature (3)
- ENG 342 - The Romantic Era (3)
- ENG 343 - Instruct Meth Teach Sec Engl I (2)
- ENG 344 - Instruct Meth Teach Sec Engl II (2)
- ENG 362 - Shakespeare in the Renaissance (3)
- ENG 495 - English Seminar (5)
- Six hours of English at the 200-level or above

One additional teaching major

All requirements listed under the catalog section Secondary Education

English Minor

Complete the following course:

- ENG 200 - Intro to Literary Studies (3)

Complete a minimum of 12 credits from the following courses:

- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature & Identity (3)
- ENG 330 - Global Anglophone Literature (3)
- ENG 342 - The Romantic Era (3)
- ENG 362 - Shakespeare in the Renaissance (3)

Complete a minimum of three additional credits in English, *excluding the following courses:*

- *ENG 101 - Eng Comptn I: The Writing Sem (3)*
- *ENG 343 - Instruct Meth Teach Sec Engl I (2)*
- *ENG 344 - Instruct Meth Teach Sec Engl II (2)*

English Writing Minor

Complete the following courses:

- ENG 102 - English Comp II: Writ in Context (3)
- ENG 200 - Intro to Literary Studies (3)
- ENG 238 - Intro to Fiction Writing (3) or
  - ENG 285 - Intro Writ Creative Nonfictn (3)
- ENG 304 - The Evolution of Narrative (3) or
  - ENG 340 - Narrative Medicine (3)
- ENG 485 - Sem Writing Creatve Nonfictn (3) or
  - ENG 497 - Sem in Fiction Writing (3)

Complete a minimum of three additional credits in English, *excluding:*

- *ENG 101 - English Comp I: Writing Sem (3)*
- *ENG 343 - Instruct Meth Teach Sec Engl I (2)*
- *ENG 344 - Instruct Meth Teach Sec Engl II (2)*

English Language Arts

The English Language Arts major is intended to prepare teachers in the three areas of English, speech, and theatre, for teaching in schools where such multiple skills are needed. No second major is needed for certification in this area, but an interest in all three areas of language arts is necessary.

Complete the following courses:

- ENG/CMM 113 - Basic News Writ & Rprting (3)
- ENG 200 - Intro to Literary Studies (3)
- ENG/CMM 213 - Beat Reporting (3)
- ENG 231 - Linguistics (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature & Identity (3)
- ENG 330 - Global Anglophone Literature (3)
- ENG 342 - The Romantic Era (3)
- ENG 362 - Shakespeare in the Renaissance (3)
- ENG 495 - English Seminar (5)

Complete two of the following courses:

- ENG 101 - English Comp I: Writing Sem (3)
- ENG 102 - Engl Comp II: Writ in Context (3)
- ENG 238 - Intro to Fiction Writing (3)
- ENG 285 - Intro to Writing Creative Nonfict (3)

Complete the following cognates:

- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 105 - Fundmntls of Communication (3) or
  - CMM 353 - Contemporary Issues (3)
- THE 103 - Acting I (3)

Students seeking certification for teaching in English/Language Arts must also complete:

- Instruct Meth Teach Sec Engl I (2)
- ENG 344 - Instruct Meth Teach Sec Engl II (2)

All requirements listed under the catalog section Secondary Education

Graphic Design

Assistant Professor Truran

The Graphic Design major prepares students for a variety of career paths within the field of graphic design. In addition to graphic design studio courses, the major employs a strong foundation in the arts, an examination of communication and design theory and history, and specialized classes in areas such as web design and motion graphics. All classes will focus on developing concept and establishing a creative process for becoming a visual problem solver as preparation for graduate study and professional practice.

Student Learning Outcomes

As a result of completing the Graphic Design program, students will be able to:

1. Resolve complex visual problems affected by social, cultural, historical and political influences through innovative thinking.
2. Engage in interdisciplinary collaboration.
3. Establish a creative process for becoming a visual problem solver.
4. Obtain visual literacy to evaluate and discuss individual work as well as that of others
5. Establish a personal aesthetic and artistic identity.
6. Communicate a single message across a variety of media, cultivating form based on content.
7. Develop a sensitivity to type and utilize typographic systems.
8. Demonstrate ethical practice and integrity through research and conceptual problem solving.
9. Understand the theory, history and the evolution of practice of Graphic Design.
10. Generate a portfolio of work congruent with a professional practice.

Requirements for the Graphic Design Major:

Complete the following courses:

- GDC 258 – Intro to Digital Media (3)
- GDC 260 – Intro to Professional Practices (1)
- GDC 275 - Typography I (3)
- GDC 303 - Graphic Design I (3)
- GDC 304 - Graphic Design II (3)
- GDC 330 - History of Graphic Design (3)
- GDC 375 - Typography II (3)
- GDC 403 - Graphic Design III (3)
- GDC 404 - Graphic Design IV (3)
- GDC 460 - Adv Professional Practices I (2)
- GDC 461 - Adv Professional Practices II (1)

Complete six credits from the following:

- ART 234 - Intro to Digital Photography (3)
- GDC 345 - Web Design (3)
- GDC 360 - Motion Graphics (3)

Complete six credits from the following cognates:

- CMM 238 - Basic Video Production (3)
- CMS 105 - Fundamentls of Communication (3)
- CMS 321 - Intercultural Communication (3)
- CMS 351 - Persuasion (3)

Complete the following cognates:

- ART 107 - Two-Dimensional Design (3)
- ART 110 - Three-Dimensional Design (3)
- ART 207 - Drawing (3)

Complete three credits from the following cognates:

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 352 - Modern Art (3)
- ART 354 - U.S. Visual Arts (3)
- ART 450 - Contemporary Art (3)

Complete an additional 12 credits in Art with a minimum 3 credits from the following courses: ART 307, ART 314, ART 333, ART 334, ART 407, ART 414, and ART 435.

NOTE: All students majoring in Graphic Design must propose and develop a body of work to be exhibited in the Rall Gallery as either a solo or small group show.

The following courses must be completed through the Fine Arts and Humanities Division at Doane's College of Arts and Sciences: GDC 275, GDC 303, GDC 304, GDC 403, and GDC 404.

Art Minor (for Graphic Design Majors Only)

Students must complete 18 credits with the ART prefix and may not use any ART courses they are using to fulfill the Graphic Design Major

At least 3 credits must be from the following Art History courses:

- ART 204 - Western Art History I (3)
- ART 205 - Western Art History II (3)
- ART 345 - Topics in Non-European Art Hist (3)
- ART 352 - Modern Art (3)
- ART 354 - U.S. Visual Arts (3)
- ART 450 - Contemporary Art (3)

Graphic Design Minor

Complete the following courses:

- GDC 258 - Intro to Digital Media (3)
- GDC 275 - Typography I (3)
- GDC 303 - Graphic Design I (3)
- GDC 304 - Graphic Design II (3)

Complete six credits from the following courses:

- ART 234 - Intro to Digital Photography (3)
- GDC 330 - History of Graphic Design (3)
- GDC 345 - Web Design (3)
- GDC 360 - Motion Graphics (3)

History

Professor Jarvis **Professor Orsag**

History is the study of the past, and of change over time. At Doane, the history major is geared toward in-depth study of Western (American and European) history and traditions. The major also exposes students to non-Western cultures such as those of Asia and the Middle East. History graduates go on to graduate study and work in a variety of career fields. History majors are attractive to employers because they have the ability to think critically, have developed good written and verbal communication skills, and are careful and attentive researchers. Over the years, a number of Doane history majors have won the prestigious Fulbright scholarship for post-graduation employment and/or research at an international site.

Student Learning Outcomes

As a result of completing the History program, students will have the following skills:

1. Historical Knowledge: Student demonstrates an ability to recall and understand historical events and can discuss the larger historical context.
2. Historical Method: Student demonstrates an ability to understand the historical method and can employ the methodology.
3. Interpretation: Student can locate and interpret multiple historical perspectives through an analysis of evidence.
4. Application: Student employs the appropriate use of historical methodology through the process of developing and writing an original work of historical research, analysis, and interpretation.

Requirements for the History Major:

Complete 1 or 2

Option 1

Complete the following courses:

- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 220 - Intro to Historical Methods (3)
- HIS 496 - Writing & Research Seminar (3)

Complete five additional elective courses in history with at least one course from each of the areas of:

United States History:

- HIS 302 - Native American History (3)
- HIS 305 - Recent Hist of the United States (3)
- HIS 306 - U.S. Interwar Years (3)
- HIS 307 - Nebraska History (3)
- HIS 320 - American Environmental History (3)
- HIS 321 - American Race Relations (3)
- HIS 329 - The U.S. Revolutionary Era (3)
- HIS 337 - American Women's History (3)
- HIS 352 - American West (3)

European History:

- HIS 319 - History of Germany (3)
- HIS 335 - Modrn French Hist 1815-Pres (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
- HIS 350 - The Medieval World (3)

World History:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 342 - The United States & Middle East (3)
- HIS 350 - The Medieval World (3)
- HIS 353 - Modern World History (3)

Option 2: History Teaching

Students seeking certification for teaching in history must complete the following:

- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 220 - Intro to Historical Methods (3)
- HIS 321 - American Race Relations (3) or
  - HIS 302 - Native American History (3)
- HIS 307 - Nebraska History (3)
- HIS 496 - Writing & Research Seminar (3)

Complete three additional elective courses in history with at least one course from each of the areas of:

United States History:

- HIS 302 - Native American History (3)
- HIS 305 - Recent Hist of the United States (3)
- HIS 306 - U.S. Interwar Years (3)
- HIS 320 - American Environmental History (3)
- HIS 321 - American Race Relations (3)
- HIS 329 - The U.S. Revolutionary Era (3)
- HIS 337 - American Women's History (3)
- HIS 352 - American West (3)

European History:

- HIS 319 - History of Germany (3)
- HIS 335 - Modrn French Hist 1815-Pres (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
- HIS 350 - The Medieval World (3)

World History:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 342 - The United States & Middle East (3)
- HIS 350 - The Medieval World (3)
- HIS 353 - Modern World History (3)

Complete the following cognate courses:

- SSI 343 - Instr Meth Tch Sec Socl Sci I (2)
- SSI 344 - Instr Meth Tch Sec Socl Sci II (2)
- six or more credits chosen from one or more of the areas of economics, political science, and sociology

One additional teaching major.

All requirements listed under the catalog section Secondary Education.

History Minor

- HIS 105 - History of Civilization I (3) or
  - HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3) or
  - HIS 206 - Histry of United States II (3)

Complete four additional history courses at the 300-400 level.

Human Relations

Offered on the Lincoln campus

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

Student Learning Outcomes

As a result of completing the Human Relations program, students will:

1. Be able to gather and analyze information from research and to critically evaluate research done by others.
2. Know and understand theories of human development and human behavior and demonstrate the ability to apply this knowledge.
3. Develop interpersonal communication and relationship-building skills necessary to function effectively in human services and/or mental health settings.
4. Know and understand the impact of culture, race, ethnicity, gender, sexual orientation, and age on both practitioners and the client.
5. Know and understand the ethical and legal dimensions of the human services profession.

Complete the following courses:

- HRE 315 - Group Counseling (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Intern in Human Relations (0-12)
- HRE 497 - Senior Seminar I (3)
- HRE 498 - Senior Seminar II (3)
- ECO 215 - Bus Statistics for Econ & Bus (3) or
  - SSI 217 - Applied Stats for Soc Sci (3)
- CMS 220 - Interpersonal Communication (3)
- IDS 206 - Intro to Research (3)
- PSY 117 - Intro to Psychology (3)
- PSY 234 - Intro to Cnslng Theories & Tech (3)
- PSY 259 - Lifespan Development (3) or
  - PSY 255 - Child & Adolescnt Dev (3) or
  - PSY 256 - Adult Development (3)
- PSY 416 - Abnormal Psychology (3)
- SOC 336 - Social Psychology (3)

Complete one of the following emphases:

Communication emphasis:

- BUS 365 - Ethics in a Business Environment (3)
- CMS 315 - Organizational Behavior (3)
- BUS 332 - Training & Development (3)
- CMS 330 - Public Relations (3)

Criminal Justice emphasis:

- CRJ 210 - Intro to Criminal Justice (3)
- CRJ 312 - Juvenile Justice (3)
- CRJ 420 – Prof Ethics in Criminal Justice (3)
- SOC 288 - Deviance (3)

Leadership emphasis:

- BUS 331 - Personnel Law (3) or
  - HRE 331 - Personnel Law (3)
- BUS 365 - Ethics in a Business Environment (3)
- BUS 415 - Leadership in Organizations (3) or
  - HRE 415 - Ldrshp in Organization (3)
- BUS 430 - Leading Non-Profit Organization (3)

General emphasis:

Students may select the general emphasis area. Students will be required to complete an ethics course, BUS 365 or CRJ 420 , and nine additional credits hours selected from the Communication, Criminal Justice, or Leadership emphasis areas.

Liberal Arts Studies

Offered on the Crete and Lincoln campuses and Online

This degree program is specifically designed for 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 with a strong liberal arts component.

Student Learning Outcomes

As a result of completing the Liberal Arts Studies program, students will:

1. Develop analytical thinking skills.
2. Develop oral and written communications skills.
3. Demonstrate ethical reasoning in relation to their professional aspirations.
4. Demonstrate information literacy/research skills by determining the need for information, using appropriate means to access that information, evaluating the information, and citing the sources properly within the context of an academic argument.
5. Be able to articulate an evidence-based argument.

Requirements for the Liberal Arts Studies Major:

Complete Foundational Areas of Knowledge:

- IDS 206 - Intro to Research (3) (recommended)

Complete Liberal Arts Senior Seminars:

- LAR 496 - Sr Sem in Liberal Arts Studies (3)
- LAR 497 - Sr Sem in Liberal Arts Studies (3)

Complete one of the following Focus Areas: Students will choose a Focus Area to accompany their Liberal Arts Studies major. Select 15 credits hours from one of the following disciplines:

- **Business** - ACC, AGR, BUS, ECO, LDR
- **Fine Arts** - ART, GDC, GRD, MUS, THE
- **Health Professions** - HHP, HSI, HSC
- **Humanities** - ASN, CMM, CMS, ENG, GER, PHI, PRE, RST, SPA
- **Math and Technology** - EGR, IST, MTH
- **Natural Science** - BIO, CHM, EVS, GEO, GEG, PHS, PHY
- **Social Science** - CRJ, EDU, HIS, HRE, INT, LPS, PSI, PSY, SOC

Mathematics and Data Analytics

Associate Professor Hart
Associate Professor Jennings-Herzog
Associate Professor of Practice Vertin
Associate Professor Watts
Associate Professor Williams
Assistant Professor Fairbanks

The Mathematics and Data Analytics department provides students with a rigorous, balanced curriculum designed to develop their critical-thinking skills and deepen and broaden their understanding of both applications and theoretical aspects of the discipline. Students majoring in mathematics are sought by business and industry because of their problem-solving skills and ability to think clearly and logically. Some students combine the mathematics major with a second major, often one which applies mathematics. Our graduates enter careers in teaching (all levels, elementary through college), research, engineering, actuarial science, and a wide variety of positions in business, government, and industry. Many pursue advanced study in education, mathematics, engineering, computer science, the natural and social sciences, statistics, or other fields.

Student Learning Outcomes

As a result of completing the Mathematics & Data Analytics program, students will be able to:

1. Demonstrate persistence while working on problems that they find difficult
2. Communicate mathematical arguments and results clearly by choosing the appropriate representation for the intended audience and purpose.
3. Develop solutions to open-ended problems by making conjectures and gathering evidence that supports or refutes these conjectures.
4. Use the basic techniques of mathematical proof to write clear, concise and logically correct proofs.
5. Use appropriate technology to enhance their mathematical thinking and understanding.
6. Demonstrate the ability to think logically and critically while solving mathematical problems.
7. Read and learn mathematics independently.
8. Demonstrate a personal appreciation for the beauty of mathematics.

Requirements for the Mathematics & Data Analytics Major:

Complete 1 or 2

Option 1

Complete the following courses:

- MTH 120 - Intro to Data thru Visualization (3)
- MTH 144 - Intro to the Mathematics Major (1)
- MTH 235 - Calculus (4)
- MTH 250 - Foundations of Mathematics (3)
- MTH 303 - Linear Algebra (3)
- MTH 335 - Advanced Applicatns of Calculus (4)
- MTH 403 - Abstract Algebra (3) or
  - MTH 433 - Introductory Analysis (3) or
  - MTH 415 - An Intro to the Theory of Probability & Statistics (3)
- MTH 496 - Mathematics Seminar I (1)
- MTH 497 - Mathematics Seminar II (1-2)

Note: RES 495 and RES 496 for 1 credit each may be substituted for MTH 497.

Complete 39 Credits in Mathematics with a cumulative grade point average of 2.00 or above

Complete 15 additional credits in Mathematics above and including MTH 225, *excluding the following courses:*

- *MTH 324 - Teaching of Mathematics I (0-2)*
- *MTH 325 - Teaching of Mathematics II (0-1)*
- *MTH 326 - Teaching of Mathematics III (4)*
- *MTH 327 - Middle School Methods (2)*

Complete the following cognate courses:

- CMP 145 - Intro to Programming & Problem-Solving (3)

Option 2: Mathematics Teaching

Students seeking secondary education certification in mathematics must complete the following:

- MTH 120 - Intro to Data thru Visualization (3)
- MTH 144 - Intro to the Mathematics Major (1)
- MTH 218 - Geometry for Teachers (3)
- MTH 225 - Prob & Stats Engnr & Phys Sci (4)
- MTH 235 - Calculus (4)
- MTH 250 - Foundations of Mathematics (3)
- MTH 303 - Linear Algebra (3)
- MTH 324 - Teaching of Mathematics I (0-2)
- MTH 325 - Teaching of Mathematics II (0-1)
- MTH 326 - Teaching of Mathematics III (4)
- MTH 335 - Advanced Applicans of Calculus (4)
- MTH 351 - Geometries (3)
- MTH 403 - Abstract Algebra (3)
- MTH 496 - Mathematics Seminar I (1)
- MTH 497 - Mathematics Seminar II (1-2)

Note: RES 495 and RES 496 for 1 credit each may be substituted for MTH 497

Complete 40 Credits in Mathematics with a cumulative grade point average of 2.80 or above

Complete three additional credits in Mathematics at the 300-400 level

Complete the following cognate course:

- CMP 145 - Intro to Programming & Problem-Solving (3)

All requirements listed under the catalog section Secondary Education

Recommended 300-400 level electives:

Graduate study (mathematics):

- MTH 403 - Abstract Algebra (3)
- MTH 433 - Introductory Analysis (3)
- and as many additional 300-400 level mathematics courses as possible

Graduate study (statistics):

- MTH 225 - Prob & Statiistics for Engnr & Phys Sci (4)
- MTH 315 - Multivariate Statistics (3)
- MTH 316 - Categorical Data Analytics (3)
- MTH 335 - Advanced Applications of Calculus (4)
- MTH 337 - Multivariate Calculus (4)
- MTH 415 - Intro to the Theory of Prob & Statistics (3)

Graduate study (computer science):

- MTH 225 - Prob & Statiistics for Engnr & Phys Sci (4)
- MTH 315 - Multivariate Statistics (3) or
    - MTH 316 - Categorical Data Analytics (3)
- MTH 415 - Intro to the Theory of Prob & Statistics (3) or
    - MTH 433 - Introductory Analysis (3)

Actuarial science:

- MTH 225 - Prob & Statiistics for Engnr & Phys Sci (4)
- MTH 315 - Multivariate Statistics (3)
- MTH 316 - Categorical Data Analytics (3)
- MTH 335 - Advanced Applications of Calculus (4)
- MTH 337 - Multivariate Calculus (4)
- MTH 415 - Intro to the Theory of Prob & Statistics (3)

Pre-engineering:

- MTH 225 - Prob & Statiistics for Engnr & Phys Sci (4)
- MTH 334 - Complex Variables (3)
- MTH 335 - Advanced Applications of Calculus (4)
- MTH 337 - Multivariate Calculus (4)

Mathematics Minor

Complete the following 20 credits in mathematics:

- MTH 235 - Calculus (4)
- MTH 335 - Advanced Applicatns of Calculus (4)
- 12 credits in courses numbered above MTH 235 (*excluding MTH 324, MTH 325, MTH 327, MTH 335, MTH 315 , MTH 316*)

Data Analytics Minor

Complete the following courses:

- MTH 120 - Intro to Data thru Visualization (3)
- MTH 225 - Prob & Stat-Engnr & Phys Sci (4) or
    - ECO 215 - Bus Stat-Econ & Bus (3) or
    - SSI 217 - Applied Stats Soc Sci (3) or
    - BIO 295 - Biostatistics (3)
- CMP 145 - Intro to Program & Problem-Solv 3)
- MTH 315 - Multivariate Statistics (3)
- MTH 316 - Categorical Data Analytics (3)
- MTH 421 - Mathematics Internship (0-12) (2-3 hours, by permission) AND/OR
    - MTH 496 - Mathematics Sem I (1) and
    - MTH 497 - Mathematics Sem II (1-2)
- RES 496 - Research III (1-4) (2-3 hours)

Certificate in Data Analytics

Complete the following 13 credits:

- MTH 120 – Intro to Data thru Visualization (3)
- MTH 225 - Prob & Stats Engnr & Phys Sci (4)
- MTH 315 - Multivariate Statistics (3)
- MTH 316 - Categorical Data Analytics (3)

Music

Professor Runestad **Assistant Professor Ohlman**
Assistant Professor Feyes **Assistant Professor Whipple**

The Doane University music department's mission is to provide exceptional musical experiences deeply rooted in artistry, skill, knowledge, methodology, and current practices for both students and the broader community, all within the context of a liberal arts education.

The study of music touches on many aspects of the university's mission. It is an outstanding way to stimulate inquiry and develop perspective on the world. Those who study music at Doane gain valuable training and experience for participating in community ensembles and performing groups after graduation, thereby enriching their lives out of the workplace. Like courses in art and theatre, music is an excellent area to enhance the talents possessed by students. Finally, the band and choir programs are excellent examples of Doane's mission to provide models of harmonious community living. These programs develop student leadership and social interaction skills.

Student Learning Objectives

As a result of completing the Music program, students will:

1. Be able to demonstrate basic skills of music reading and comprehension.
2. Exhibit proper performance technique in an applied area (instrumental, voice).
3. Substantiate knowledge of music in a historical and cultural context.
4. Demonstrate proper modeling of musical concepts.
5. Present proper methodology for teaching musical concepts.

6. Document proper analysis of music.
7. Be able to apply musical concepts in a variety of styles and genres of music.
8. Be able to properly evaluate music experiences and performance.

Requirements for the Music Major:

Complete 1, 2, or 3

Option 1. Music General emphasis:

- MUS 115 - Theory of Music I (3)
- MUS 115L - Aural Skills Lab I (1)
- MUS 116 - Theory of Music II (3)
- MUS 116L - Aural Skills Lab II (1)
- MUS 204 - Basic Conducting (2)
- MUS 215 - Theory of Music III (3)
- MUS 215L - Aural Skills Lab III (1)
- MUS 217 - Theory Music IV: Form & Analys (2)
- MUS 235 - Music History I (2)
- MUS 307 - Music History II (3)
- MUS 308 - Music History III (2)
- MUS 496 - Senior Seminar (2)

Six credits chosen from the following applied lessons:

- MUS 111/112/211/212/311/312/411/412A - Piano (1-2)
- MUS 111/112/211/212/311/312/411/412B - Voice (1-2)
- MUS 111/112/211/212/311/312/411/412C - Instruments (1-2)

Nine additional music credits, six of which may be credits from membership in one of the major ensembles

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Participation each semester in a major performing ensemble

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Option 2. Music Performance emphasis:

- MUS 115 - Theory of Music I (3)
- MUS 115L - Aural Skills Lab I (1)
- MUS 116 - Theory of Music II (3)
- MUS 116L - Aural Skills Lab II (1)
- MUS 204 - Basic Conducting (2)
- MUS 215 - Theory of Music III (3)
- MUS 215L - Aural Skills Lab III (1)
- MUS 217 - Thry of Music IV: Form & Anlys (2)
- MUS 235 - Music History I (2)
- MUS 301 - Half Recital (0)
- MUS 307 - Music History II (3)
- MUS 308 - Music History III (2)
- MUS 401 - Full Recital (1)
- MUS 496 - Senior Seminar (2)

Twelve credits of the following applied lessons, a minimum of 10 in their primary performing medium:

- MUS 111/112/211/212/311/312/411/412A - Piano (1-2)
- MUS 111/112/211/212/311/312/411/412B - Voice (1-2)
- MUS 111/112/211/212/311/312/411/412C - Instruments (1-2)

Twelve additional music credits, six of which may be credits from membership in one of the major ensembles

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Participation each semester in a major performing ensemble

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Option 3: Music Education

Students seeking certification for teaching in music must complete the following 54 credits in music. Upon completion of the following course requirements, students may apply to the Nebraska Department of Education for an initial teaching certificate with a PK-12 music endorsement.

- MUS 115 - Theory of Music I (3)
- MUS 115L - Aural Skills Lab I (1)
- MUS 116 - Theory of Music II (3)
- MUS 116L - Aural Skills Lab II (1)
- MUS 215 - Theory of Music III (3)
- MUS 215L - Aural Skills Lab III (1)
- MUS 217 - Thry of Music IV: Form & Anlys (2)
- MUS 235 - Music History I (2)
- MUS 301 - Half Recital (0)
- MUS 307 - Music History II (3)

- MUS 308 - Music History III (2)
- MUS 121 - Intro to Music Education (1)
- MUS 204 - Basic Conducting (2)
- MUS 205 - Percussion/String Methods (2)
- MUS 207 - Brass Techniques (1)
- MUS 208 - Woodwind Techniques (1)
- MUS 221 - Elementary Music Methods (3)
- MUS 305 - Advanced Conducting (2)
- MUS 316 - Fndtns Music Tching & Learning (0)
- MUS 331 - Choral Methods (3)
- MUS 341 - Instrumental Methods (3)
- MUS 426 - Seminar in Music Teaching (4)
- MUS 431 - Adv Topics in Music Education (2)

Six credits in a primary performing medium (instrument and/or voice) chosen from the following applied lessons:

- MUS 111/112/211/212/311/312/411/412A - Piano (1-2)
- MUS 111/112/211/212/311/312/411/412B - Voice (1-2)
- MUS 111/112/211/212/311/312/411/412C - Instruments (1-2)

Two credits in a secondary performing medium (instrument and/or voice) chosen from the following applied lessons:

- MUS 105A - Piano Proficiency I (0-1)
- MUS 105B - Class Voice (1)
- MUS 106A - Piano Proficiency II (0-1)
- MUS 106B - Class Voice (1)
- MUS 107 - Piano Proficiency III (0-1)
- MUS 108 - Piano Proficiency IV (0-1)
- MUS 111/112/211/212A - Piano (1-2)
- MUS 111/112/211/212B - Voice (1-2)
- MUS 111/112/211/212C - Instruments (1-2)

Participation each semester in one or more of the major performing ensembles for 0 or 1 credit.

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Six additional MUS credits, all of which may be credits from membership in one of the major ensembles

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

All requirements listed under the catalog section Secondary Education.

Music Minor

- MUS 115 - Theory of Music I (3)
- MUS 115L - Aural Skills Lab I (1)
- MUS 116 - Theory of Music II (3)
- MUS 116L - Aural Skills Lab II (1)
- MUS 235 - Music History I (2)

Complete four credits of the following applied lessons:

- MUS 111/112/211/212/311/312/411/412A - Piano (1-2)
- MUS 111/112/211/212/311/312/411/412B - Voice (1-2)
- MUS 111/112/211/212/311/312/411/412C - Instruments (1-2)

Complete five ensemble credits from the following:

- MUS 190 - Concert Band (0-1)
- MUS 191 - Doane Choir (0-1)
- MUS 192 - Collegiate Chorale (0-1)
- MUS 195 - Symphonic Wind Ensemble (0-1)
- MUS 196 - String Chamber Music (0-1)
- MUS 198 - Women's Chorale (0-1)

Natural Resources and Environmental Sciences

Professor Souchek **Assistant Professor Colclasure**

Mission Statement

The Natural Resources and Environmental Sciences (NRES) major at Doane University nurtures students' perspectives on environmental topics and provides them with a thorough knowledge of environmental issues at the global, regional, and local levels. Students develop an understanding of their connection to the environment and acquire skills to explore scientific and human relationships within the global ecosystem. The curriculum increases student competence in addressing these issues and their origins, consequences, and solutions.

Core Program Learning Outcomes

Students graduating with a major in Natural Resources and Environmental Sciences will be able to:

1. Make informed decisions on issues of local, national and global environmental significance based on an understanding of the interrelationships between humans and natural earth systems.
2. Use critical and creative thinking to understand, formulate, and apply the principles of environmental and earth system sciences that relate to land, air, and water.
3. Demonstrate information literacy by locating, interpreting, synthesizing, and applying information from relevant sources through capstone, presentation, and writing projects.
4. Apply the scientific method by engaging in hypothesis formation, testing, and problem solving.

In addition, each emphasis are has Program Learning Outcomes:

- Environmental Systems Emphasis:
  - Incorporate environmental, physical, and biological principles that govern natural processes to conduct environmental assessments.
  - Demonstrate skills in assessing environmental impacts that involve the effect of human activity on ecosystems.
- Human Dimensions Emphasis:
  - Identify and communicate the complex relationships between approaches to environmental issues and the diverse political, social, and economic perspectives on the environment
  - Apply fundamental concepts from the social sciences and the humanities to influence environmentally responsible behavior in private and public sectors.
- Agricultural Emphasis:
  - Apply soil and crop science principles to guide sustainable decision making in agricultural and natural resource settings.
  - Propose science-based solutions to complex challenges in natural resource management and agricultural production.

Natural Resources and Environmental Sciences

Complete Options 1 or 2

Option 1. Complete the following courses (40-41 credits):

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 295 - Biostatistics (3)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 309 - Environmental Economics (3)
- ENG 318 - Environmental Literature (3) or
  - HIS 320 - American Envrnmntl Hist (3)
- EVS 105 - Intro to Natural Resources (3)
- EVS 201 - Environmental Science (4)
- EVS 320 - Intro to Geographic Info Syst (3)
- EVS 351 - Environmental Research I (2) or
  - BIO 351 - Biology Research I (2) or
  - CHM 351 - Chemistry Research I (2)
- EVS 392 - Envirnmntl Policy & Sustain (3)
- EVS 495 - Environmental Research II (2) or
  - RES 495 - Research II (1-4)
- EVS 496 - Environmental Research III (2) or
  - RES 496 - Research III (1-4)
- MTH 107 - Problem Solving (3) or
  - MTH 108 - Modeling & Appl (3) or
  - MTH 235 - Calculus (4)
- PSI 101 - American Politics (3)

Complete one of the following emphasis areas:

Environmental Systems Emphasis

Complete the following courses (10 credits):

- EVS 325 - Soil Systems & Sustainability (3)
- EVS 330 - Earth, Climate, & Energy (3)
- GEO 101 - Environmental Geology (4)

Complete the following cognate courses (14 credits)

- BIO 111 - Energy of Life: Cells to Ecosystm (3)
- BIO 112 - Info of Life: Genetics to Evoltion (3)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)

Complete at least 2 additional courses from the list below, one of which must be an EVS or GEG prefix (6-7 credits)

- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)
- BIO 340 - Evolution (3)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (4)
- Any course with a CHM prefix at or above the 200-level
- EVS 205 - Prin of Environmental Public Hlth (3)
- EVS 324 - Animal Prod Systems & Sustain (3)
- EVS 410 - Crop Production & Sustainability (3)
- GEG 301 - Social-Cultural Geography (3)
- GEG 320 - Local & Global Food Systems (3)

Human Dimensions Emphasis

Complete the following courses (9 credits):

- EVS 205 - Prin of Environmental Public Hlth (3)
- GEG 301 - Social-Cultural Geography (3)
- GEG 320 - Local & Global Food Systems (3)

Complete the following cognate courses (9 credits):

- CMS 330 - Public Relations (3)
- CMS 335 - Science Communication (3)
- SOC 109 - Intro to Sociology (3)

Complete at least 2 additional course from the list below, one of which must be an EVS prefix (6 credits)

- CMS 321 - Intercultural Communication (3)
- CMS 348 - Gender Communication (3)
- EVS 324 - Animal Production Systems & Sustain (3)
- EVS 325 - Soil Systems & Sustainability (3)
- EVS 330 - Earth, Climate, & Energy (3)
- EVS 410 - Crop Production & Sustainability (3)
- PSI 234 - Legislative & Executive Behavior (3)
- PSI 313 - Political Parties & Interest Groups (3)
- PSI 328 - Constitutional Law (3)
- SOC 230 - Social Problems (3) or
  - PSY 230 - Social Problems (3)
- SOC 405 - Complex Organizations (3)

Agricultural Systems

Complete the following courses (12 credits)

- EVS 324 - Animal Prod Systems & Sustain (3)
- EVS 325 - Soil Systems & Sustainability (3)
- EVS 410 - Crop Production & Sustainability (3)
- GEG 320 - Local & Global Food Systems (3)

Complete the following cognate courses (12 credits)

- AGR 215 - Applied Agri Tech & Data Anal (3)
- AGR 315 – Adv Agrcltrl Tech & Data Anal (3)
- BIO 111 - Energy of Life: Cells to Ecosystm (3)
- CHM 125 - General Chemistry I (4)

Complete 1 additional course from the list below (3-4 credits)

- AGR 310 - Agricultural Law & Policy (3)
- AGR 325 - Agribusiness Sustainability (3)
- BIO 112 - Info of Life: Genetics to Evoltn (3)
- CHM 126 - General Chemistry II (4)
- EVS 205 - Princ of Environmentl Public Hlth (3)
- EVS 330 - Earth, Climate, & Energy (3)
- GEG 301 - Social-Cultural Geography (3)

Option 2: Science Teaching

Natural Resources and Environmental Sciences majors completing this option are qualified to teach earth science, biology, chemistry, and physics in grades 7-12.

Complete the following courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info of Life: Genetics to Evolutn (3)
- BIO 295 - Biostatistics (3) or
  - ECO 215 – Bus Stat for Econ & Bus (3)
- BIO 332 - Ecological Zoology (4) or
  - BIO 333 - Ecological Botany (4)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4) or
  - CHM 303 - Analytical Chemistry (4)
- PHY 107 - Introductory Physics I (4) or
  - PHY 201 - General Physics I (4)
- PHY 108 - Introductory Physics II (4) or
  - PHY 202 - General Physics II (4)
- EVS 201 - Environmental Science (4)
- GEO 101 - Environmental Geology (4)
- GEO 107 - Intro to Meteorology (3)
- GEO 107L - Intro to Meteorology Lab (1) Recommended
- MTH 107 - Problem Solving (3) or
  - MTH 108 - Modeling & Applictns (3) or
  - MTH 125 - Precalculus (4) or
  - MTH 235 - Calculus (4)

Complete one of these four courses:

- ECO 309 - Environmental Economics (3)
- ENG 318 - Environmental Literature (3)
- EVS 392 - Environmental Policy & Sustain (3)
- HIS 320 - American Environmental History (3)

Note: Students majoring in the Natural Resources and Environmental Sciences major with an Agriculture and Natural Resources emphasis cannot also declare the Agriculture and Natural Resources minor. Students declaring the Environmental Science emphasis cannot also declare the Environmental Science minor.

Strongly Recommended:

- CMS 210 Public Speaking (3)
- ENG 101 Eng Composition I: The Writing Sem (3)

Agriculture and Natural Resources Minor

Student Learning Outcomes

As a result of completing the Agriculture and Natural Resources program, students will:

1. Apply soil and crop science principles to guide decision making in agricultural and natural resource settings.
2. Propose science-based solutions to complex challenges in natural resource management and agricultural production.

Complete the following courses:

- EVS 105 - Intro to Natural Resources (3)
- EVS 325 - Soil Systems & Sustainability (3)
- EVS 410 - Crop Production & Sustainability (3)

Complete at least nine credits from the following course:

Only one course can be at the 100 level and only two can have the same prefix.

- BIO 316 - Intro to Computational Biol (4) or
  - BIO 352 - Genetc & Fnct Genomics (4)
- BIO 332 - Ecological Zoology (4) or
  - BIO 333 - Ecological Botany (4) or
  - BIO 345 - Conservation Biology (4)
- BIO 335 - Molecular Biology (4) or
  - BIO 348 - Microbiology (4)
- EVS 201 - Environmental Science (4)
- EVS 320 - Intro to Geographic Info Syst (3)
- EVS 392 - Environmental Policy & Sustain (3)
- GEG 112 - Physical Geography (3) or
  - GEO 101 - Environmentl Geology (4) or
  - GEO 107 - Intro to Meteorology (3)
- GEG 320 - Local & Global Food Systems (3)

Note: CMS 210 and ENG 101 are strongly recommended. If GEO 107 is selected, GEO 107L is strongly recommended.

Environmental Science Minor

Complete at least 22 credits as follows:

Complete the following courses:

- EVS 105 - Intro to Natural Resources (3)
- EVS 201 - Environmental Science (4)
- EVS 320 - Intro to Geographic Info Systms (3)
- EVS 392 - Environmental Policy & Sustain (3)

Complete one of the following courses:

- AGR 220 - Agricultural Economics (3)
- ECO 309 - Environmental Economics (3)
- ENG 318 - Environmental Literature (3)
- HIS 320 - American Environmental History (3)

Complete two of the following courses, one of which must be EVS or GEO prefixed.

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- CHM 125 - General Chemistry I (4)
- EVS 325 - Soil Systems & Sustainability (3)
- EVS 330 - Earth, Climate, & Energy (3)
- GEO 101 - Environmental Geology (4)

Strongly Recommended

- CMS 210 - Public Speaking (3)
- ENG 101 - English Comp I: Writing Sem (3)

Note: Early in their course of study, students should work with their advisor and appropriate faculty to ensure that prerequisites are met.

Organizational Communication

Offered on the Lincoln campus

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

Student Learning Outcomes

As a result of completing the Organizational Communication program, students will be able to:

1. Analyze information to assess problems in organizational communication.
2. Create messages for effective communication in group situations.
3. Apply multiple organizational communication theories in practical applications.
4. Develop critical and analytical thinking skills for improvement of organizational communication
5. Explain the social, cultural, legal, economic, and ethical contexts of organizational communication
6. Articulate the importance of diversity in organizations through communication.

Requirements for the Organizational Communication Major:

Complete the following courses:

- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 296 - Organizational Comm Practicum (1)
- CMS 316 - Business & Prof Communication (3)
- CMS 321 - Intercultural Communication (3) or
  - CMS 348 - Gender Communication (3)
- BUS 332 - Training & Development (3)
- CMS 330 - Public Relations (3)
- CMS 336 - Applied Organizational Comm (3)
- CMS 342 - Leadership Communication (3)
- CMS 351 - Persuasion (3)
- CMS 497 - Sr Sem in Organiztnl Comm I (3)
- CMS 498 - Sr Sem Organiztnl Comm II (3) or
  - ENG 113 - Basic News Writ & Rprt (3)
- ECO 215 - Bus Statistics for Econ & Bus (3)
- BUS 365 - Ethics in a Business Environment (3)
- CSA 108 - Desktop Publishing (3)
- IDS 206 - Intro to Research (3)

Complete three courses from the following two areas:

One or two courses chosen from the following:

- BUS 212 - Human Resource Management (3)
- BUS 242 - Management (3)
- BUS 251 - Intro to 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 & Nationality (3)

Physics

Assistant Professor TerMaat **Visiting Assistant Professor Mahmood**

Student Learning Objectives

1. Demonstrate ability to recognize and apply knowledge of mathematics and science.
2. Demonstrate ability to design and conduct experiments, as well as analyze and interpret data from experiments.
3. Demonstrate ability to develop mathematical models of real physical systems.
4. Demonstrate use of appropriate computational science skills.

Physics Minor

Complete a minimum of 20 credits in physics as follows:

- PHY 107 - Introductory Physics I (4) and
- PHY 108 - Introductory Physics II (4) or
  - PHY 201 - General Physics I (4) and
  - PHY 202 - General Physics II (4)

A minimum of at least 12 additional credits in physics at the 300-400 level.

Complete the following cognate courses:

- MTH 235 - Calculus (4)
- MTH 335 – Adv Applications of Calculus (4)

Psychology

Professor Lambert **Assistant Professor Schock-King**
Associate Professor Pauwels

The psychology major consists of theoretical and applied courses that benefit students interested in obtaining a broad understanding of human behavior through systematic exposure to the content and methods of psychology. The major prepares students for graduate level work in psychology as well as careers including but not limited to those in the human service settings.

Student Learning Outcomes

As a result of completing the Psychology program, students will be able to:

1. Demonstrate their understanding of the major theories and key concepts in the main content areas of psychology.
2. Demonstrate information literacy and understand its role in psychological research and application.
3. Demonstrate the ability to apply psychological theories and key concepts to understand a defined topic, experiential opportunity or research.
4. Demonstrate their understanding of key concepts and methodology of empirical psychology.
5. Demonstrate the ability to communicate effectively about the discipline of psychology in written and/or verbal form.

Psychology

Complete a total of 35 credits in Psychology including:

- PSY 117 - Intro to Psychology (3)
- PSY 234 - Intro to Counsl Theors & Tech (3) or
  - PSY 365 - Psychology of Personlity (3)
- PSY 252 - Research Method in Psychology (3)
- PSY 255 - Child & Adolescent Develpmnt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- PSY 314 - Physiological Psychology (3) or
  - PSY 344 - Memory & Cognition (3)
- PSY 336 - Social Psychology (3)
- PSY 396 - Pre-seminar (3)
- PSY 416 - Abnormal Psychology (3)
- PSY 496 - Senior Research Seminar (3)

Complete the following cognate course:

- SSI 217 - Applied Statistics for Social Science (3)

Internship

A maximum of eight internship credits may be counted toward the major with the approval of faculty in the discipline.
Research Assistantship: A maximum of nine credits from PSY 380 - Psychology Research Assistantship (0-3) may be counted toward the major with the approval of faculty in the discipline.

Psychology Minor

Complete a minimum of 18 credits in Psychology including

- PSY 117 - Intro to Psychology (3)

Note:Students choosing a minor in psychology should consult with the psychology faculty to select appropriate courses.

Science

Professor Souchek

The Science major is a broadly based bachelor of science degree program for students seeking a general education in science and the Science Field Endorsement. This major meets the requirements for certification to teach biology, chemistry, physics, and earth science in grades 7-12.

Complete the following courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- PHY 107 - Introductory Physics I (4) or
  - PHY 201 - General Physics I (4)
- PHY 108 - Introductory Physics II (4) or
  - PHY 202 - General Physics II (4)
- GEO 101 - Environmental Geology (4) or
  - GEO 103 - Physical Geology (4)
- GEO 107 - Intro to Meteorology (3)
- GEO 107L – Intro to Meteorology Lab (1)
- MTH 107 - Problem Solving (3) or
  - MTH 108 - Modeling & Applictns (3) or
  - MTH 125 - Precalculus (4) or
  - MTH 235 - Calculus (4) (recommended)
- SCI 343 - Instr Meth Tching Secondary Sci (3)

Complete one course from each group:

Group A.

- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4)
- CHM 326 - Inorganic Chemistry (4)

Group B.

- BIO 332 - Ecological Zoology (4) OR
  - BIO 333 - Ecological Botany (4)
- BIO 345 - Conservation Biology (4)
- BIO 355 - Human Anatomy (4) OR
  - BIO 326 - Comparative Anatomy (4)
- BIO 356 - Human Physiology (4) OR
  - BIO 331 - Cell Biology (3)

Complete all requirements listed under the catalog section Secondary Education.

Social Science

Students seeking certification for teaching in social science must complete the following:

- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 220 - Intro to Historical Methods (3)
- HIS 307 - Nebraska History (3)
- HIS 321 - American Race Relations (3) or
  - HIS 302 - Native American History (3)
- HIS 496 - Writing & Research Seminar (3)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- GEG 112 - Physical Geography (3)
- GEG 301 - Social-Cultural Geography (3)
- PSI 101 - American Politics (3) or
  - PSI 105 - Comparative Governmnts (3)
- PSY 117 - Intro to Psychology (3)
- ANT 308 - Cultural Anthropology (3)
- SOC 109 - Intro to Sociology (3)
- SSI 343 - Instr Meth Tch Sec Socl Sci I (2)
- SSI 344 - Instr Meth Tch Sec Socl Sci II (2)

Complete three additional courses in history, one from each area:

United States History:

- HIS 302 - Native American History (3)
- HIS 305 - Recent Hist of the United States (3)
- HIS 306 - U.S. Interwar Years (3)
- HIS 320 - American Environmental History (3)
- HIS 321 - American Race Relations (3)
- HIS 329 - The U.S. Revolutionary Era (3)
- HIS 337 - American Women's History (3)
- HIS 352 - American West (3)

European History:

- HIS 319 - History of Germany (3)
- HIS 335 - Mdrn French Hist 1815-Present (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
- HIS 350 - The Medieval World (3)

World History:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 342 - The United States & Middle East (3)
- HIS 350 - The Medieval World (3)
- HIS 353 - Modern World History (3)

Complete three additional courses in each of the following areas: political science, psychology and sociology.
All requirements listed for Secondary Education.
Note: Students who have completed the Social Science Teaching Major have also completed the History Major.

Sociology

Professor DeBoer **Assistant Professor Gentzler**
Associate Professor Erickson

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

Student Learning Outcomes

As a result of completing the Sociology program, students will be able to:

1. Describe relationships of power between institutions, groups, and individuals.
2. Demonstrate awareness of public issues and problems and how they are connected to social policy.
3. Compare and contrast different ideas and philosophies as they pertain to cultural systems.
4. Conduct an independent research project using original or secondary data.
5. Describe the interrelatedness of social, cultural, and economic forces that shape the direction of society.
6. Describe the complexity of intergroup relationships (e.g., family relationships, race/ethnic relations, relationship between social classes) and how they affect individuals and society.
7. Recognize the importance of social facts-moving beyond individual explanations for social phenomena.
8. Apply sociological theories to real world phenomena.

Sociology

Complete 1 or 2.

Option 1: General Sociology Major

Complete thirty-two credits in sociology including:

- SOC 109 - Intro to Sociology (3)
- SOC 285 - Social Research (4)
- SOC 415 - Social Theory (3)
- SOC 496 - Seminar in Sociology (3)

Complete the following cognate course:

- SSI 217 - Applied Statistics for Social Science (3)

Internship: A maximum of eight internship credits in SOC 421 may be counted toward the major with the approval of the faculty in the discipline.

Option 2: Sociology Major with an emphasis in Criminology

Complete the following courses:

- SOC 109 - Intro to Sociology (3)
- SOC 215 - Intro to Criminology (3)
- SOC 285 - Social Research (4)
- SOC 405 - Complex Organizations (3)
- SOC 310 - Corrections (3)
- SOC 312 - Juvenile Delinquency (3)
- SOC 314 - Criminal Law & Procedure (3)
- SOC 496 - Seminar in Sociology (3)

Complete twelve credits from the following:

- SOC 230 - Social Problems (3) or
  - PSY 230 - Social Problems (3)
- SOC 336 - Social Psychology (3) or
  - PSY 336 - Social Psychology (3)
- SOC 288 - Deviance (3)
- SOC 324 - Race & Nationality (3)
- SOC 370 - Social Stratification (3)
- SOC 421 - Sociology Internship (0-12)
- PSY 219 - Addiction (3)
- PSY 234 - Intro Counselng Theories & Tech (3)
- PSY 305 - Princ of Behavior Modification (3)
- PSY 416 - Abnormal Psychology (3)

Note: A maximum of six internship credits in SOC 421 may be counted toward the emphasis.

Complete the following cognate courses:

- PSY 117 - Intro to Psychology (3)
- SSI 217 - Applied Stats for Social Science (3)

Sociology Minor

Complete 18 credits in sociology, including

- SOC 109 - Intro to Sociology (3)

Spanish

Associate Professor List **Associate Professor Pope**

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

Student Learning Outcomes

As a result of completing the Spanish program, students will:

1. Demonstrate willingness to use the target language in class in speaking and writing activities.
2. Demonstrate willingness to take chances or commit errors in the target language using recently acquired knowledge in speaking and writing activities.
3. Demonstrate comprehension of the target language in auditory and written media.
4. Demonstrate the ability to infer meaning globally despite the lack of complete linguistic knowledge.
5. Be able to use technology appropriately in acquiring and producing the target language in all four skill areas.
6. Demonstrate knowledge and appreciation for the cultural diversity associated with the language.
7. Demonstrate the ability to interact linguistically in a target culture over an extended period of time (i.e. a semester).
8. Demonstrate the ability to interact in a culturally appropriate manner over an extended period of time (i.e. a semester).

Spanish

Requirements for the Spanish Major:

Complete 33 credits of Spanish

For students who begin beyond the 100-level, complete 30 credits of Spanish, *excluding SPA 317, SPA 321*

Note: A student must earn 12 to 17 credits in Spanish in an approved semester or summer abroad program, with the approval of the department. Courses taken abroad should be taught in the Spanish language. The student has the option of earning up to 24 credits for a full year abroad. (Refer to Off-Campus Study Programs.)

Requirements for Secondary Education Spanish Major:

- SPA 203 - Intermediate Spanish (3)
- SPA 204 - Intermediate Spanish (3)
- SPA 305 - Spanish Conversation (3)
- SPA 306 - Spanish Composition (3)
- SPA 312 - Spanish Civilization & Culture (3) or
  - SPA 314 - Latin Amer Civiliz & Cultr (3)
- SPA 424 - Literature & Film of Spain (3) or
  - SPA 425 - Latn American Lit & Film (3)
- Study Abroad (12-17 credits)
- SPA 317 - Tching World Lang-Spanish I (0-2)
- SPA 321 - Tching World Lang-Spanish II (0-2)

Complete 30 credits of Spanish

Students studying secondary education and Spanish must complete 30 credits beyond the 100-level*, excluding SPA 317, SPA 321*

All requirements listed under the catalog section Secondary Education.

Credit by Examination

Students having already taken and passed a course in Spanish at Doane may take an exam for credit. Upon passing the exam, students can be awarded three credits. Additional fees apply. Credit by Examination is limited to 100- and 200-level courses. A maximum of three credits can be awarded.

Spanish Minor

Complete 18 credits of Spanish

Excluding

- *SPA 317 - Tching World Lang - Span I (0-2)*
- *SPA 321 - Tchng World Lang - Span II (0-2)*

15 credits must be at or beyond the 200-level

Advanced students complete 12 credits of Spanish beyond the intermediate level

Excluding

- *SPA 317 - Tching World Lang - Span I (0-2)*
- *SPA 321 - Tchng World Lang - Span II (0-2)*

Substance Use Counseling

Offered on the Lincoln campus

The Substance Use Counseling major is designed to provide students with an understanding of human behavior and to prepare students to provide treatment and services to individuals with a substance use diagnosis. Course work includes all of the courses required for provisional licensure by the state of Nebraska as a Licensed Alcohol and Drug Counselor (LADC). Students complete a six-credit internship experience which emphasizes the implementation and refinement of individual and group counseling skills through direct service work with clients as well as other core professional activities.

Student Learning Outcomes

1. Demonstrate an understanding of theories of human development and behavior.
2. Apply theories of addiction and counseling to the treatment of individuals with a substance use diagnosis.
3. Develop interpersonal communication and relationship-building skills necessary to function effectively in counseling settings.
4. Examine the impact of culture, race, ethnicity, gender, sexual orientation, and age on both practitioners and the client.
5. Analyze information from research and to critically evaluate research done by others
6. Explore the ethical and legal dimensions of substance use counseling.

Licensure and Certification: All individuals wishing to be Alcohol and Drug Counselors in Nebraska should consult the HHS Web site for licensure information at: http://dhhs.ne.gov and go to the Credentialing Division for details.

As educational requirements vary by state, students interested in this program should consult the General Licensure and Certification Disclosure page prior to enrollment.

Substance Use Counseling

Complete the following courses:

- ECO 215 - Business Stats for Econ & Bus (3)
- CMS 220 - Interpersonal Communication (3)
- IDS 206 - Intro to Research (3)
- SOC 288 - Deviance (3)
- PSY 234 - Intro-Counselng Theories & Tech (3)
- PSY 259 - Lifespan Development (3)
- PSY 416 - Abnormal Psychology (3)
- HRE 232 - Case Planning & Management (3)
- HRE 315 - Group Counseling (3)
- HRE 318 - Med Psychsoc Aspcts of Addctns (3)
- HRE 321 - Clincl Trtmnt Iss Chem Depndnc (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Internshp in Human Relatns (0-12)
- HRE 428 - Professional Ethics & Issues (3)
- HRE 497 - Senior Seminar I (3)
- HRE 498 - Senior Seminar II (3)

Theatre

Professor McKercher
Professor Stander
Assistant Professor Egger
Assistant Professor of Practice Anderson

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

Student Learning Outcomes

As a result of completing the Theatre program, students will have:

1. The ability to think conceptually and critically about text, performance, and production as it is related to the theatrical arts.
2. The ability to demonstrate knowledge of the major trends and styles, notable plays, and principal figures in the history of theatre and drama from ancient Greece to the present day.
3. The ability to analyze the written text of plays drawn from different genres and historical periods in terms of the traditional components - plot, character, theme, and language.
4. The ability to demonstrate an understanding of the technical and design processes of modern theatrical production, including some direct experiences in lighting, sound, costuming, scenic design, theatrical construction, and stage management.
5. The ability to demonstrate an understanding of the managerial processes of modern theatrical production, including some direct experience in such areas as box office management, house management, non-profit business management, and advertising/promotion.
6. The ability to demonstrate a familiarity with the basic expressive techniques, rehearsal procedures, and approaches essential for theatrical performance, including acting and directing in a performance.
7. The ability to critically reflect on the vast traditions and cultures that extend beyond their experiences as students at the Doane University.

Theatre

Complete 1 or 2.

Option 1

Complete the following courses:

- THE 101 - Intro to the Theatre (3)
- THE 103 - Acting I (3)
- THE 108 - Intro to Stagecraft (3)
- THE 109 - Intro to Costumes (3)
- THE 115 - Makeup for the Stage (1)
- THE 210 - Script Analysis (3)
- THE 217 - Fundamentals of Play Directing (3)
- THE 303 - History of the Theatre I (3)
- THE 304 - History of the Theatre II (3)
- THE 495 - Senior Project (1-3) (3 credits)
- ATV 173 - Theatre (0-1) each term of attendance (a minimum of four credits of ATV 173 must be applied to the major)

Complete the following cognate courses:

- PED 101 - Physical Activity Course (1) Creative Movement (or Jazz Dance)

Complete three credits from the following:

- THE 207 - Advanced Acting (3)
- THE 212 - Scenic Design (3)
- THE 309 - Theatre Management (3)
- THE 311 - Advanced Scenic & Costume Design (3)
- THE 314 - Actors & Playwrights (3)
- THE 318 - Advanced Directing (3)

Complete three credits from the following:

- THE 224 - Summer Stock Experience (3)
- THE 421 - Theatre Internship (0-12)

Option 2: Theatre Teaching

Students seeking certification for teaching in theatre must complete the following:

- THE 103 - Acting I (3)
- THE 108 - Intro to Stagecraft (3)
- THE 109 - Intro to Costumes (3)
- THE 115 - Makeup for the Stage (1)
- THE 210 - Script Analysis (3)
- THE 217 - Fundamentals of Play Directing (3)
- THE 303 - History of the Theatre I (3) or
  - THE 304 - History of the Theatre II (3)
- THE 309 - Theatre Management (3)
- THE 328 - Field Exprc for Teaching Theatre (2)

One additional teaching major.

All requirements listed for Secondary Education.

Theatre Minor

Complete the following courses:

- THE 101 - Intro to the Theatre (3)
- THE 103 - Acting I (3)
- THE 108 - Intro to Stagecraft (3)
- THE 217 - Fundamentals of Play Directing (3)

Complete one course from the following:

- THE 207 - Advanced Acting (3)
- THE 271/371/471 - Selected Topics (1-3)
- THE 303 - History of the Theatre I (3)
- THE 304 - History of the Theatre II (3)
- THE 311 – Adv Scenic & Costume Design (3)
- THE 312 - Light & Sound for the Stage (3)
- THE 318 - Advanced Directing (3)

Complete the following cognate courses:

- PED 101 - Physical Activity Course (1) Creative Movement (or Jazz Dance).

Complete a minimum of two credits in:

- ATV 173 - Theatre (0-1)

Certificate of Integrated Humanities

Complete 10-11 credits

- HUM 210 - Integrated Humanities (3)
- HUM 310 - Integrated Humanities (1)
- PSY 117 - Intro to Psychology (3)
- BIO 101 - Intro to Biology (4) or
  - BIO 111 - Energy Life: Cells to Ecosystems (3)

Certificate of Pre-Health Careers Preparation

1. Maintain a minimum GPA of 3.0.
2. Complete at least six courses from the list below.

   Completion of these courses does not guarantee adequate preparation for application to professional school. Refer to HPAC advising materials and the prerequisite requirements of specific schools of interest for a full list of required courses.

   - BIO 101 - Intro to Biology (4)
   - BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
   - BIO 111 - Energy of Life: Cells to Ecosystems (3)
   - BIO 112 - Info of Life: Genetics to Evolution (3)
   - BIO 215 - Human Anatomy & Physiology I (4)
   - BIO 216 - Human Anatomy & Physiology II (4)
   - BIO 326 - Comparative Anatomy (4)
   - BIO 355 - Human Anatomy (4)
   - BIO 356 - Human Physiology (4)
   - CHM 125 - General Chemistry I (4)
   - CHM 126 - General Chemistry II (4)
   - CHM 205 - Organic Chemistry I (4)
   - CHM 206 - Organic Chemistry II (4)
   - PRE 111 - Ethics (3)
   - PSY 117 - Intro to Psychology (3)
3. Complete an application to a professional school in one of the following seven areas: nursing, physical therapy, occupational therapy, physician assistant, medicine (including osteopathic medicine), dentistry, and pharmacy. An official receipt of submission must be submitted to the Health Professions Advisory Committee. Alternatively, a student can petition the Health Professions Advisory Committee that sufficient progress toward application to one of the seven areas above has been made at the time of graduation.
   - BIO 401 - Professional School Application or Portfolio Review (0)

College of Business

Mission of the College of Business
Achieving excellence through knowledge, experience, and the liberal arts.

Values of the College of Business
- **Community**: We consider those around us and include key stakeholders when making decisions.
- **Integrity**: We make decisions grounded in ethics and principles.
- **Stewardship**: We use resources to optimize effectiveness.
- **Impact**: We affect positive change through leadership and followership.
- **Growth**: We continue to learn and expand.
- **Agility**: We adapt quickly to meet needs.

Accounting
Assistant Professor of Practice Corr **Assistant Professor of Practice Walkenhorst**

The accounting major prepares students for a variety of careers in business, both in and out of the accounting field. Accounting students learn to understand, analyze, report, and interpret accounting information as a decision-making tool in various organization structures. Students also gain exhibit effective communication skills to use in a variety of business contexts. The accounting major also prepares students for further study at the graduate level.
Many accounting students plan to take a certification examination (e.g., CMA [Certified Management Accountant] or CPA [Certified Public Accountant]); however, accountants can have successful careers without a certificate. Students qualify to take the CMA exam upon completion of the accounting major. Those considering the CPA exam need to meet additional state-mandated requirements, including completion of the 150 credits. Academic advisors at Doane work closely with students who are considering certification options.

Internship Credits: Students majoring in Accounting who plan to take the CPA exam are required to earn 3 credit hours for internship experience or take ACC 496 . Because internships are a valued part of the Accounting degree and help meet the 150-hour requirement to sit for the Uniform CPA Exam, accounting majors often take additional internship credits.
Licensure and Certification: As educational requirements vary by state, students interested in this program should consult the General Licensure and Certification Disclosure page prior to enrollment.
Student Learning Outcomes
1. Organize and interpret data to produce financial statements and reports.
2. Analyze, interpret, and communicate information conveyed in financial statements.
3. Understand the requirements of regulatory bodies and prepare documents that conform to these standards.
4. Recognize ethical dilemmas in accounting and apply a decision-making model to address them.
5. Develop a strong understanding of the interrelated business functions and how accounting speaks to these.

Requirements for the Accounting Major:
Offered on the Crete and Lincoln campuses
Upon successful completion of the Accounting major, students qualify to take the CMA examination.
Complete the following 36 credits:
- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ACC 231 - Intermediate Accounting I (3)
- ACC 232 - Intermediate Accounting II (3)
- ACC 315 - Tax Accounting I (3)
- ACC 331 - Advanced Accounting I (3)
- ACC 335 - Managerial Cost Accounting (3)
- ACC 411 - Systems/Applied Accounting (3)
- ACC 415 - Tax Accounting II (3)
- ACC 421 - Accounting Internship (0-12) or
  - ACC 496 - Senior Seminar (3)
- ACC 427 - Auditing (3)
- ACC 435 - Gvrnmntl & Not-For-Profit Acct (3)

Complete the following cognate courses:
- BUS 217 - Business Communications (3) or
  - CMS 316 - Business & Prof Comm (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Intro to Marketing (3)
- BUS 365 - Ethics in a Business Environment (3)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- BUS or ECO elective at 200 level or higher (3)
- ECO 215 - Business Stats for Econ & Bus (3) or
  - BUS 226 - Finance (3)

Requirements to Sit for the CPA Examination in the State of Nebraska:

Any student interested in writing the CPA examination in Nebraska after January 1, 1998 must meet the state-mandated "150-hour rule." Students should work closely with their academic adviser to be sure that they are aware of all of their options, which may include graduate study.

1. Complete all requirements for the Accounting major (see above).
2. Earn a total of 150 credit hours (excluding the CPA Review course). Sixty of the 150 credit hours must include oral and written communication skills, mathematics, arts, natural sciences, social sciences, humanities and statistics.

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 purposed 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.

Accounting Minor

Complete the following courses:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ACC 231 - Intermediate Accounting I (3)
- ACC 232 - Intermediate Accounting II (3)

Complete two courses chosen from the following:

- ACC 315 - Tax Accounting I (3)
- ACC 331 - Advanced Accounting I (3)
- ACC 335 - Managerial Cost Accounting (3)
- ACC 411 - Systems/Applied Accounting (3)
- ACC 415 - Tax Accounting II (3)
- ACC 427 - Auditing (3)
- ACC 435 - Govrnmntl & Not-For-Profit Acct (3)

Agribusiness

Assistant Professor of Practice Poppert

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. The curriculum focuses on management and skills necessary for students to succeed in running their own businesses or a range of agricultural jobs. The degree emphasizes decision-making skills, understanding of the agricultural-food system dynamics, and leadership/management qualities to enhance students' contributions to agribusiness ventures.

Student Learning Outcomes

As a result of completing the Agribusiness program, students will:

- Recognize how key business concepts integrate with agricultural practices.
- Analyze complex agribusiness situations using business strategies and tools.
- Synthesize ideas and think critically to foster agribusiness sustainability.
- Cultivate career readiness skills that are important to employers.

Complete the following 15 credits:

- AGR 100 - Intro to Agribusiness (3)
- AGR 215 - Applied Agri Tech & Data Anlsys (3)
- AGR 220 - Agricultural Economics (3)
- AGR 420 - Agricultural Finance (3)
- AGR 430 - Advanced Agribusiness Mgt (3)

Complete two of the following courses for 6 credits:

- AGR 305 - Agricultural Futures & Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Adv Agri Tech & Data Analytics (3)
- AGR 325 - Agribusiness Sustainability (3)

Complete the following cognate courses for 15 credits:

- ACC 103 - Financial Accounting (3)
- ECO 215 - Business Stats for Econ & Bus (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- EVS 105 - Intro to Natural Resources (3)

Complete three of the following courses for 9 credits:

- EVS 324 - Animal Prod Systems & Sustain (3)
- EVS 325 - Soil Systems & Sustainability (3)
- EVS 410 - Crop Production & Sustainability (3)
- GEG 320 - Local & Global Food Systems (3)

Agribusiness Minor

Complete the following 15 credits:

- ACC 103 - Financial Accounting (3)
- AGR 100 - Intro to Agribusiness (3)
- ECO 215 - Business Stats for Econ & Bus (3)
- BUS 226 - Finance (3) or
  - BUS 242 - Management (3)
- EVS 105 - Intro to Natural Resources (3)

Complete two of the following courses:

- AGR 215 - Appld Agri Tech & Data Analysis (3)
- AGR 220 - Agricultural Economics (3)
- AGR 305 - Agricultural Futures & Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Adv Agri Tech & Data Analytics (3)
- AGR 325 - Agribusiness Sustainability (3)
- AGR 420 - Agricultural Finance (3)

Business

Associate Professor of Practice Zumpfe
Assistant Professor Hasan
Assistant Professor Chauradia
Assistant Professor Grabianowski
Assistant Professor of Practice Miller
Visiting Assistant Professor Deems

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

Student Learning Outcomes

As a result of completing the Business Administration program, students will have:

1. Developed their critical thinking and problem solving skills in various business environments.
2. Developed their decision-making ability involving business ethics and corporate social responsibility.
3. Enhanced their ability to analyze and effectively communicate information.
4. Cultivated their teamwork and collaborative skills.

Business Administration

Offered on the Crete and Lincoln campuses and Online

Complete the following 24 credits:

- BUS 217 - Business Communications (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Intro to Marketing (3)
- BUS 365 - Ethics in a 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)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- ECO 215 - Business Stats for Econ & Bus (3)

Complete one emphasis chosen from the following:

Agribusiness

Choose four courses from the following:

- AGR 305 - Agricultural Futures & Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Adv Agri Tech & Data Analytics (3)
- AGR 420 - Agricultural Finance (3)
- AGR 325 - Agribusiness Sustainability (3)

Entrepreneurship

Complete the following 3 courses:

- ENT 201 - Intro to Entrepreneurship (3)
- ENT 301 - Creating a New Venture (3)
- ENT 495 - Practicum - Startup Launch (3)

Choose one of the below courses

- ENT 401 - Managing Innovation (3)
- EGR 210 - Fund of Engineering Design (3)
- CMP 145 - Intro to Program & Problm-Solv (3)

Finance

- BUS 460 - Advanced Financial Management (3)

Choose three courses from the following:

- AGR 420 - Agricultural Finance (3)
- BUS 394 - Investments (3)
- BUS 445 - Financial Institutions Mgt (3)
- ECO 307 - Money & Banking (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade & Finance (3)

General Business

- Choose four courses at the 300/400 level with at least one course at the 400 level

Human Resource Management

- BUS 212 - Human Resource Management (3)
- BUS 314 - Performance Management (3)
- BUS 332 - Training & Development (3)
- BUS 418 - Human Resource Strategy (3)

International Business

- CMS 321 - Intercultural Communication (3)
- ECO 358 - International Trade & Finance (3)
- BUS 357 - International Marketing (3)
- BUS 421 - Business Internship (0-12)

Management

- BUS 314 - Performance Management (3)
- BUS 315 - Organizational Behavior (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 455 - Applied Management (3)

Marketing

- BUS 324 - Promotions Management (3)
- BUS 356 - Contemporary Iss in Marketing (3)
- BUS 357 - International Marketing (3)

Choose one course from the following:

- BUS 301 - Consumer Behavior (3)
- BUS 453 - Marketing Comm Campaigns (3)

College of Business Residency Requirement

These courses must be completed through the College of Business at Doane University.

- BUS 496 - Strategic Management (3)
- Six Business credits at the 300/400 level (excluding BUS-421)
- BUS 498 - Executing Business Strategy (3)

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

Business Administration Minor

Complete the following courses:

- BUS 242 - Management (3)
- BUS 251 - Intro to Marketing (3)

Complete six credits from the following:

- any 300/400 BUS prefixed course (*excluding BUS 496*)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- ECO 203 - Macroeconomics & Literacy (3)

Entrepreneurship Minor

Complete the following courses:

- BUS 242 - Management (3)
- BUS 251 - Intro to Marketing (3)
- ENT 201 - Intro to Entrepreneurship (3)
- ENT 301 - Creating a New Venture (3)
- ENT 495 - Practicum - Startup Launch (3)

Students will pick from one 3 credit class below:

- EGR 210 - Fund of Engineering Design (3)
- ENT 401 - Managing Innovation (3)
- CMP 145 - Intro to Program & Problm-Solv (3)

Finance Minor

Complete the following courses:

- ACC 103 - Financial Accounting (3)
- BUS 226 - Finance (3)
- BUS 460 - Advanced Financial Management (3)

Choose three courses from the following:

- AGR 420 - Agricultural Finance (3)
- BUS 394 - Investments (3)
- BUS 445 - Financial Institutions Mgt (3)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 307 - Money & Banking (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade & Finance (3)

Human Resource Management Minor

Complete the following courses:

- BUS 212 - Human Resource Management (3)
- BUS 217 - Business Communications (3)
- BUS 242 - Management (3)
- BUS 418 - Human Resource Strategy (3)

Choose two courses from the following:

- BUS 250 - Legal Environment of Business (3)
- BUS 314 - Performance Management (3)
- BUS 332 - Training & Development (3)

If you intend to double minor in Human Resource Management and Management, you will need to take four unique classes for each minor.

International Business Minor

- BUS 242 - Management (3)
- BUS 251 - Intro to Marketing (3)
- BUS 357 - International Marketing (3)
- CMS 321 - Intercultural Communication (3)
- ECO 203 - Macroeconomics & Literacy (3)
- ECO 358 - International Trade & Finance (3)

Management Minor

Complete the following courses:

- BUS 217 - Business Communications (3)
- BUS 242 - Management (3)
- BUS 455 - Applied Management (3)

Choose three courses from the following:

- BUS 250 - Legal Environment of Business (3)
- BUS 314 - Performance Management (3)
- BUS 315 - Organizational Behavior (3)
- BUS 415 - Leadership in Organizations (3)

If you intend to double minor in Management and Human Resource Management you will need to take four unique classes for each minor

Marketing Minor

Complete the following courses:

- BUS 217 - Business Communications (3)
- BUS 251 - Intro to Marketing (3)
- BUS 324 - Promotions Management (3)
- BUS 356 - Contemporary Issues in Mrktng (3)
- BUS 357 - International Marketing (3)

Choose one course from the following:

- BUS 301 - Consumer Behavior (3)
- BUS 453 - Marketing Comm Campaigns (3)

Certificate in Entrepreneurship

This certificate is for non-BUS majors.

Complete the following 9 credits:

- ENT 201 - Intro to Entrepreneurship (3)
- ENT 301 - Creating a New Venture (3)
- ENT 495 - Practicum - Startup Launch (3)

Students will pick from one 3 credit class below:

- EGR 210 - Fund of Engineering Design (3)
- ENT 401 - Managing Innovation (3)

Economics

Professor Manns **Associate Professor of Practice Carter**

The Economics major prepares students for a variety of careers in business and government. Economics provides a logical, ordered way of looking at various problems and issues. It draws upon history, philosophy and mathematics to help students examine the choices that individuals and groups make concerning the allocation of their scarce resources to meet their varied and limitless wants. The study of economics at Doane is designed from a liberal arts perspective and emphasizes international economics and financial markets. Economics courses are taken by most students of the university as part of the general education requirements (Doane Core Connections). Pursuit of the major is appropriate for those interested in graduate work in business, law, and economics. The program complements many other areas of study.

Student Learning Outcomes

As a result of completing the Economics program, students will be able to:

1. Demonstrate an understanding of economic terminology, institutions, and theory.
2. Apply economic theory to problems and issues at the local, national, and global level.
3. Calculate, analyze, and interpret data to draw conclusions that can be utilized in economic decision-making.
4. Utilize critical thinking to more thoroughly understand economic problems and issues facing individuals, firms, and government and no-government institutions.
5. Effectively communicate economic analysis and ideas using appropriate presentation methods.

Requirements for the Economics Major:

Offered on the Crete campus

Complete the following 33 credits:

- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- ECO 215 - Business Statstcs for Econ & Bus (3)
- ECO 303 - Intermediate Macroeconomics (3)
- ECO 304 - Intermediate Microeconomics (3)
- ECO 340 - Econometrics (3)
- ECO 495 - Seminar in Economics (3)
- four additional economics courses at the 300-400 level, *excluding ECO 421*.

Economics Minor

Complete 18 credits in Economics, excluding ECO 421.

- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- CMP 145 - Intro to Program & Problm-Solv (3)
- ECO 303 - Intermediate Macroeconomics (3) or
  - ECO 304 – Intermed Microeconomics (3)

Leadership Studies Minor

Offered on the Crete campus and online

The minor in Leadership Studies examines the phenomenon of Leadership from four contexts: Social Group Behaviors, Communication and Culture, Legal and Business Issues, and Historical-Political frameworks. The minor is grounded with a background in leadership theory and an examination of the ethical issues leaders face in today's culture and community. The minor is an interdisciplinary study that combines classroom experiences, co-curricular work, and on-site practicum.

Student Learning Outcomes

As a result of completing the Leadership Studies Minor, students will be able to:

1. Recognize commonly used leadership theories in multiple disciplines.
2. Analyze and create leadership frameworks using leadership theory.
3. Identify potential strengths and weaknesses within their own personal leadership philosophy.
4. Demonstrate students' personal leadership philosophies.
5. Engage students in leadership focused on civic engagement.

Complete the following courses:

- LDR 101 - Intro to Leadership Studies (3)
- LDR 201 - Leadership in Practice (3)
- LDR 401 - Leadership Externship (3)
- PRE 111 - Ethics (3) or
  - BUS 365 – Ethics-Bus Envirnmnt (3) or
  - PHI 337 - Political Thought (3)

Complete six additional credits

- BUS 250 - Legal Environment of Business (3)
- BUS 315 - Organizational Behavior (3) or
  - CMS 315 - Organizational Behavior (3)
- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 321 - Intercultural Communication (3)
- CMS 348 - Gender Communication (3)
- CMS 351 - Persuasion (3)
- ECO 315 - Economic Thought (3)
- HIS 304 - Military History (3)
- HIS 337 - American Women's History (3)
- LDR 230 - Interfaith Leadership (3)
- PSI 234 - Legislative & Executive Behavior (3)
- PSI 313 - Political Parties & Interest Groups (3)
- PSI 325 - Intl Relations in Modern Era (3) or
  - INT 325 - Intntl Relations Mod Era (3)
- PSI 327 - Globalization & Transntnlism (3) or
  - SOC 324 - Race & Nationality (3)
- PSY 336 - Social Psychology (3) or
  - SOC 336 - Social Psychology (3)
- PSY 365 - Psychology of Personality (3)
- SOC 288 - Deviance (3)
- SOC 310 - Corrections (3)
- SOC 314 - Criminal Law & Procedure (3)
- SVL 422 - Srv Lrning in Democratic Society (3)

Certificate in Leadership Studies

Complete the following courses

- LDR 101 - Intro to Leadership Studies (3)
- LDR 201 - Leadership in Practice (3)
- LDR 401 - Leadership Externship (3)
- LDR 402 - Professional Leadership Sem (1-3)

College of Education

All majors only offered on the Crete campus

Dean Frey
Professor Diercks
Professor Johnson-Farr
Professor Kalbach
Assistant Professor Griesch
Assistant Professor Pettit
Assistant Professor Young
Assistant Professor of Practice Cooper
Instructor of Practice Mack
Instructor of Practice Piper

Mission of the College of Education:

Learn.Challenge.Empower.Transform.

Belief Statements:

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

Teacher Education Program Guiding Principles:

- The teacher education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- The teacher education programs design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion.
- The teacher education program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of teaching and learning.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.
- All early childhood, elementary, ESL, middle school, secondary and special education pre-service teachers demonstrate competency in their respective academic areas and complete practica in their certification area(s).
- The teacher education programs integrate practicums and internships throughout the student experience designed to participate in the real world of teaching. Simultaneously and with intentionality, students analyze local and global issues through on campus course work designed to intersect with the varied real world experiences of Pre K-12 students, families and communities.
- The teacher education programs pledge the competence of their program completers to the employing school. This pledge assures that beginning teachers enter the professional work force with adequate knowledge, skills and dispositions to successfully fulfill responsibilities of the teaching profession or the teacher education programs will provide in-service education for the graduate.
- The teacher education program continues to support program completers through their first year of teaching with mentoring efforts in the schools, along with optional guided seminar sessions.

ADMISSION and RETENTION in Teacher Education

GPA Preliminary Program Requirements:

Students intending to work toward certification must have a 2.30 Cumulative grade point average to enter the initial teacher education course, EDU 211 Practicum IA.

Teacher Education Committee and Admission Processes

Program Admission Information

Admission and retention in the Teacher Education program are determined by the Teacher Education Committee. The Voting membership stated in the Doane University faculty handbook(section 8.3.3.6) consists of: one representative from each major teaching endorsement area, member of academic affairs committee, Dean of COE, registrar, and two students. This Committee reviews each application.

The admission components identified in Nebraska Department of Education, NAC 92, Rule 20, 004.06G are the minimum requirements considered by the Teacher Education Committee. The additional requirements for admittance are determined by the institution. The requirements are included in the chart following the next section.

Application to Teacher Education Program

Students who select elementary education or special education as a major, or early childhood, middle school, English as a Second Language endorsements or PreK-12 endorsements, or a major leading to certification in a secondary subject area must make a formal application to the Teacher Education Program. See Appendix I. (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)

1. Requirements for admission to the Teacher Education Program:

INITIAL PROGRAM

- Application: Sophomore - Spring semester (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)
- Declare a Major
- GPA requirements
  - Cumulative GPA in all courses of 2.60
  - Cumulative GPA in education courses of 2.8
  - Cumulative GPA in major courses of 2.5
    (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Positive Background check
- Satisfactory Recommendations from:
  - Cooperating teachers of field experiences
  - Faculty of student's major
  - Faculty in teacher education
- Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G)
  (NAC 92, Rule 20, 004.06)

2. Decisions by Teacher Education Committee

Decisions are determined by the Teacher Education Committee to the Teacher Education Program can be one of the following:

- full admission,
- admission with concerns,
- provisional admission,
- denial of admission.

The student will be informed by letter within a week of the Teacher Education Committee's decision about the application to the Teacher Education Program.

3. Appeal Decision Process

The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions.

The procedure is as follows:

- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

4. Determinations and Options of Decisions

Denial reasons may include, but are not limited to the following:

1. Grades: Denied admission to the program due to a grade below a C-:
   - The student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
   - After completion of the cognate course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.
2. Cumulative GPAs: Denied admission to the program due to not meeting GPA requirements

- The student may be advised out of the program until meeting the required GPA. After GPA requirements are met, the student may reapply for admission to the Teacher Education Program.
- **Initial Program**: The student may be advised to change academic major.
- The student may have another semester to bring GPA up to continue in the teacher education program. At the end of the semester student may reapply for admission to the Teacher Education Program.

3. Negative comments/Dispositions: Denied admission due to negative recommendations.
   - The student is denied by cooperating teacher selecting "deny" to the teacher education program on the practicum final evaluation with comments indicating concerns.
   - The student is denied by faculty selecting "deny" to the teacher education program on the recommendation form with comments indicating concerns.
4. Background check: Denied admission due to convictions. (NAC 92, Rule 20, 004.06B)
   - The student with a conviction may request approval by the Nebraska Department of Education.
   - The student can follow the procedures set forth in NAC 92, Rule 21, sections 009.02 through 009.04.

Application to Student Teaching

Students anticipating the student teaching experience must make a formal application to the Teacher Education Program prior to student teaching. See Appendix I. (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)

1. Requirements for admission to Student Teaching:

INITIAL PROGRAM

- Application: Junior - Spring semester
- (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)
- GPA requirements
  - Cumulative GPA in all courses of 2.75
  - Cumulative GPA in education courses of 3.00
  - Cumulative GPA in major courses of 2.60
  - (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Positive Background check
- Satisfactory Recommendations from:
  - Cooperating teachers of field experiences
  - Faculty of student's major
  - Faculty in teacher education
- Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G)
- (NAC 92, Rule 20, 004.06)
- Successfully complete the practicum(s)

2. Decisions by Teacher Education Committee

Decisions are determined by the Teacher Education Committee to Student Teaching can be one of the following:

- full admission,
- admission with concerns,
- provisional admission,
- denial of admission.

The student will be informed by letter within a week of the Teacher Education Committee's decision about the application to Student Teaching.

3. Appeal Decision Process

The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions. The procedure is as follows:

- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

4. Determinations and Options of Decisions

Denial reasons may include, but are not limited to the following:

1. Cognate Grades: Denied admission to the program due to a grade below a C-:
   - The student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
   - After completion of the cognate course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.
   - **Note:** Even though the guidelines for GPAs are met by the student, such a grade may be used as part of the criteria for not admitting the student into student teaching.)
2. Methods Grades: Denied admission to the program due to a grade below a B-:
   - The student with any grade in a methods course that is below B- will have that grade reviewed and additional work may be required.

- After completion of the methods course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.
- **Note:** Even though the guidelines for GPAs are met by the student, such a grade may be used as part of the criteria for not admitting the student into student teaching.)

3. Cumulative GPAs: Denied admission to student teaching due to not meeting GPA requirements
   - The student may be advised out of the program until meeting the required GPA. After GPA requirements are met, the student may reapply for admission to student teach.
   - The student may be advised to change academic major.
4. Negative comments/Dispositions: Denied admission due to negative recommendations/comments.
   - The student is denied by cooperating teacher selecting "deny" to student teaching on the practicum final evaluation with comments indicating concerns.
   - The student is denied by faculty selecting "deny" to student teaching on the recommendation form with comments indicating concerns.
5. Background check: Denied admission due to convictions. (NAC 92, Rule 20, 004.06B)
   - The student with a conviction may request approval by the Nebraska Department of Education.
   - The student can follow the procedures set forth in NAC 92, Rule 21, sections 009.02 through 009.04.

Certification Approval

Students are recommended for certification when the following requirements have been met:

1. Requirements for certification:

INITIAL PROGRAM

- GPA requirements
  - Cumulative GPA in all courses of 3.00
  - Cumulative GPA in education courses of 3.00
  - Cumulative GPA in major courses of 2.80
  - (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Successful completion of student teaching experience
- Satisfactory Recommendations from:
  - Cooperating teachers of student teaching
  - Supervisors of student teaching
- Completion of the 12 graduate credits in the summer following graduation successfully

Nebraska Department of Education Certification Requirements

In addition to completing the Doane College of Education program, the Nebraska Department of Education requires successful completion of the following exams to receive licensure:

a) CORE Academic Skills for Educators: Reading, Writing and Math

b) Required content test(s) in endorsement area(s)

2. Appeal Decision Process

The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions. The procedure is as follows:

- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul or one of the cooperating teachers if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

Elementary Education:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading & Language Arts I (3)
- EDU 312 - Reading & Language Arts II (3)
- EDU 318 - Mathematics Methods (3)
- EDU 321 - Practicum IC (2)
- EDU 322 - Science Methods (2)
- EDU 323 - Social Studies Methods (2)
- EDU 330 - Language Arts & Reading III (3)
- EDU 338 - Children, Youth & the Family (3)
- EDU 341 - Practicum ID (3)
- EDU 451 - Elementary Clinical Practice (8-10)

Complete the following cognate courses:

- ART 326 - Art in Elementary Schools (3)
- CMP 201 - Instructional Technology (3)
- 3 credits of communication CMS course.
- 6 credits of English
- GEG 301 - Social-Cultural Geography (3)
- PED 101 - Physical Activity Course (1) or
  - HHP 106 - CPR, First Aid & First Responder
- PED 104 - Theory of Lifetime Fitness (1)
- PED 450 - Health & Physical Education Methods for Elementary Students (PK-8) (2) (double majors of physical education and elementary education use PED 458)
- HIS 205 - History of the United States I (3) or
  - HIS 206 - History of the US II (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math Elementary Teachers II (3)
- An additional 3 credits of mathematics
- MUS 226 - Music & Movement for Young Children (3) (music majors use MUS 221)
- An additional 3 credits of fine arts (art, music, theater)
- PSI 101 - American Politics (3) or
  - PSI 105, PSI 216, PSI 234
- PSY 117 - Intro to Psychology (3) or
  - SOC 109 – Introduction to Sociology (3)
- 7-8 credits of Science (AST, BIO, CHM, EVS, GEG, GEO, PHY, PHS)

Note: Elementary education majors who are also majoring in special education or who have an endorsement in early childhood are required to take EDS 207. All other elementary education majors will take either EDS 207 or EDS 620.

Complete a second teaching major or endorsement area or emphasis chosen from the following:

a. special education (major).
b. Spanish (major).
c. music (major).
d. mathematics (major).
e. science (major in environmental science , science, biology, or chemistry).
f. physical education (major).
g. middle school (endorsement).
h. early childhood education (endorsement).
i. English as a Second Language (endorsement).

Nebraska Pre-Standard Certificate

To meet requirements for the Nebraska Pre-Standard Certificate with an endorsement in Elementary Education, the student must also complete 12 graduate credits at Doane in the summer immediately following graduation and prior to certification as follows:

Elementary/Special Education:

- EDS 622 - School Programming for Exceptnl Stu (3)
- EDS 626 - Advanced Instructional Adaptations (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
  - EDS 665 - Spec Ed Beginning Tchr Sem (3)

Elementary Education with a middle school or early childhood endorsement:

- EDU 628 - Read & Writ Instruct Secnd Lang Lrnr (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 664 - Seminar For Beginning Teachers I (3)
- EDS 620 - Exceptional Children (3) or
  - elective

Elementary Education with a second area of 7-12 or K-12 focus:

- EDS 620 - Exceptional Children (3) or
  - EDU 628-Read/Writ Instr 2nd Lang Lrnrs (3)
- EDU 663 - Reading & Writing in Content Area (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
  - EDU 665 - Sem For Begin Teachers II (3)

Note: Students completing EDS 207 as an undergraduate student do not complete EDS 620, but are individually advised as to which graduate course would be appropriate.

a. Attain a grade point average of at least 2.80 in all education courses.
b. Attain a cumulative grade point average of at least 3.00.
c. Receive the recommendation of the Teacher Education Committee.

Physical Education / Physical & Health Education

Associate Professor Meyer

Physical Education

Complete the following courses:

- HHP 106 - CPR, First Aid & First Responder (2)
- HHP 330 - Prin of Strength & Conditioning (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appld Biomechanics (3)
- PED 101 - Physical Activity Course (1) (2 terms)
- PED 104 - Theory of Lifetime Fitness (1)
- PED 201 - Issues of Health & Safety (3)
- PED 228 - Teaching Dance in the Schools (2)
- PED 233 - Persnl Perform Competencies I (1)
- PED 234 - Persnl Perform Competencies II (1)
- PED 352 - Motor Learning & Development (3)
- PED 355 - Adapted Physical Education (3)
- PED 457 – Tech of Teaching PE (PreK-12) (4)
- PED 458 - Tech Tch PE & Hlth I (PreK-12) (3)
- PED 459 - Tech Tch PE & Hlth II (PreK-12) (4)

Complete the following cognate courses:

- BIO 101 - Intro to Biology (4)
- BIO 215 - Human Anatomy & Physiology I (4)
- CMP 201 - Instructional Technology (3)

One additional teaching major:

Nebraska Pre-Standard Certificate

To meet requirements for the Nebraska Pre-Standard Certificate with a Physical Education endorsement, the student must also:

- Attain a grade point average of at least 2.8 in the combined teaching major. 3.00 in all Education courses. Attain a cumulative grade point average of at least a 3.00.
- Receive the recommendation of the Teacher Education Committee.
- Complete 12 graduate credits at Doane in the summer immediately following graduation and prior to certification as follows: EDU 602, EDS 620 or EDU 628, EDU 663, EDU 665.

Physical Education and Health Education

- HHP 106 - CPR, First Aid & First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 330 - Prin of Strength & Conditioning (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appl Biomechanics (3)
- PED 101 - Physical Activity Course (1) (2 terms)
- PED 104 - Theory of Lifetime Fitness (1)
- PED 201 - Issues of Health & Safety (3)
- PED 228 - Teaching Dance in the Schools (2)
- PED 233 - Prsnl Perform Competencies I (1)
- PED 234 - Prsnl Perform Competencies II (1)
- PED 320 – Tech of Teaching Health Educ (3)
- PED 352 - Motor Learning & Development (3)
- PED 355 - Adapted Physical Education (3)
- PED 457 - Tech Tch Physical Educ (PreK-12) (4)
- PED 458 - Tech Tch PE & Health I (PreK-12) (3)
- PED 459 - Tech Tch PE & Hlth II (PreK-12) (4)

Complete the following cognate courses:

- BIO 101 - Intro to Biology (4)
- BIO 215 - Human Anatomy & Physiology I (4)
- CMP 201 - Instructional Technology (3)
- PSY 117 - Intro to Psychology (3)
- PSY 259 - Lifespan Development (3)
- PSY 310 - Human Sexuality (3)

Special Education

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading & Language Arts I (3)
- EDU 312 - Reading & Language Arts II (3)
- EDU 321 - Practicum IC (2)
- EDU 338 - Children, Youth & the Family (3)
- EDU 341 - Practicum ID (3)
- EDS 207 - Intro to Exceptional Children (3)
- EDS 236 - Curricula & Collabrtn Spec Educ(3)
- EDS 328 - Special Education Assessment (3)
- EDS 332 - Methds for Secondary Spec Educ (3)
- EDS 410 - Collaborative & Inclusive Educ (2)
- EDS 426 - Integrtn of Spec Educ Comptnc I (4)
- EDS 428 - Integrtn of Spec Educ Cmptnc II (4)
- EDS 456 - Spec Educ Clinical Practice (8-10)

Complete the following cognate courses:

- CMP 201 - Instructional Technology (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Tchers II (3)

Nebraska Pre-Standard Certificate

To meet requirements for the Nebraska Pre-Standard Certificate with a Mild/Moderate Handicapped endorsement, the student must also:

a. Attain a grade point average of at least 3.00 in the combined areas of Education and Special Education.
b. Attain a cumulative grade point average of at least 3.00.
c. Receive the recommendation of the Teacher Education Committee.
d. Complete 12 graduate credits at Doane in the summer immediately following graduation and prior to certification as follows: EDU 602, EDS 622, EDS 626, EDS 665

Educational Studies

The College of Education at Doane University offers a non-certification degree in Educational Studies. This degree will provide students with practical teaching and learning opportunities, and will prepare graduates to work in education settings outside of classrooms and schools. Students will consider issues and practices that promote equity and educational access for all students. Employment opportunities include careers with non-profit organizations, youth and child development, outreach programs, and educational programs in the business sector.

Student Learning Outcomes

1. Provide practical teaching and learning opportunities to develop and apply planning, teaching and interpersonal skills.
2. Prepare graduates to work in education-related settings outside of classrooms and schools.
3. Analyze the importance of issues and practices that promote equity and educational access for all students.
4. Investigate employment options in a wide variety of settings related to working with children and youth.

Complete the following courses:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading & Language Arts I (3)
- EDU 321 - Practicum IC (2)
- EDU 338 - Children, Youth & the Family (3)
- EDU 415 - Educational Studies Seminar (2) or
  - CED 205 - Intro to Internship (0-1)
- EDU 421 - Education Internship (0-12)

Complete the following cognate courses:

- CMP 201 - Instructional Technology (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Teachrs II (3)

Complete 9 additional credits from the following:

Any course from the prefixes: BUS, CMS, EDU, EDC, EDS, HHP, PSY, or SOC at or above the 200-level.

Special Education & Elementary Education Double Major

Students may obtain certification in both Elementary Education and Special Education by completing the requirements for the major in both areas. Graduate course work requirements for the double major are listed under the Elementary Education major.

Coaching Endorsement

- HHP 106 – CPR, First Aid & First Responder (2)
- HHP 221 - Fund in Athletic Training (2)
- HHP 330 - Prin of Strength & Conditioning (3)
- PED 335 - Coaching Principles & Philosophy (3)

A minimum of two of the following courses:

- PED 308 - Coaching Basketball (2)
- PED 309 - Coaching Volleyball (2)
- PED 310 - Coaching Track & Field (2)
- PED 311 - Coaching Football & Wrestling (2)
- PED 312 - Coaching Tennis & Golf (2)
- PED 314 - Coaching Baseball & Softball (2)

A teaching major

Early Childhood Endorsement

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading & Language Arts I (3)
- EDU 312 - Reading & Language Arts II (3)
- EDU 318 - Mathematics Methods (3)
- EDU 321 - Practicum IC (2)
- EDU 322 - Science Methods (2)
- EDU 323 - Social Studies Methods (2)
- EDU 338 - Children, Youth & the Family (3)
- EDU 341 - Practicum ID (3)
- EDC 201 - Intro to Early Childhood Educ (3)
- EDC 425 - Methods for Young Children I (3)
- EDC 427 - Methods for Young Children II (3)
- EDC 447 - Seminar in Early Childhood Educ (3)
- EDC 457 - Early Childhd Clinical Practice (8-10)
- EDS 207 - Intro to Exceptional Children (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Teachrs II (3)
- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Development (3)

Completion of one of the following majors: Elementary Education or Special Education.

English as a Second Language Endorsement

- ENG 102 - Eng Comp II: Writing in Context (3)
- ENG 231 - Linguistics (3)
- CMS 321 - Intercultural Communication (3)
- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 321 - Practicum IC (2)
- EDU 341 - Practicum ID (3)
- EDU 325 - Methods in Secondary Educ (2) or
  - EDU 361- Sem in Secondary Educ (2)
- ESL 325 - Methods I (3)
- ESL 326 - Methods II (3)
- ESL 455 - ESL Clinical Practice (8-10) or
  - EDU 455- Stdnt Teach (K-12) (8-10)
- One semester of a foreign language

Completion of one of the following majors:

a. Special Education (complete K-12 ESL Endorsement)
b. Elementary Education (complete K-12 ESL Endorsement)
c. A secondary teaching major (complete 7-12 *or* K-12 Endorsement)

Secondary education students completing the K-12 endorsement must complete the following:

- EDU 312 - Reading & Language Arts II (3)
- EDU 338 - Children, Youth & the Family (3)
- MTH 213 - Math for Elementary Tchrs I (3) or
  - MTH 214 Math for Elemntry Tchrs I or
  - EDU 318 - Mathematics Methods

Middle School Endorsement:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 250 - Curriclm & Tch Mthd Mid Grad I (3)
- EDU 350 - Curriclm & Tch Mthd Mid Grad II (3)
- PSY 255 - Child & Adolescent Develpmnt (3) or
  - PSY 259 - Lifespan Development (3)

Special Area Requirements: Students shall demonstrate competence in ONE area of specialization with a minimum of 24 semester hours.

Complete all courses in one area from the following:

English/Language Arts:

- EDU 312 - Reading & Language Arts II (3)
- ENG 101 - Eng Comp I: Writing Seminar (3)
- ENG 231 - Linguistics (3)
- ENG 237 - Intro to Literary Fiction (3)
- ENG 308 - American Literature & Identity (3)
- ENG 343 - Instruct Meth Teach Sec Engl I (2)
- ENG 344 - Instruct Meth Teach Sec Engl II (2)

Take one of the following:

- ENG 318 - Environmental Literature (3) or
- ENG 330 - Global Anglophone Literature (3) or
- ENG 301 - Women Writers (3) or
- ENG 340 - Narrative Medicine (3)

Take one of the following:

- ENG 102 - Eng Comp II: Writ in Context (3) or
- ENG 238 - Intro to Fiction Writing (3) or
- ENG 285 - Intro Writ Creat Nonfict (3)

Mathematics:

- MTH 107 - Problem Solving (3)
- MTH 125 - Precalculus (4)
- MTH 213 - Math for Elementary Teachrs I(3)
- MTH 214 - Math Elementary Teachers II (3)
- MTH 215 - Math Scndry & Mid School Tchrs (2)
- MTH 235 - Calculus (4)
- MTH 218 - Geometry for Teachers (3)
- MTH 327 - Middle School Methods (2)

Social Sciences:

- GEG 301 - Social-Cultural Geography (3)
- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 220 - Intro to Historical Methods (3)
- HIS 302 - Native American History (3) or
  - HIS 321 - American Race Relations (3)
- HIS 307 - Nebraska History (3) or
  - HIS 352 - American West (3)

  (HIS 320 may be substituted for the HIS 302 or the HIS 307 choices above.)
- Take one Non-Western History Elective
  HIS 302, HIS 304, HIS 326, HIS 329, or HIS 342
- PSI 101 - American Politics (3)
- SSI 322 - Integrating Economic Principles into Middle School Social Studies Instruction (0)

Sciences:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- CHM 125 - General Chemistry I (4)
- GEO 101 - Environmental Geology (4) or
  - GEO 103 - Physical Geology (4)
- PHY 107 - Introductory Physics I (4) or
  - PHY 201 - General Physics I (4)
- AST 103 - Introductory Astronomy (3) or
  - GEO 107 - Intro to Meteorology (3)

Complete the Following Additional Requirements

Complete the elementary education major or a K-12 endorsement.
Complete 12 graduate credits at Doane in the summer immediately following graduation and prior to certification:

Secondary

- EDS 620 - Exceptional Children (3) or
  - EDU 628 – Reading & Writing Instruction for Second Lang Learners (3)

Elementary Education with a Middle Grades Endorsement

- EDU 628 - Reading & Writing Instruction for Second Language Learners (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 602 - Assessment Learning (3)
- EDU 663 - Read & Writing in the Content Area (3)
- EDU 665 - Seminar For Beginning Teachers II (3)
- EDU 664 - Seminar For Beginning Teachers I (3)
- EDS 620 - Exceptional Children (3)
  - or Elective

Secondary or K-12 Endorsements

Requirements for the Secondary or K-12 Endorsements for Nebraska Pre-standard Certificate:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 321 - Practicum IC (2)
- EDU 325 - Methods in Secondary Education (2)
- EDU 341 - Practicum ID (3)
- EDU 361 - Seminar in Secondary Education (2)
- EDU 453 - Secondary Clinical Practice (8-10) or
  - EDU 455 - (K-12) Clncl Practice (8-10)
- EDU 454 - Secondary Stu Teaching Sem (2)
- EDS 207 - Intro to Exceptional Children (3)

Complete the special methods requirement in each of the teaching majors.
Complete the cognate

- CMP 201 - Instructional Technology (3)

Complete a teaching major or endorsement in one of the following areas:

- Art
- Biology
- Chemistry
- English
- English/Language Arts
- Environmental Science
- History
- Mathematics
- Music
- Physical Education
- Science
- Social Science
- Spanish
- Theatre

Note: A second teaching major or endorsement is required when majoring in the following:

- Chemistry
- English
- History
- Physical Education
- Theatre

Attain the following grade point averages:

a. 2.80 in each teaching major.
b. 3.00 in all education courses.
c. 3.00 cumulative (all courses).

Receive the recommendation of the Teacher Education Committee.

Graduate Credits at Doane University

Complete 12 graduate credits at Doane University in the summer immediately following graduation and prior to certification as follows:

Secondary:

- EDS 620 - Exceptional Children (3) or
  - EDU 628 - Reading & Writing Instructn for Second Lang Learners (3)

Secondary/Special Education:

- EDS 626 - Adv Instructional Adaptations (3)
- EDS 622 - School Program for Exceptnl Stu (3)
- EDU 663 - Read & Writ in the Content Area (3)
- EDU 602 - Assessment Learning (3)
- EDU 663 - Read & Writing in Content Area (3)
- EDU 665 - Sem For Beginning Teachers II (3)
- EDS 665 - Spec Educ Begin Teacher Sem (3) or
  - EDU 665 - Sem for Begin Tchrs II (3)

School of Innovative Learning
Health Sciences

Exercise Science

Offered on the Crete Campus

Assistant Professor of Practice Sasek **Assistant Professor of Practice Seier**

A student majoring in exercise science chooses one emphasis from the following: fitness management, strength and conditioning, pre-athletic training, pre-occupational therapy, or pre-physical therapy.
An exercise science major prepares the student for such professional experiences as managing fitness settings, personal fitness training, athletic training, and post-graduate professional study. The strength and conditioning emphasis will have the practical experience and coursework to facilitate success with the certifying examination of the National Strength and Coaching Association. The exercise scientist completes many of the requirements for acceptance into post-graduate, pre-professional allied health settings.

Student Learning Outcomes

As a result of completing the Exercise Science program, students will be able to:

1. Integrate knowledge from liberal arts and a sports medicine education to address the health of populations in the Sports Medicine, Clinical, or Laboratory Environment.
2. Use critical thinking and innovative problem solving during an assessment or evaluation.
3. Communicate and collaborate effectively within a diverse Sports Medicine, Clinical, or Laboratory Environment.
4. Analyze information from multiple perspectives to provide recommendations in exercise science and sports medicine.

Requirements for the Exercise Science Major:

Complete 1 or 2

Option 1: Fitness Management

Complete the following courses:

- PED 104 - Theory of Lifetime Fitness (1)
- HHP 106 - CPR, First Aid & First Responder (2)
- HHP 117 - Organization & Administration I (2)
- HHP 118 - Organization & Administration II (3)
- PED 201 - Issues of Health & Safety (3)
- HHP 209 - Nutrition (3)
- PED 233 - Persnl Perform Competencies I (1)
- PED 234 - Persnl Perform Competencies II (1)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appld Biomechanics (3)
- PED 352 - Motor Learning & Development (3)
- HHP 425 - Appl Rsrch & Fitness Assessmnt (3)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- BIO 101 - Intro to Biology (4)
- BIO 215 - Human Anatomy & Phys I (4) or
  - BIO 216 - Human Anat & Phys II (4)
  - CMM/ENG 113 - Basic News Writ & Rptg (3)
- ECO 215 - Business Statistics Econ & Bus (3) or
  - SSI 217 - Appld Stats for Soc Sci (3) or
  - BIO 295 - Biostatistics (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Intro to Marketing (3)
- BUS 315 - Organizational Behavior (3) or
  - SOC 109 - Intro to Sociology (3) or
  - PSY 117 - Intro to Psychology (3)

Option 2

Complete the following courses:

- HHP 106 - CPR, First Aid & First Responder (2)
- HHP 209 - Nutrition (3)
- HIS/HHP 325 - Rsrch Hlth Sci & Hmn Prfrm (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appld Biomechanics (3)
- HHP 425 - Applied Resrch & Fitness Assess (3)
- HSI 110 - Exploring Health Care (3)
- HSI 210 - Curr & Emerging Iss Health Care (3)
- HSI 312 - Experiences in Health Care (3)

Complete the following cognate courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy & Physlgy I (4) or
  - BIO 355 - Human Anatomy (4)
- BIO 216 - Human Anatomy & Physlgy II (4) or
  - BIO 356 - Human Physiology (4)
- BIO 295 - Biostatistics (3) or
  - ECO 215 - Bus Stats Econ & Bus (3) or
  - SSI 217 - Applied Stats for Soc Sci (3)
- CHM 125 - General Chemistry I (4)

- PHY 107 - Introductory Physics I (4)
- ENG 101 - Eng Comp I: Writing Seminar (3)
- PSY 117 - Intro to Psychology (3)

Complete one of the following emphases:

Pre-Athletic Training emphasis:

- HSI 212 - Medical Terminology (3)
- HHP 221 - Fundamentls in Athletic Training (2)
- HHP 321 - Tech for Orthopedic Evaluation (3)
- HHP 342 - Sports Nutrition (3)
- HHP 448 - Therapeutic Modalities/Exercise (3)

Pre-Occupational Therapy emphasis:

- HSI 212 - Medical Terminology (3)
- PRE 111 - Ethics (3)
- SOC 109 - Intro to Sociology (3) or
  - SOC 308 - Cultural Anthropology (3)
- PSY 259 - Lifespan Development (3) or
  - PSY 255 - Chld & Adolscnt Dev (3) and
  - PSY 256 - Adult Development (3)
- PSY 416 - Abnormal Psychology (3)

Pre-Physical Therapy emphasis:

- CHM 126 - General Chemistry II (4)
- ENG 102 – Eng Comp II: Writing in Context (3)
- HSI 212 - Medical Terminology (3)
- PHY 108 - Introductory Physics II (4)
- SOC 109 - Intro to Sociology (3)

Strength & Conditioning emphasis:

- HHP 220 - Fund of Strength & Conditioning (2)
- HHP 330 - Prin of Strength & Conditioning (3)
- HHP 340 - Wght Trng: Exercs Tech & Trng (3)
- HHP 342 - Sports Nutrition (3)

Minor requirement:

Students are required to acquire one minor. Although not required, a second major would satisfy the minor requirement for this degree.

Health Sciences – Crete

Offered on the Crete campus

Assistant Professor of Practice Breitkreutz

Mission Statement

Doane University's Bachelor of Science in Health Sciences mission is to provide an exceptional liberal arts education to prepare graduates to graciously lead through the development of innovative inquiry, personal values, and professional engagement as a committed member of the interprofessional team. Graduates are prepared for advancement in health care employment and/or continuing education for advanced health profession degrees.

Student Learning Outcomes:

As a result of completing the Health Science program with a Pre-Professional Emphasis, students will be able to:

1. Integrate knowledge from liberal arts education and principles of biological, physical, and social sciences to the study and interpretation of human health and disease.
2. Apply critical thinking and innovative problem solving skills in health sciences.
3. Demonstrate scientific inquiry and basic research skills through classroom, laboratory, and experiential learning.
4. Analyze roles, systems, and emerging issues as they pertain to the ethical and legal responsibilities in health sciences.

Requirements for the Health Sciences Major:

- HSI 110 - Exploring Health Care (3) *
- HSI 210 - Curr & Emerging Iss in Health Care (3)
- HSI 312 - Experiences in Health Care (3)
- HSI 440 - Senior Seminar (2)

Complete one of the following emphases:

Pre-Dental emphasis

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy of Life: Cells to Ecosystms (3)
- BIO 112 - Info of Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy & Phys I (4) and
- BIO 216 - Human Anatomy & Phys II (4) OR
  - BIO 355 - Human Anatomy (4) and
  - BIO 356 - Human Physiology (4)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: Writing Seminar (3)
- ENG 102 - Eng Comp II: Writing in Context (3)

Pre-Medicine emphasis

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy of Life: Cells to Ecosystms (3)
- BIO 112 – Info of Life: Genetics to Evolution (3)
- BIO 348 - Microbiology (4)
- BIO 356 - Human Physiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 330 - Biochemistry I (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- PSY 117 - Intro to Psychology (3)
- SOC 109 - Intro to Sociology (3)
- MTH 235 - Calculus (4) or
  - BIO 295 - Biostatistics (3)

Pre-Nursing emphasis

Special Program Requirement: Science and math courses must be completed within 5 years of graduation to count toward the major

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy & Phys I (4) and
  - BIO 216 - Hmn Anat & Phys II (4) OR
- BIO 355 - Human Anatomy (4) and
  - BIO 356 - Human Physiology (4)
- BIO 219 - Pathophysiology (3)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHMX 260 - Pharmacology (3)
- HHP 209 - Nutrition (3)
- HSI 212 - Medical Terminology (3)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: Writing Seminar (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- CMS 210 - Public Speaking (3)
- PRE 111 - Ethics (3)
- PSY 117 - Intro to Psychology (3)
- PSY 259 - Lifespan Development (3)
- SOC 109 - Intro to Sociology (3)
- SOC 324 - Race & Nationality (3)
- IDS 206 - Intro to Research (3)
- MTH 125 - Precalculus (4)
- ECO 215 - Business Stats for Econ & Bus (3) or
  - SSI 217 - Appl Statistics for Soc Sci (3)

Complete one of the following cognate courses:

- EDU 338 - Children, Youth & the Family (3)
- EDC 201 - Intro to Early Childhood Education (3)
- HSC 201 - Intro to Health & Society (3)
- HSC 205 - Prin of Environmental Public Health (3)
- PSY 219 - Addiction (3)
- PSY 230 - Social Problems (3)
- PSY 255 - Child & Adolescent Development (3)
- PSY 256 - Adult Development (3)
- PSY 305 - Principles of Behavior Modification (3)
- PSY 310 - Human Sexuality (3)
- PSY 314 - Physiological Psychology (3)
- PSY 336 - Social Psychology (3)
- PSY 344 - Memory & Cognition (3)
- PSY 346 - Multicultural Psychology (3)
- PSY 348 - Psychology of Gender (3)
- PSY 365 - Psychology of Personality (3)
- PSY 416 - Abnormal Psychology (3)
- SOC 230 - Social Problems (3)
- SOC 288 - Deviance (3)
- SOC 312 - Juvenile Delinquency (3)
- SOC 318 - Sociology of Health & Health Care (3)
- SOC 324 - Race & Nationality (3)
- SOC 336 - Social Psychology (3)
- SOC 355 - Applied Psychology & Sociology (0-1)
- SOC 366 - Marriage & Family Relationships (3)
- SOC 370 - Social Stratification (3)

Complete one of the following cognate courses:

- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- ECO 303 - Intermediate Macroeconomics (3)
- ECO 304 - Intermediate Microeconomics (3)
- ECO 307 - Money & Banking (3)
- ECO 308 - Public Finance (3)
- ECO 309 - Environmental Economics (3)
- ECO 315 - Economic Thought (3)
- ECO 329 - Health Care Economics (3)
- ECO 330 - Economic Development (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade & Finance (3)
- ECO 421 - Economics Internship (0-12)
- ECO 495 - Seminar in Economics (3)
- GEG 112 - Physical Geography (3)
- GEG 320 - Local & Global Food Systems (3)
- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 305 - Recent History of the United States (3)
- HIS 306 - U.S. Interwar Years (3)
- INT 101 - Global Issues (3)
- PHI 337 - Political Thought (3)

- PSI 101 - American Politics (3)
- PSI 105 - Comparative Governments (3)
- PSI 215 - Politics of the Developing World (3)
- PSI 216 - Public Opinion & Citizen Action (3)
- PSI 234 - Legislative & Executive Behavior (3)
- PSI 327 - Globalization & Transnationalism (3)
- PSI 328 - Constitutional Law (3)
- PSI 329 - The U.S. Revolutionary Era (3)
- PSI 340 - The United States & Latin America (3)
- PSI 342 - The United States & the Middle East (3)
- PSY 216 - Public Opinion & Citizen Action (3)
- SOC 215 - Intro to Criminology (3)
- SOC 230 - Social Problems (3)
- SOC 405 - Complex Organizations (3)

Pre-Optometry emphasis

Complete the following Science courses:

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy & Phys I (4) and
  - BIO 216 - Human Anat & Phy II (4) OR
- BIO 355 - Human Anatomy (4) and
  - BIO 356 - Human Physiology (4)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 330 - Biochemistry I (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

Complete the following cognate courses:

- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Devlpment (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- BIO 295 - Biostatistics (3)
- MTH 235 - Calculus (4)

Pre-Pharmacy emphasis

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 - Energy Life: Cells to Ecosystems (3)
- BIO 112 - Info Life: Genetics to Evolution (3)
- BIO 215 - Human Anat & Physiology I (4) and
  - BIO 216 - Hmn Anat & Phys II (4) OR
- BIO 355 - Human Anatomy (4) and
  - BIO 356 - Human Physiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 330 - Biochemistry I (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4) or
  - CHM 303 - Analytical Chemistry (4)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- CMS 210 - Public Speaking (3)
- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Develpmnt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- MTH 235 - Calculus (4)
- BIO 295 - Biostatistics (3)
- ECO 203 - Macroeconomics & Literacy (3) or
  - ECO 204 - Microeconomics & Bus (3)

Pre-Physician Assistant emphasis

Special Program Requirement: Science and math courses must be completed within 5 years of graduation to count toward the major

- BIO 110 - Inq Lab: Intro to Biol Investigatn (3)
- BIO 111 – Energy Life: Cells to Ecosystems (3)
- BIO 112 – Info Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy & Phys I (4) and
  - BIO 216 - Humn Anat & Phys II (4) OR
- BIO 355 - Human Anatomy (4) and
  - BIO 356 - Human Physiology (4)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 330 - Biochemistry I (4)
- HSI 212 - Medical Terminology (3)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Develpmnt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- PSY 416 - Abnormal Psychology (3)
- MTH 108 - Modeling & Applications (3) or
  - MTH 235 - Calculus (4)
- BIO 295 - Biostatistics (3)

Minor requirement for emphases:

All emphasis, except Nursing, require students to acquire one minor. Although not required, a second major would satisfy the minor requirement for this degree.

**Students with an earned associates degree, diploma, or certificate of a minimum of 18 credits will have the minor requirement waived and HSI 110.*

Health Sciences - Non Residential

Offered Online

Mission Statement

Doane University's Bachelor of Science in Health Sciences mission is to provide an exceptional liberal arts education to prepare graduates to graciously lead through the development of innovative inquiry, personal values, and professional engagement as a committed member of the interprofessional team. Health Sciences exposes students to multiple aspects of health care, which prepares graduates for a variety of health professions such as community health, public health, patient care advocate, or pharmacy sales representative and/or continuing education for advanced health profession degrees.

Student Learning Outcomes:

As a result of completing the Health Science program with a Pre-Professional Emphasis, students will be able to:

1. Integrate knowledge from liberal arts education and principles of biological, physical, and social sciences to the study and interpretation of human health and disease.
2. Apply critical thinking and innovative problem solving skills in health sciences.
3. Demonstrate scientific inquiry and basic research skills through classroom, laboratory, and experiential learning.
4. Analyze roles, systems, and emerging issues as they pertain to the ethical and legal responsibilities in health sciences.

Requirements for the Health Sciences Major:

Complete 1 or 2

Option 1

Complete the following courses:

- HSI 110 - Exploring Health Care (3) *
- HSI 210 - Curr & Emerging Iss Health Care (3)
- HSI 312 - Experiences in Health Care (3)
- HSI 440 - Senior Seminar (2)

Complete one of the following emphases:

Pre-Dental emphasis

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 215 - Human Anat & Physiology I (4) and
  - BIOX 216 - Hmn Anat & Phys II (4) OR
- BIOX 323 - Human Anatomy Hlth Prof (4) and
  - BIOX 324 - Human Phys Hlth Prof (4)
- BIOX 333 - Microbiology for Health Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 126 - General Chemistry II (4)
- CHMX 205 - Organic Chemistry I (4)
- CHMX 206 - Organic Chemistry II (4)
- PHYX 107 - Introductory Physics I (4)
- PHYX 108 - Introductory Physics II (4)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)

Pre-Medicine emphasis

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 333 - Microbiology for Health Prof (4)
- BIOX 324 - Human Physiology for Hlth Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 126 - General Chemistry II (4)
- CHMX 205 - Organic Chemistry I (4)
- CHMX 206 - Organic Chemistry II (4)
- CHMX 330 - Biochemistry I (4)
- PHYX 107 - Introductory Physics I (4)
- PHYX 108 - Introductory Physics II (4)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- PSY 117 - Intro to Psychology (3)
- SOC 109 - Intro to Sociology (3)
- MTH 235 - Calculus (4) or
  - BIO 295 - Biostatistics (3)

Pre-Nursing emphasis

Special Program Requirement: Science and math courses must be completed within 5 years of graduation to count toward the major

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 215 - Human Anat & Physiology I (4) and
  - BIOX 216 - Hmn Anat & Phys II (4) OR
- BIOX 323 - Human Anatomy Hlth Prof (4) and
  - BIOX 324 - Human Phys Hlth Prof (4)
- BIOX 219 - Pathophysiology (3)
- BIOX 333 - Microbiology for Health Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 260 - Pharmacology (3)
- HHP 209 - Nutrition (3)
- HSI 212 - Medical Terminology (3)

Complete the following cognate courses:

- ENG 101 - Eng Comp I: The Writing Sem (3)
- ENG 102 - Eng Comp II: Writing in Context (3)
- CMS 210 - Public Speaking (3)
- IDS 206 - Intro to Research (3)
- PRE 111 - Ethics (3)
- PSY 117 - Intro to Psychology (3)
- PSY 259 - Lifespan Development (3)
- SOC 109 - Intro to Sociology (3)
- SOC 324 - Race & Nationality (3)
- MTH 125 - Precalculus (4)
- ECO 215 - Business Stats for Econ & Bus (3) or
  - SI 217 - Applied Stats for Social Sci (3)
- HSI 325 - Research for Health Sciences & Human Performance (3)

Complete one of the following cognate courses:

- EDU 338 - Children, Youth & the Family (3)
- EDC 201 - Intro to Early Childhood Educ (3)
- HSC 201 - Intro to Health & Society (3)
- HSC 205 - Prin of Environmntl Public Hlth (3)
- PSY 219 - Addiction (3)
- PSY 230 - Social Problems (3)
- PSY 255 - Child & Adolescent Development (3)
- PSY 256 - Adult Development (3)
- PSY 305 - Principls of Behavior Modification (3)
- PSY 310 - Human Sexuality (3)
- PSY 314 - Physiological Psychology (3)
- PSY 336 - Social Psychology (3)
- PSY 344 - Memory & Cognition (3)
- PSY 346 - Multicultural Psychology (3)
- PSY 348 - Psychology of Gender (3)
- PSY 365 - Psychology of Personality (3)
- PSY 416 - Abnormal Psychology (3)
- SOC 230 - Social Problems (3)
- SOC 288 - Deviance (3)
- SOC 312 - Juvenile Delinquency (3)
- SOC 318 - Sociology of Hlth & Health Care (3)
- SOC 324 - Race & Nationality (3)
- SOC 336 - Social Psychology (3)
- SOC 355 - Appld Psychology & Sociology (0-1)
- SOC 366 - Marriage & Family Relationships (3)
- SOC 370 - Social Stratification (3)

Complete one of the following cognate courses:

- ECO 203 - Macroeconomics & Literacy (3)
- ECO 204 - Microeconomics & Business (3)
- ECO 303 - Intermediate Macroeconomics (3)
- ECO 304 - Intermediate Microeconomics (3)
- ECO 307 - Money & Banking (3)
- ECO 308 - Public Finance (3)
- ECO 309 - Environmental Economics (3)
- ECO 315 - Economic Thought (3)
- ECO 329 - Health Care Economics (3)
- ECO 330 - Economic Development (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade & Finance (3)
- ECO 421 - Economics Internship (0-12)
- ECO 495 - Seminar in Economics (3)
- GEG 112 - Physical Geography (3)
- GEG 320 - Local & Global Food Systems (3)
- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- HIS 305 - Recent Hist of the United States (3)
- HIS 306 - U.S. Interwar Years (3)
- INT 101 - Global Issues (3)
- PHI 337 - Political Thought (3)
- PSI 101 - American Politics (3)
- PSI 105 - Comparative Governments (3)
- PSI 215 - Politics of the Developing World (3)
- PSI 216 - Public Opinion & Citizen Action (3)
- PSI 234 - Legislative & Executive Behavior (3)
- PSI 327 - Globalization & Transnationalism (3)
- PSI 328 - Constitutional Law (3)
- PSI 329 - The U.S. Revolutionary Era (3)
- PSI 340 - United States & Latin America (3)
- PSI 342 - The United States & Middle East (3)
- PSY 216 - Public Opinion & Citizen Action (3)
- SOC 215 - Intro to Criminology (3)
- SOC 230 - Social Problems (3)
- SOC 405 - Complex Organizations (3)

Pre-Optometry emphasis

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 215 - Human Anat & Physiology I (4) and
  - BIOX 216 - Hmn Anat & Phys II (4) OR
- BIOX 323 - Human Anat for Health Prof (4) and
  - BIOX 324 - Hmn Phys for Hlth Prof (4)
- BIOX 333 - Microbiology for Health Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 126 - General Chemistry II (4)
- CHMX 205 - Organic Chemistry I (4)
- CHMX 206 - Organic Chemistry II (4)
- CHMX 330 - Biochemistry I (4)
- PHYX 107 - Introductory Physics I (4)
- PHYX 108 - Introductory Physics II (4)

Complete the following cognate courses:

- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Dev (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- BIO 295 - Biostatistics (3)
- MTH 235 - Calculus (4)

Pre-Pharmacy emphasis

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 215 - Hmn Anat & Physlgy I (4) and
  - BIOX 216 - Hmn Anat & Phys II (4) OR
- BIOX 323 - Hmn Anat Hlth Professions (4) and
  - BIOX 324 - Hmn Phys Health Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 126 - General Chemistry II (4)
- CHMX 205 - Organic Chemistry I (4)
- CHMX 206 - Organic Chemistry II (4)
- CHMX 330 - Biochemistry I (4)
- PHYX 107 - Introductory Physics I (4)
- PHYX 108 - Introductory Physics II (4) or
  - CHM 303 - Analytical Chemistry (4)

Complete the following cognate courses:

- ENG 101 - English Comp I: The Writ Sem (3)
- ENG 102 - English Comp II: Writ Context (3)
- CMS 210 - Public Speaking (3)
- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Developmt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- MTH 235 - Calculus (4)
- BIO 295 - Biostatistics (3)
- ECO 203 - Macroeconomics & Literacy (3) or
  - ECO 204 - Microeconomics & Bus (3)

Pre-Physician Assistant emphasis

Special Program Requirement: Science and math courses must be completed within 5 years of graduation to count toward the major

Complete the following Science courses:

- BIOX 125 - Biology I (4)
- BIOX 126 - Biology II (4)
- BIOX 215 - Hmn Anat & Physiology I (4) and
  - BIOX 216 - Hmn Anat & Phys II (4) OR
- BIOX 323 - Hmn Anat for Health Prof (4) and
  - BIOX 324 - Human Phys Hlth Prof (4)
- BIOX 333 - Microbiology for Health Prof (4)
- CHMX 125 - General Chemistry I (4)
- CHMX 126 - General Chemistry II (4)
- CHMX 205 - Organic Chemistry I (4)
- CHMX 206 - Organic Chemistry II (4)
- CHMX 330 - Biochemistry I (4)
- HSI 212 - Medical Terminology (3)

Complete the following cognate courses:

- ENG 101 - English Comp I: Writing Sem (3)
- ENG 102 - English Comp II: Writ in Context (3)
- PSY 117 - Intro to Psychology (3)
- PSY 255 - Child & Adolescent Developmt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- PSY 416 - Abnormal Psychology (3)
- MTH 108 - Modeling & Applications (3) or
  - MTH 235 - Calculus (4)
- BIO 295 - Biostatistics (3)

Minor requirement for emphases:

All emphasis, except Nursing, require students to acquire one minor. Although not required, a second major would satisfy the minor requirement for this degree.

**Students with an earned associates degree, diploma, or certificate of a minimum of 18 credits will have the minor requirement waived and HSI 110.*

Option 2: Leadership

- ECO 215 - Business Stats for Econ & Bus (3)
- BUS 242 - Management (3)
- BUS 315 - Organizational Behavior (3)
- BUS 415 - Leadership in Organizations (3)
- ECO 329 - Health Care Economics (3)
- HSI 220 - Cultural Aspects of Hlth & Illness (3)
- HSI 305 - Personal Ldrshp Development I (1)
- HSI 306 - Personal Ldrshp Development II (1)
- HSI 307 - Personal Ldrshp Development III (1)
- HSI 315 - Health Care Policy in the US (3)
- HSI 330 - Health Care Information Systems (3)
- HSI 410 - Curr & Emerging Issues Hlth Sci (3)
- HSI 416 - Ldrshp in Professional Practice (3)
- HSI 430 - Legal & Ethical Issues Hlth Care (3)
- IDS 206 - Intro to Research (3)

Complete the following cognate courses:

- ECO 203 - Macroeconomics & Literacy (3)

Prerequisites:

- CMS 210 - Public Speaking (3)
- ENG 101 - English Comp I: Writing Sem (3)
- HHP 209 - Nutrition (3)
- PSY 259 - Lifespan Development (3)
- SOC 109 - Intro to Sociology (3)

Also complete a minimum of 16 credits from at least two of these areas: biology, chemistry, physics

Strength and Conditioning Minor

- HHP 106 - CPR, First Aid & First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 330 - Prin of Strength & Conditioning (3)
- HHP 340 - Wght Trng: Exercis Tech & Trng (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appld Biomechanics (3)

Courses of Instruction

Accounting

ACC 103 - Financial Accounting (3)

An introduction to accounting, the language of business, for service and merchandising corporations. Upon completion of this course, students will be able to: a) Understand and use the accounting equation; b) Prepare and understand basic financial statements; c) Complete all steps of the accounting cycle; d) Account for merchandising transactions; e) Account for inventory, cash, receivables, plant assets & intangibles, current liabilities, payroll and corporate equity.

ACC 104 - Managerial Accounting (3)

Prerequisite: ACC 103 with a minimum grade of C-. An introduction to the use of accounting data by managers in directing the internal affairs of organizations. Topics include types of cost accounting systems, cost-volume-profit analysis, budgeting, decision making and performance evaluation techniques. Upon completion of this course, students will be able to: a) Identify types of costs and their behavior; b) Employ cost accounting systems, such as job order, process and activity-based costing; c) Perform cost-volume-profit analysis; d) Use relevant cost data to make short-term and long-term decisions; e) Prepare various types of budgets and resulting variances.

ACC 231 - Intermediate Accounting I (3)

Prerequisite: ACC 104 with a C- or higher, or permission. A study of accounting theory and procedure resulting in the preparation of financial statements of corporations. Additional topics include: time value of money; cash and receivables; inventory measurement and flow assumptions; acquisition and disposal of long-term assets; depreciation; and measurement and reporting of intangibles. Upon completion of this course, students will be able to: a) Understand the concepts of accrual accounting and Generally Accepted Accounting Principles; b) Perform all steps of the accounting cycle, with emphasis on adjustments; c) Construct and analyze the Balance Sheet and Income Statement; d) Account for the following asset groupings on the balance sheet: cash, receivables, inventories, and long-term assets.

ACC 232 - Intermediate Accounting II (3)

Prerequisite: ACC 231 with a C- or higher, or permission. A continuation of the study of accounting theory and procedure resulting in the preparation of financial statements of corporations. This course will focus on the liability and equity accounts of a corporation, including current liabilities, bonds payable, leases, stock options, dividends and share buybacks. In addition, accounting for income taxes and earnings per share will be examined, along with the cash flow statements. Upon completion of these courses, students will be able to: a) record, classify, compute and present current and long-term liabilities; b) record, classify, compute and present transactions related to equity, such as stock options, dividends and treasury stock; c) organize data to construct a Cash Flow Statement; d) compute earnings per share amounts.

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

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

ACC 290/390/490 - Directed Studies (1-3)

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

ACC 315 - Tax Accounting I (3)

Prerequisite: Junior standing. This course introduces the general theory and procedures of federal income taxation and studies the application of tax laws regarding individual taxpayers. Upon completion of this course, students will be able to: a) describe and identify the determinants of taxable income under US tax laws regarding individual taxpayers; b) identify permitted statutory exclusions and deductions under US tax laws regarding individual taxpayers; c) analyze various tax situations and recognize the income tax ramifications.

ACC 331 - Advanced Accounting I (3)

Prerequisite: ACC 232 with a C- or higher, or permission. This course focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for: 1) combined, consolidated financial statements; b) multinational accounting issues, including foreign currency transactions; c) partnerships. Upon successful completion of this course, students will be able: a) combine and consolidate the financial statements of two entities; b) analyze and record partnership transactions; c) account for transactions in a foreign currency.

ACC 335 - Managerial Cost Accounting (3)

Prerequisite: ACC 104 with a C- or higher, or permission. 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 of this course, students will be able to: a) Identify, estimate, and analyze costs and cost behavior; b) Apply differential analysis to pricing and production decisions; c) Assign costs and differentiate among the following systems: Job order, Process, Activity-based; d) Apply activity-based cost management and business unit performance to improve operations & evaluate performance; e) Prepare and interpret budgets and variances.

ACC 411 - Systems/Applied Accounting (3)

Prerequisite: ACC 232 with a C- or higher, or permission. This course is a study of the fundamentals of the accounting information system and how it functions in the organization. Upon complete of this course, students will be able to: a) Explain the purpose and importance of an accounting information system; b) Identify and illustrate the collection and processing of accounting data in an accounting information system; c) Describe why information technology is important to accounting and auditing; e) Perform basic business processes using an accounting software package.

ACC 415 - Tax Accounting II (3)
Prerequisites: ACC 232 and ACC 315, each with a C- or higher, or permission. This course provides basic instruction in tax laws used in preparing taxes for partnerships, "C" corporations, "Subchapter "S" corporations and limited liability companies (LLC). Upon completion of this course, students will be able to: a) identify the fundamental differences in tax characteristics across entity types; b) explain the tax advantages and disadvantages across entity types; c) compute taxable income under various entity types; d) analyze various tax situations and recognize the income tax ramifications.

ACC 421 - Accounting Internship (0-12)
See page 47 for course description.

ACC 427 - Auditing (3)
Prerequisite: ACC 232 with a C- or higher, or permission. This course is a study of the basic concepts underlying an audit of financial statements and how to apply those concepts to an audit. Upon completion of this course, students will be able to: a) demonstrate an understanding of the purpose of an audit and the value an audit provides; b) define, identify and describe the three concepts that underlie the audit process; c) apply the concepts of materiality, audit risk and evidence to the audit; d) describe required audit reports and other assurance services.

ACC 430 - Becoming Certified as an Accounting Professional (3)
Prerequisite: Senior accounting major. An in-depth introduction to the skills/topics necessary to pass the CPA Exam, including discussion of the topics covered in each of the four sections of the CPA Exam (and the Ethics Exam required upon completion of the CPA Exam). In addition to an overview of the entire CPA Exam content area, one specific section of the CPA Exam will be covered in-depth to prepare the students to sit for that part of the Exam shortly after graduation. In addition to the in-depth CPA Exam preparation, students will also explore the wide variety of accounting certifications available to accounting professionals (e.g., CPA, CMA, CIA, Cr.FA, PFS, CFP, CFA, CFM, CFE, CISA, CGFM, GVA, HFMA, CBA, ABV, CVA, etc.).
Upon successful completion of this course, students will: a) be familiar with various certifications available to accountants; b) understand the specific topic areas and skills that will be necessary for passing each part of the CPA Exam, plus the Ethics Exam; c) develop a specific plan/strategy to study for and pass the Exam in terms of both timing of each section and content coverage; d) develop the independent study habits/discipline necessary to successfully pass required certification exams (CPA and others); e) study in-depth for the FAR section of the Exam with the intent to achieve sufficient mastery of the material to sit for that part of the Exam shortly after graduation; f) complete the CPA Exam application, including assembly of all required documentation of credentials. Graded as pass/fail.

ACC 435 - Governmental and Not-For-Profit Accounting (3)
Prerequisite: ACC 232 with a C- or higher, or permission. A study of the specialized accounting principles applicable to state and local governments and not for profit organizations with an emphasis on fund accounting principles. Upon completion of this course, students will be able to: a) compare and contrast financial reporting objectives of governmental and other not for profit (NFP) organizations to those of commercial organizations; b) explain and apply the modified accrual basis of accounting used by state and local governments; c) analyze the theory and purpose of fund accounting and its associated principles and apply those principles to record transactions of state and local governments and other NFP profit organizations; d) describe the types of funds used by governments and NFP organizations, and compile the basic government and fund statements.

ACC 496 - Senior Seminar (3)
Prerequisite/Corequisite: IDS 206. Prerequisites: ACC 331, senior standing, C- or higher for all accounting courses completed, and permission. This course explores the public accounting profession and its requirements for entry: experience, education and examination. In addition, current topics related to the profession will be addressed. At the end of the course, students will be able to: a) describe significant rules and regulations of the Nebraska State Board of Public Accountancy; b) identify the sections and topics of the CPA Exam and develop a study plan to successfully complete the exam; c) identify various career options in accounting; d) discuss current trends in the public accounting profession.

Activities
ATV 108 - Doane Dance Team (0-1)
ATV 109 - Doane Cheerleading (0-1)
ATV 151 - Intercollegiate Football (0-1)
ATV 152 - Intercollegiate Track and Field (0-1)
ATV 153 - Intercollegiate Basketball (0-1)
ATV 154 - Intercollegiate Baseball (0-1)
ATV 155 - Intercollegiate Cross Country (0-1)
ATV 158 - Intercollegiate Golf (0-1)
ATV 159 - Intercollegiate Volleyball (0-1)
ATV 162 - Intercollegiate Tennis (0-1)
ATV 163 - Intercollegiate Softball (0-1)
ATV 165 - Intercollegiate Soccer (0-1)
ATV 167 - Intercollegiate Wrestling (0-1)
ATV 168 - Intercollegiate Shotgun Sports (0-1)
Varsity Sports, taken for college credit, are offered to develop a healthy lifestyle through physical activity in competitive sports. The student must actively participate to be eligible for credit. A maximum of six (6) ATV credits may be earned. **(Pass/Fail)**

Agribusiness

AGR 100 - Introduction to Agribusiness (3)

This course introduces agribusiness management principles and how firms operate and make decisions in domestic and international agri-food markets. The course focuses on how firms can be successful in the current competitive and vertically integrated agricultural industry and how different agribusiness management skills help firms accomplish specific goals. At the completion of this course, students will be able to: a) understand principles of agribusiness management and apply them to the current issues in the agri-food system; b) learn how firms and organizations are planning, making decisions, organizing, leading, and managing in agribusiness; c) identify how agribusiness management functions and strategies help firms to maximize profits by using limited resources efficiently; d) explain the domestic and local implications of globalization and international trade in agribusiness.

AGR 215 - Applied Agricultural Technology and Data Analysis (3)

Precision agriculture relies heavily on technology in all aspects of agricultural production. This technology gathers vast amounts of information and data which agricultural professionals are often required to understand, analyze, and interpret. Successful data analysis helps producers frame problems, make comparisons, forecast outcomes, and make decisions. At the completion of the course students will be able to: a) understand the value of information collected through technology; b) examine data cleaning and modeling concepts; c) interpret the results of data analysis; d) present agricultural data results for forecasting and decision making.

AGR 220 - Agricultural Economics (3)

This course focuses on behaviors and interactions in the agribusiness marketplace, and explores trends impacting consumption and production, as well as the subsequent impact on profitability. Basic economic principles such as supply and demand, competition, government intervention, and consumer decision-making will be discussed. At the completion of the course, students will be able to: a) explain various factors that impact the agricultural commodity market; b) apply and differentiate supply-side economics and demand-side economics to various commodity market scenarios; c) discuss how consumers, producers, the government, the environment, and world trade are interconnected in agribusiness economics and policy; d) evaluate how economic factors impact agricultural consumption and production, as well as all aspects of the food supply chain.

AGR 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.

AGR 290/390/490 - Directed Study (1-3)

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

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. At the completion of this course, students will be able to: a) apply economic principles to problems encountered in agribusiness; b) utilize advanced tools to assist agribusinesses in managing risks; c) use critical thinking and problem-solving skills when analyzing economic policy solutions to agriculture and food issues; d) demonstrate a practical understanding of the application of futures and options.

AGR 310 - Agricultural Law & Policy (3)

This course examines legal and public policy challenges encountered by managers of diverse agribusinesses. Students will be presented with current topics that will allow them to discern and apply various local, state, and federal laws as well as concerns raised by the public. Through analysis of actual situations, students will interpret the impact of the various laws and policies studied. At the completion of this course, students will be able to: a) examine how farm programs and international trade play an important role in agribusiness; b) discover how state and federal law impacts agribusiness; c) determine how agribusinesses can utilize laws and policies to manage risk, and; d) explore consumer attitudes about agricultural products and practices.

AGR 315 - Advanced Agricultural Technology and Data Analytics (3)

Prerequisite(s): AGR 215. This course focuses on the use of technology in agribusiness with a specific emphasis on crop and livestock production situations. Computer applications will be covered accessing internet information, telecommunication applications, drones, basic web page design, and other software applications appropriate to agribusiness. Upon completion of this course, students will be able to: a) describe current and emerging technologies employed in agribusiness production; b) explore how technology is currently employed to gather data; c) understand how data is converted to information and is utilized in the agribusiness decision making process; d) evaluate current topics and trends in the use of 4 technologies and data gathering in agribusiness.

AGR 325 - Agribusiness Sustainability (3)

This course is an introduction to how economic factors impact the sustainability of global food production and agribusiness. The course will devote significant time covering the fundamental principles of agribusiness and how sustainability issues will impact the economic sustainability of agribusiness currently and into the future. At the completion of this course, students will be able to: a) determine the environmental impacts of agribusiness decisions; b) analyze global issues that have an economic impact on agricultural development; c) evaluate the influence of diverse opinions that various stakeholders have on agribusiness sustainability; d) calculate the monetary impact that changes in agricultural production will have on agribusiness profitability.

AGR 420 - Agricultural Finance (3)

Prerequisites: BUS 226; and be senior status, or by permission. 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. Throughout the course, students will apply effective leadership, management, and critical thinking skills. Upon completion of this course, students will be able to: a) conduct financial planning and feasibility analyses to gain a deeper understanding of the relationship between production, profitability, and technology adoption; b) read and interpret financial statements; c) evaluate capital structure, leverage, and financial risk; d) understand credit risk assessment; e) analyze ownership and leasing options for real and personal property; f) explore financial trends in agriculture.

AGR 421 - Agribusiness Internship (0-12)

See page 47 for course description.

AGR 430 - Advanced Agribusiness Management (3)

Prerequisite(s): ECO 215; BUS 242; and be senior status, or by permission. This senior capstone course reviews management concepts, principles, and applications using analytical tools to develop a business strategy for a simulated company. Students will define the market, perform competitive marketing analysis, outline market assumptions and objectives, and perform a financial evaluation of the business strategy. At the completion of this course, students will be able to: a) justify strategic decisions made over the course of time for a simulated company; b) identify and comprehend complex agribusiness issues by analyzing financial statements; c) collect and use evidence to effectively analyze and resolve strategically relevant issues and problems; d) create and apply operational strategies for a simulated company; e) demonstrate enhanced critical thinking, communication, leadership, and teamwork skills.

Anthropology

ANT 308 - Cultural Anthropology (3)

(Cross-referenced with SOC 308.) An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society.

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 semester, 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. Not intended for art majors.

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 110 - Three-Dimensional Design (3)

Study of three-dimensional design using various materials such as paper, wire, plaster, tape, clay, and cardboard. Students will be able to construct three-dimensional sculptures from various materials using the principles and elements of design.

ART 204 - Western Art History I (3)

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

ART 209 - Sculpture (3)
Broad exploration in the techniques and methods of sculpture, carving, casting, construction, and modeling. Students will be able to construct numerous sculptures using various methods.

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 I (3)
Prerequisite: ART 107. An introductory printmaking course designed to acquaint students with non-toxic process in relief, intaglio and stencil. The course is designed for students beginning to explore the development of their visual vocabulary and image making process. Upon completion of the course, students will be able to demonstrate an understanding of various art historical and contemporary print concepts.

ART 214 - Beginning Painting (3)
A painting course that serves as an introduction to the fundamental concepts and competencies of oil painting. Students will learn composition, accuracy of color mixing, description of form and space as well as painting application techniques. The primary focus of subject matter will employ the method of direct observation or "from life" through the genre of still life painting.

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 231 - Ceramics Handbuilding (3)
In this beginning ceramics course, the student will be introduced to the nature and potential of clay as an art material. Various techniques used in forming ceramic objects will be explored. Students will develop an understanding of the various stages of the ceramic process. Students will be encouraged to explore ceramic art history, develop their own ideas and utilize the technical information taught in class to bring their ideas into a three-dimensional reality.

ART 232 - Ceramics Throwing (3)
Designing functional ceramic forms, throwing on the potter's wheel, glazing and firing are the primary focus in this ceramics course. The student should be developing his or her personal voice in clay through throwing and altering forms. The student will also be setting up, researching and solving problems in concept, form, surface, iconography, glaze, firing and self-expression in three personal series pieces.

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 the 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 services and software, and the skills required to utilize those functions and capabilities.

ART 235 - Color Theory and Application (3)
Prerequisite: ART 107. 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.

ART 240 - Introduction to Art Therapy (3)
This course will provide an introduction to the history and techniques of art therapy. Students will explore the creative process, developmental stages, and therapeutic effects of art making. Upon successful completion of the course, students will understand art therapy techniques, identify therapeutic effects, and have hands-on experience with a variety of media commonly used by art therapists.

ART 256 - Illustration (3)
Prerequisites: ART 107 and ART 207. 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.

ART 260 - Introduction to Professional Practices (1)
Prerequisites: ART 107, ART 110, ART 204 or ART 205, and ART 207, or permission. After the completion of first-year art courses, students will be required to pass a portfolio review assessment in order to continue and declare (or confirm) their major. Students will be instructed in preparing work for presentation by the instructors of the seminar. Students will learn how to professionally present their work, be encouraged to think critically about their work, and be required to write a brief self-assessment addressing their strengths and weaknesses and plans for further development. Graded as pass/fail.

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 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

ART 307 - Drawing II (3)
Prerequisite: ART 207. Advanced drawing with special emphasis given to maturing compositional concepts.

ART 311 - Printmaking II (3)
Prerequisites: ART 211, ART 107 and ART 211. An intermediate printmaking course designed for students to further develop non-toxic processes in relief, intaglio and stencil. The course is designed for further student development through the use of color print methods, strong concept and historical and contemporary art research. Students will produce a series of prints with a thematic focus.

ART 314 - Intermediate Painting (3)
Prerequisites: ART 107 and ART 214*.* Building on the skill acquired in ART 107 and ART 214, students will base their projects on personal concept. Various reading requirements broaden student's knowledge of contemporary artists with similar interests, artistic options and research for their projects. Each project requires a short artist statement. Weekly reflection papers deepen the students' experiences and create connections to other fields of study. The class culminates in a classroom show, an oral presentation, and an overarching artist statement.

ART 326 - Art in Elementary Schools (3)
Prerequisites: Elementary Education major and enrolled in professional term. A foundation of art education course exploring problems related to the teaching of art in the elementary (including early childhood K-3) and middle grades, emphasizing various materials and techniques, including fiber art, photography projects, printing, drawing and painting, and three-dimensional art.

ART 333 - Problems I: Ceramics (3)
Prerequisite: ART 232 or ART 231. Students will continue to work on mastering their skills in clay along with researching numerous glaze chemicals and materials used in ceramic glazes. In this advanced ceramics course, the student will begin to develop his or her voice in clay. The student will be setting up, researching and solving problems in concept, form, surface, iconography, glaze, firing and self-expression. Experimentation, research, and extensive ceramic production are vital to artistic growth. Students are required to develop a body of work reflecting a personal style and content that is worthy of exhibition.

ART 334 - Problems II: Ceramics (3)
Prerequisite: ART 333. Students will develop and research numerous clay bodies and the different methods of firing ceramics. In this advanced ceramics course, the student will continue to develop his or her voice in clay. The student should be setting up, researching and solving problems in concept, form, surface, iconography, glaze, firing and self-expression.

ART 343 - Instructional Methods for Teaching Secondary Art I (3)
This course starts with an introduction to the curriculum for 6th, 7th and 8th grade classes, moves into an exploration of classroom management techniques and cooperative learning strategies for middle school students. It will conclude with an examination of the curriculum and effective teaching strategies for high school students. Topics covered throughout course include: a) Characteristics of the middle school and high school student; b) Classroom management; c) Applying and sequentially building on the elements and principles of art; d) The development of a curriculum for foundation classes; e) Integration of technology and multicultural lessons; f) Developing rubrics to analyze student work; g) Safety issues in the classroom. Students will complete lesson plans for each grade level to include a demonstration project and a rubric.

ART 345 - Topics in Non-European Art History (3)
Prerequisite: ART 205. This course offers a survey of non-European cultures covering the areas of painting, drawing, sculpture, calligraphy, crafts and architecture. Native American, Islamic, Japanese and Chinese Art will rotate on a two year basis. Students will learn about different aesthetic preferences and uses of "art" objects, culture specific artistic techniques as well as culture specific religious traditions, concepts and rituals. Students will reflect on all of the above and how it changes their thinking about themselves and their own culture.

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.

ART 407 - Advanced Drawing (3)
Prerequisite: ART 307. Continued exploration of drawing problems with emphasis on developing a mature command of drawing techniques in a specialized medium.

ART 414 - Advanced Painting (3)
Prerequisites: ART 235 and ART 314. Students will work on deepening their concept and honing their skills in composing and executing their work. All work is based on the student's personal concept and research. The work is interdisciplinary and digitally recorded in an artist portfolio. The class culminates in a coherent body of work appropriate for exhibition, and oral presentation.

ART 421 - Art Internship (0-12)
See page 47 for course description.

ART 435 - Advanced Ceramics (3)
Prerequisite: ART 334. Students will create a body of work that is worthy of exhibition. In this course, the students will continue to develop their work. Students will set up, research and solve problems in concept, form, surface, iconography, glaze, firing, and self-expression.

ART 450 - Contemporary Art (3)
Prerequisite: ART 204 or ART 205. The history of contemporary art will be addressed in terms of its influence on culture and society. Students will become well versed in current movements, artists, and new media. This course will look at the ever-changing relationships between contemporary art and its viewers. Students will observe and learn to articulate how visual imagery works to serve and challenge contemporary society.

ART 460 - Advanced Professional Practices I (2)
Prerequisites: ART 107, ART 110, ART 207, ART 214, ART 231, ART 235, ART 260, and either ART 352 or ART 450. Students pursuing the Professional emphasis within the Art Major will take this course in their final fall semester. This course will begin preparation for a smooth transition from their undergraduate college career to their after-graduation plans. Upon successful completion of this course, the student will be able to articulate and contextualize his/her work within art history and the contemporary scene, will have received additional information on establishing themselves professionally, and will have researched and proposed work for a small group or solo exhibition (based upon Rall Gallery schedule availability). This proposal must be submitted by mid-term of his/her penultimate semester at Doane, and will serve as a contract with the dept. that the student will complete the proposed show. Finally, students will then undergo an end of semester critique by the art/design faculty and non-dept. faculty or professionals, of work related to the proposal.

ART 461 - Advanced Professional Practices II (1)
Prerequisites: ART 107, ART 110, ART 207, ART 214, ART 231, ART 235, ART 260, and either ART 352 or ART 450. In their final semester, students will work independently to research and develop work for the proposed gallery show, with the oversight of an advisor within each one's area of focus. This advisor will be declared in their fall proposal. All work for the gallery show is subject to review at a designated submission date, and must be of a professional caliber to receive the approval of the department by consensus, prior to installation. Upon successful completion of this course, students will have designed a web portfolio and CV, and exhibited practice-related work in the gallery as the culminating experience, meeting the specifics outlined in the proposal.

Students with the Art History emphasis will write a research paper in place of exhibiting work in the gallery. Students with the Liberal Arts emphasis are required to submit work to an All Senior Art Exhibition in May.

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)
Must be concurrently enrolled in AST 103. 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 for non-majors 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. Students completing this course will understand the basic theories of life and be prepared to critically evaluate reports of biology research that they encounter as informed citizens.

BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
This course will introduce students to the tools and approaches used in investigating biological problems, phenomena, questions, and ideas. Students will explore a broad topic area determined by the research interests of the faculty member. In small groups, teams will execute an independent investigation of this broad area based on their individual interests. Students will grow in their ability to ask scientific questions, design appropriate experiments to address these questions, collect relevant data and observations, and analyze the data effectively. Students will disseminate their findings in written and oral formats. Students will also develop skills in evaluating the merit of scientific work of other researchers.

BIO 111 - Energy of Life: Cells to Ecosystems (3)
Prerequisite: BIO 110 or concurrent enrollment or permission. This course will introduce students to concepts of energetics across various biological systems. Students will consider the roles of chemical gradients and bonds in energy acquisition

by living systems and conversion and storage of energy across biological scales from individual molecular interactions through whole ecosystem energy flow. Students will become familiar with the relationship between structure and function of biological molecules, organisms and ecosystems as they pertain to their roles in energy utilization.

BIO 112 - Information of Life: Genetics to Evolution (3)

Prerequisites: BIO 110 and BIO 111 or concurrent enrollment or permission. Information in biological systems is found in a variety of forms, ranging from the genetic code that determines protein structure at the cellular level to the species diversity of an ecosystem. Students will become familiar with the basic structure of nucleic acids and the processes involved in utilizing and regulating the flow of genetic information. Students will understand how evolutionary processes such as natural selection, genetic drift, and speciation contribute to information flow across biological scales.

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 202 - Biology Career Seminar (1)

Prerequisites: BIO 110, BIO 111, and BIO 112, or permission. In this seminar, students will investigate one or more biology related careers. Methods for investigation may include shadowing or interviewing a professional, writing a personal statement, and developing an academic program including a timeline for necessary coursework and required pre-professional examinations. Upon successful completion of this course, students will understand the pre-requisites of their potential careers and appreciate the expectations and demands that would be placed on them in those careers.

BIO 215 - Human Anatomy and Physiology I (4)

Prerequisite: BIO 101 or BIO 111 or BIO 112. A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses, students will have a solid foundation in human structure and function and be prepared for basic clinical course-work.

BIO 216 - Human Anatomy and Physiology II (4)

Prerequisite: BIO 101 or BIO 111 or BIO 112. 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.

BIO 219 - Pathophysiology (3)

Prerequisite: BIO 216. 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.

BIO 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.

BIO 290/390/490 - Directed Study (1-3)

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

BIO 295 - Biostatistics (3)

Prerequisites: Must have a C- or better in BIO 110 and BIO 111 (or BIO 112) or permission. An introductory course to the use of statistics and study designs in biology in preparation for BIO 495/496 Biology Research. Upon successful completion of this course, students will be able to design experimental, quasi-experimental and observational studies that will meet regulatory guidelines; collect, analyze, and interpret data using appropriate statistical tools; and submit their study for publication.

BIO 308 - Animal Behavior (3)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Questions concerning the behavior of individuals and populations are explored in a mechanistic and evolutionary context. The relationships of animal behavior studies to ecology, taxonomy, evolution, and genetics are investigated, as well as the anatomical and physiological basis of behavior. Upon successful completion of this course, students will develop an understanding of the behavior of animals in field and laboratory and will also become aware of the adaptive significance of behavior.

BIO 309 - Your Body, Your Health, Your Choices (3)

Prerequisite: BIO 101. 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.

BIO 316 - Introduction to Computational Biology (4)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Broad overview of computational biology/bioinformatics with a significant problem-solving component. Significant hands-on practice will include using computational tools to solve a variety of molecular biological problems and an introduction to the Python programming language. Topics may include: database searching, sequence alignment, gene prediction, RNA and protein structure prediction, construction of phylogenetic trees, comparative and functional genomics.

BIO 317 - Introduction to Immunology (3)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. People and other animals, constantly besieged by disease-causing microorganisms, are more often healthy than ill. This course introduces the student to the reasons for this relative state of good health: a complex array of organs (bone marrow, thymus, lymph nodes, etc.), cells (lymphocytes, macrophages, dendritic cells, etc.), and chemicals (antibodies, lymphokines, etc.) that constitute the immune system. Upon successful completion of this course, students will understand the structures and functions of the innate and acquired immune systems and the implications for health and disease.

BIO 326 - Comparative Anatomy (4)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. This course uses an evolutionary perspective to provide an overview of characteristics shared by all chordates and to examine modifications particular to individual classes and orders. Topics such as homology and analogy, adaptation, and the interplay between form and function are emphasized, supplemented by laboratory observations of representative organisms. Students successfully completing the course will understand how studies of chordate evolution may be addressed from an anatomical perspective and, in turn, how the anatomy of various chordate groups have been shaped by evolutionary processes. Students are expected to develop skills in identifying major anatomical structures and their functions, conducting dissections and other laboratory techniques, and applying appropriate terminology to structures, functions, organisms, and evolutionary processes.

BIO 331 - Cell Biology (3)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. As the smallest unit of living organisms, cells engage in a tremendous array of activities with the purposes of maintaining their boundaries; responding to and initiating communication and interaction with neighboring cells and environments; storing, maintaining, copying and sharing their genetic material; assembling and disassembling their cytoskeletons for structural support and movement; acquiring, converting, storing and using energy; and assembly and disassembly of complex biological molecules including proteins to carry out each of these cellular activities. Students taking cell biology will consider the systems and structures necessary for homeostasis, cellular activities and cell survival and the central role that cell biology research plays in life science discovery.

BIO 332 - Ecological Zoology (4)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Ecological Zoology is the study of strategies employed by species in the animal kingdom ranging from sponges to cheetahs to survive in their environment. These strategies involve complex interactions with both biotic and abiotic components of an ecosystem. This course uses animals to understand ecological interactions and the ecological interactions to understand animal biology. Students will learn basic zoological classification systems and how the ecology of an organism influences where an organism fits into this classification system. In addition, students will learn the basic tools used to sample and study animal populations with an emphasis on prairie and freshwater ecosystems. In the service learning portion of the lab, students will collect and analyze data for local environmental interests. Upon completion of this course, students will be able to identify and classify major groups of animals, identify animal guilds and discuss how species function in an ecosystem, recognize how the environment influences animal evolution, understand ecosystem process at all ecological scales (individual, population, community, ecosystem). In addition, students will be able to compile, analyze and interpret scientific lab experiments.

BIO 333 - Ecological Botany (4)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Ecological Botany is the study of strategies employed by species in the plant kingdom ranging from algae to flowering plants to survive in their environment. These strategies involve complex interactions with both biotic and abiotic components of an ecosystem. This course uses plants to understand ecological interactions and the ecological interactions to understand plant biology. Students will learn basic botanical classification systems and how the ecology of an organism influences where an organism fits into this classification system. In addition, students will learn the basic tools used to sample and study plant populations with an emphasis on prairie and freshwater ecosystems. In the service learning portion of the lab, students will collect and analyze data for local environmental interests. Upon completion of this course, students will be able to identify and classify major groups of plants, identify plant guilds and discuss how species function in an ecosystem, recognize how the environment influences plant evolution, understand ecosystem process at all ecological scales (individual, population, community, ecosystem). In addition, students will be able to compile, analyze, and interpret scientific lab experiments.

BIO 335 - Molecular Biology (4)

Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112, and CHM 205, or permission. The field of molecular biology explores the chemical and physical mechanisms that underlie genetic phenomena, from the organization and maintenance of the genome, the transmission and expression of genetic information, gene regulatory networks, molecular interactions of nucleic acids with each other and with proteins and how all of these activities govern cell structure and function. In this course, students will engage in a detailed study of varied aspects of molecular biology and have significant exposure to techniques used in molecular biology research.

BIO 337 - Wetlands Biology (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. This course provides an in-depth study of wetland ecosystems, including history, regulations, delineation, major types of wetland systems, hydrology, biogeochemical cycling, human impact and management of wetlands, and wetland creation and restoration. Particular emphasis will be placed on examination of and familiarization with Nebraska wetlands. Students will gain an understanding and appreciation of wetland function and the role wetlands play in the health of the environment on both local and global scales.

BIO 340 - Evolution (3)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Evolution is the unifying concept in biology. This course will cover the nature of science, selection process, micro and macro evolution, the theories surrounding the origins of life, and the evidence in the living and paleontological records. Students completing this class will be able to appreciate the breadth and application of evolution to their chosen fields, understand the mechanisms that drive evolution, and understand the diversity of life and our origins from a common ancestor.

BIO 343 - Climate Change Biology (3)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Human driven climate change from the burning of fossil fuels and other anthropogenic activities is having profound impacts across our biosphere. While much of the public attention is placed on rising temperatures of land and ocean, there is much less attention focused on the biological impacts of climate change. The most well known biological impact of climate change is bleaching of coral reefs, but other impacts such as altered species distributions and nutrient cycling also result from climate change. The objective of this course, Climate Change Biology, is meant to provide students with an opportunity to more clearly understand the wide-ranging biological impacts of climate change. Although students in this class will become familiar with the basic climatological phenomena and data surrounding climate change, the vast majority of the course will look to examine biological impacts of climate change. The students taking this course will understand how human driven climate change impacts biological systems across ecosystem types both terrestrial (phenology changes, species invasions, resource allocation) and marine (ocean acidification, coral bleaching, oceanic carbon sequestration, feeding relationship changes). Additionally, students in this course will understand the biological impacts of climate change from molecular to ecosystem and evolutionary scales. Students will examine how climate change biology is being studied by the scientific community by reading primary research literature.

BIO 345 - Conservation Biology (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Conservation Biology is a broad topic. In this class, we will address the issues that define conservation and the need for it. These issues range from ecosystem services, to marine fisheries, to biodiversity, to the economic impacts of climate change. We will address the complexities of conservation biology and how conservation activities can preserve biodiversity and impact human welfare. This course will also include a laboratory component where students will engage in a number of activities where students collect data related to conservation biology questions. These laboratory activities will range from conservation genetics, to mock global policy forums on climate change, to carbon sequestration on Doane's campus. Additionally, a major component of this class is devoted to Service-Learning where students conduct their own conservation project on campus by designing a pollinator garden.

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.

BIO 348 - Microbiology (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Microbiology introduces the student to the structure and function of prokaryotic life forms and relevant eukaryotic microbes. Topics addressed include diversity in habitat and metabolic capabilities, historical and current impacts (both positive and negative) on humans and human society, and control and evolution of medically relevant forms. Upon completion of this course, students will be competent in handling microorganisms in lab, understand the importance of microbes to the human state, understand how the metabolic diversity of microbes impacts the earth in its current form, understand that evolution is a central concept in biology, a concept that includes biodiversity, adaptability, change, survival, and mutagenesis, and how evolution fits into a study of microbiology.

BIO 349 - Infectious Diseases (3)
Prerequisite: BIO 348. This course addresses the historical and present day effects of infectious disease on human society, agriculture, and medical care. Issues of evolution of virulence mechanisms, biological organisms as terrorism weapons and bioterrorism preparedness, public health and disease, antibiotic use and overuse, common and not-so-common plague-causing organisms, vaccination, and more will be considered. Disease agents include bacteria, viruses, and selected eukaryotic pathogens. Students will achieve a solid understanding of the spread, control and cost of disease in the world today.

BIO 351 - Biology Research I (2)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Biology Research I is the biology student's introduction to formal research. Each student will select a topic, investigate it thoroughly in the primary scientific literature, identify a faculty research mentor, design experiments, and prepare a written proposal and oral presentation in a formal setting. Upon successful completion of this course, the student will have a proposal for their research project to be completed during the senior year in Biology Research II and III (BIO 495 and BIO 496).

BIO 352 - Genetics and Functional Genomics (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. Despite significant scientific advances that make it relatively easy to sequence an organism's entire genome, making sense of that information is a pressing need in medicine and agriculture. Complex diseases and traits involve many genes interacting with a changing environment over time. They cannot be easily understood using traditional genetic tools, which focus on understanding a single gene or a handful of genes and their functions. Functional genomics seeks to understand how an organism's complete set of genes contributes to its biological functions and phenotype. Functional genomics encompasses many sub disciplines such as bioinformatics, proteomics and metabolomics, statistical genetics, and systems biology, and it has the potential to help scientists revolutionize human health and agriculture by enabling prediction of phenotypes from genotypes. Students in this course will: describe how genome sequences are determined using DNA sequencing and genetic mapping approaches; review basic concepts of genetics and heritability and apply those concepts on a genome-wide scale, analyze expression of an organism's entire set of genes at the transcript, protein, and metabolite levels; understand and apply basic statistical approaches to find genetic regions responsible for a complex diseases and traits; and reflect on the ethical implications of this research. Students will explore these areas as they apply to relevant problems in human health and agriculture using fundamental mathematical and genetics concepts in addition to new skills gained in database utilization and computation.

BIO 355 - Human Anatomy (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. This is a detailed course in human anatomy and histology of major body systems. With the successful completion of this course, students will be able to identify the major organs, structures, and the major functions of each body system. They will understand how form leads to function and be able to predict the function of a structure or organ based on its histology and organization. Students will engage in learning these structures and their relationships to each other through anatomical models, histological preparations, and study of human cadavers. Through this investigation, students will be able to predict which organs or body systems are affected with disease or injury. Students will work collaboratively to learn the organization of the human body and will gain an appreciation of the intricacy and detail of the human body.

BIO 356 - Human Physiology (4)
Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 112, or permission. This course covers functional aspects of the human body from the cellular to the organ-system level. Students will learn the major physiology of body systems, including mechanisms and regulation of normal body functions and pathophysiological aspects of disease. Students will gain skills in measuring physiological outputs and will analyze these data to give meaningful interpretations of the physiological status of the body. Finally, students will gain an appreciation of the intricacy and detail of the human body, the importance of precision and accuracy in experimental work, and the value of collaborative learning

BIO 395 - Biomedical Research Seminar (0-1)
A seminar which will introduce students to current work in biomedical research. Specific topics will be selected by students and can include any research that has biomedical application. Students taking this seminar will learn how to read and present primary literature articles and to critically evaluate research results. This course cannot be used to fulfill any requirements for the major. Graded as pass/fail.

BIO 400 - Tutorial (1)
Prerequisite: Junior standing. An organized review of biology directed toward the advanced placement tests most majors take (GRE, MCAT, DAT, etc.). The course meets one hour per week. To pass the course, students must pass the departmental Comprehensive Examination and/or other departmental requirements given as part of the course.

BIO 401 - Professional School Application or Portfolio Review (0)
In this course, a student who intends to earn a Certificate of Pre-Health Career Preparation verifies that the requirement to submit an application to a professional school has been met. Alternatively, a student can petition the Health Professions Advisory Committee that sufficient progress toward application to professional school has been made at the time the course is taken. It is recommended that a student consults with the Health Professions Advisory Committee before enrolling in this course. Graded as pass/fail.

BIO 415 - Cadaver Dissection (2)
Prerequisite: BIO 355 or BIO 356. This course is an intensive study of human anatomy through small-group dissection of a human cadaver. Students successfully completing the course will be able to plan and execute the dissection of a human cadaver and will develop their anatomical understanding from a systematic to a more regional perspective. This advanced study of anatomy will help students gain skills and knowledge useful in pursuing medically related careers. Students are enrolled in this course by application to and election by the Biology Department.

BIO 421 - Biology Internship (0-12)
See page 47 for course description.

BIO 494 - Bioscience Research (2)
Prerequisites: BIO 351 (or CHM 351) and admission into teacher education program. A one-semester laboratory or field research project required of all biology majors seeking teacher certification in biology. Students will complete the research project they proposed in Biology Research I (BIO 351 or CHM 351). To successfully complete this course, students will conduct their scientific study by carrying out laboratory or field experiments, taking appropriate notes, analyzing their data, and presenting their findings in a written thesis and oral or poster presentation.

BIO 495 - Biology Research II (4)
Prerequisites: BIO 351 (or CHM 351 or EVS 351). A two-semester laboratory or field research project required of all biology majors. Students will complete the research project they proposed in Biology Research I (BIO 351, CHM 351 or EVS 351). To successfully complete this sequence of courses, students will conduct their scientific study by carrying out laboratory or field experiments, taking appropriate notes, analyzing their data, and presenting their findings in a written thesis and oral or poster presentation. This course will incorporate regular group (research team) meetings in order to foster collaboration among researchers.

BIO 496 - Biology Research III (3)
Prerequisite: BIO 351 (or CHM 351 or EVS 351). A two-semester laboratory or field research project required of all biology majors. Students will complete the research project they proposed in Biology Research I (BIO 351, CHM 351 or EVS 351). To successfully complete this sequence of courses, students will conduct their scientific study by carrying out laboratory or field experiments, taking appropriate notes, analyzing their data, and presenting their findings in a written thesis and oral or poster presentation. This course will incorporate regular group (research team) meetings in order to foster collaboration among researchers.

BIO 498 - Honors in Biology (1)
Prerequisites: Concurrent enrollment in BIO 496 and minimum GPA of 3.00 overall and in the natural sciences. Presentation of the Senior Research project at a professional scientific meeting such as that of the Nebraska Academy of Sciences. The presentation may either be oral or in a poster format.

BIOX 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.

BIOX 126 - Biology II (4)
Prerequisite: BIOX 125. 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.

BIOX 215 - Human Anatomy and Physiology I (4)
Prerequisite: BIOX 125. 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.

BIOX 216 - Human Anatomy and Physiology II (4)
Prerequisite: BIOX 125. 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.

BIOX 219 - Pathophysiology (3)
Prerequisite: BIOX 216. 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.

BIOX 323 - Human Anatomy for Health Professions (4)
Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIOL 125: Biology I, BIOL 126: Biology II or their equivalents. In this system-based, anatomy course, students will examine the foundations of basic human anatomy for every major organ system and the relationships between systems; categorize the major functions and significance of each system, particularly from the perspective of a future healthcare worker; compare the relevance of organ system features in wellness and pathology; and engage in the study of anatomy from a system-based approach. By the end of this course, students will be able to describe the major structures of the human body and their functions as part of the major organ systems.

BIOX 324 - Human Physiology for Health Professions (4)
Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIOL 125: Biology I, BIOL 126: Biology II or their equivalents. This course offers a systems-based approach to examine the processes that determine body function. An emphasis on shared cellular and molecular mechanisms underlying the functions of each organ system will allow in-depth explorations of the control processes that regulate them as well as applied inquiry in clinical and

pathological contexts, providing practical insight for future health professionals. At the conclusion of the course, students will be able to explain the basic components of systems physiology, particularly those associated with the neuromuscular, cardiovascular, respiratory, renal, and endocrine structure and function.

BIOX 333 - Microbiology for Health Professionals (4)

Prerequisite: BIOX 126. 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 heath 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.

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: a) demonstrate a basic understanding of business; b) define capitalism and explain the basics of how free markets work; c) discuss the forces that affect trading in global markets; d) define corporate social responsibility and its impact upon various stakeholders; e) discuss the importance of small business in the American economy. **This course is intended for non-business majors and does not count toward the Business Administration major.**

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 217 - Business Communications (3)

This course will build and improve students' ability to effectively and appropriately communicate in professional environments. Students will plan, organize, draft and revise written messages for the workplace to meet professional standards for usage, structure and format. Strategies for creating professional presentations including audience analysis, organization, and visual aids will be explained. The mechanics and etiquette associated with phone and video conferences will also be addressed. The topic of asking and answering questions appropriately in the workplace will also be covered. At the end of this course, students will be able to: a) produce professional written documents, including emails, business letters, and executive summaries; b) create and deliver professional presentations, facilitate phone and video conferences, and develop appropriate inquiry and response strategies.

BUS 226 - Finance (3)

Prerequisites: Sophomore standing or above, or with permission; ACC 103 required. Strongly recommended: ACC 104 and ECO 215. 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: a) use analytical and creative thought processes to analyze financial decisions; b) identify and understand the finance component of the business environment; c) identify and understand the relationship between the finance function and other functions in business; d) convey both simplistic and complex financial information using appropriate terminology and language, and presentation methodology; e) recognize ethical issues involved in various financial situations.

BUS 242 - Management (3)

Prerequisite: Sophomore standing or above, or with permission. 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: a) identify the four management functions and the related skills that ensure managerial success; b) explain the concept of organizational mission and its influence on strategic goal setting and planning; c) discuss the importance of leadership within organizations facing an ever-changing global business environment; d) discuss motivation theory and its link to organizational success; e) explain the process of organizational control.

BUS 250 - The Legal Environment of Business (3)

Prerequisite: Sophomore standing or permission, or with permission. A survey of topics related to the legal environment within which businesses and individuals must operate. Students will: a) 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; b) become familiar with specific legal terminology; c) practice the identification and analysis of professional and personal legal issues within the context of business.

BUS 251 - Introduction to Marketing (3)
An introduction to the adjustment of the firm to its market environment with emphasis on competitive strategy. Upon successful completion of this course, students should be able to: a) understand the concepts of value and relationships from the perspectives of customers, producers, and society; b) demonstrate an understanding of the power and importance of branding strategy related to creating brand equity; c) identify and evaluate the historical context of marketing eras and understand the relevancy and importance of each transition.

BUS 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.

BUS 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

BUS 301 - Consumer Behavior (3)
Prerequisite: BUS 251. (PSY 117 is recommended.) 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: a) understand the concept of consumer behavior from the perspectives of buying, using and disposing; b) study, practice and analyze various models of consumer decision making; c) evaluate methods of manipulating the environment in an effort to cause consumer behavior; d) learn how human needs, motives, personality, attitudes and other internal factors impact consumer behavior; e) practice models of consumer learning; f) explore how family, culture and subculture impact consumer behavior.

BUS 314 - Performance Management (3)
Prerequisite: BUS 242. Individual and team performance are directly linked to organizational outcomes. Therefore, the planning, evaluation, improvement and acknowledgement of performance within organizations must be continuously monitored and measured. This course will explore the knowledge and skills needed to design, implement, and administer effective performance management systems. Upon completion of this course, students will be able to: a) Develop an understanding of the principles of effective performance management; b) Learn how to decide on and communicate strategic performance goals and priorities; c) Create effective performance management policies and practices to improve organizational and employee performance; d) Reflect on a number of the tools that are critical to the success of the performance management process and know how to design them; e) Critically evaluate the effectiveness of performance management.

BUS 315 - Organizational Behavior (3)
Prerequisite: Junior standing or above, or with permission. (Cross-referenced with CMS 315.) 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: a) define the various theories included in the area of organizational behavior; b) identify and comprehend complex organizational behavior issues and problems; c) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues; d) apply the theoretical concepts of organizational behavior to simulated business situations.

BUS 324 - Promotions Management (3)
Prerequisite: BUS 251. 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: a) understand the strategic and tactical aspects of marketing communications; b) evaluate various marcom models; c) analyze many forms of promotion-from direct mail and newspaper ads to blogs and Facebook promotions; d) assess techniques for measuring advertising effectiveness; e) demonstrate creative techniques to bust through cluttered promotional media.

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

BUS 332 - 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.

BUS 345 - Business, Professional and Consumer Negotiations (3)
The study of theory, practice, and application related to negotiation and mediation in a business environment. Students develop the skills to work with parties to promote reconciliation, settlement, or compromise. Students completing this course will be able to: a) Recognize both mediation and negotiation theory; b) Employ negotiation tactics that result in win-win scenarios for both the negotiator and the client; c) Formulate preferred negotiation tactics, as well as increase overall recognition of negotiation tactics; d) Assess and apply which skills, reconciliation, settlement, or compromise will be best to implement in various situations.

BUS 346 - International Management (3)
Prerequisite: BUS 242. 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.

BUS 356 - Contemporary Issues in Marketing (3)

Prerequisite: BUS 251 or permission. This course provides opportunities to conduct in-depth analyses from a sales perspective of current and changing topics such as: electronic marketing, database marketing, social media, healthcare marketing, global marketing, entertainment and sports marketing, not-for-profit marketing, green marketing, ethnic marketing and loyalty clubs. Upon successful completion of the course, students will be able to: a) understand marketing theories which are timeless and relevant; b) recognize and evaluate contemporary issues facing marketers in today's dynamic marketplace; c) explain how contemporary marketing practice is emerging and being managed, its major opportunities, limitations, issues and risks; d) analyze existing literature to gain insight into selected current and future issues that will impact business and marketing; e) understand tools necessary to adapt opportunistically in fluid markets; f) recommend and compose responses to existing or potential marketing issues; g) discuss ways in which new technologies in marketing can improve and shape an organization's strategic advantage.

BUS 357 - International Marketing (3)

Prerequisite: BUS 251. 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: a) Become more globally aware; b) Build skills related to strategic planning and organizing for global markets; c) Explain and evaluate how products and services can be adapted to reflect international differences; d) Understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market.

BUS 365 - Ethics in a Business Environment (3)

Prerequisite: Junior standing or permission. 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.

BUS 394 - Investments (3)

Prerequisite: BUS 226. 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: a) identify and differentiate the characteristics of the most common financial securities and markets; b) apply financial tools and theories to measure risk and return associated with single securities as well as portfolios of securities; c) analyze risk and return factors that are relevant when making investment decisions.

BUS 415 - Leadership in Organizations (3)

(Cross-referenced with HRE 415.) A course designed to investigate attitudes and behaviors that 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)

Prerequisite: BUS 212. 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: a) explain the relationship of human resource strategy with overall organization strategy; b) describe how an organization's external and global environments directly and indirectly impact strategic human resource management decisions; c) elucidate strategies for effective recruitment, selection, and retention of employees; d) discuss ways to increase productivity through organizational restructuring, job design, and effective leadership; e) delineate the characteristics of a good disciplinary climate.

BUS 421 - Business Internship (0-12)

See page 47 for course description.

BUS 430 - Leading the Non-Profit Organization (3)

Prerequisites: Senior Standing or permission. An exploration of the leadership and management issues unique to non-profit organizations and the environmental factors that influence their operation. Students develop the knowledge and skills for fundraising, recruitment and development of staff, volunteers, and the deployment of staff and volunteers to achieve organizational objectives.

BUS 436 - Introduction to Project Management (3)

(Cross-referenced with BUS 636.) This course is an introduction to project management processes and knowledge areas. Upon completion of this course, students will understand project management, its relationship to other management disciplines, and the role of the project manager. Students will learn project management processes and the inputs and outputs of project management knowledge areas and will understand the relationships among project management processes and knowledge areas.

BUS 445 - Financial Institutions Management (3)

Prerequisite: BUS 226; ECO 307 strongly recommended. 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: a) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; b) critically examine and analyze the business of banking and the role of government regulation of the banking industry; c) understand the structure of global financial markets; d) increase their understanding of several categories of financial institutions.

BUS 453 - Marketing Communications Campaigns (3)

Prerequisites: BUS 251 and BUS 324. A comprehensive course requiring application of marketing communication knowledge and skills to solve marketing problems. Students will create, from a managerial perspective, a comprehensive Integrated Marketing Communication (IMC) plan for a client. At the conclusion of the course, students will present a formal presentation to the client. There will be few formal lectures. Conceptual thinking and practice will be emphasized. Upon completion of this course, students will be able to: a) create, produce, and evaluate an IMC campaign in the context of a real business; b) develop, execute and apply basic primary and secondary communications research; c) analyze client product/brand information and data; d) work within a team environment; e) develop appropriate marketing, creative, and promotional strategies; f) develop prototype creative materials; g) develop a comprehensive written communications plans book; h) present a communications plan to client management; i) understand the problems inherent in working with clients; j) understand job responsibilities in the marketing industry.

BUS 455 - Applied Management (3)

Prerequisite: BUS 242 and Junior standing. This course allows students and/or student teams to develop, with the guidance of the course instructor, an intervention designed to address issues experienced by local small businesses and or non-profit organizations. If applicable, potential clients will be acquired by the responsible faculty. 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.

BUS 460 - Advanced Financial Management (3)

Prerequisite: BUS 226 and BUS 394. An in-depth examination of financial theory in the management of domestic and multi-national corporations. Emphasis is placed upon how financial tools and theories can be applied to key financial decisions of a firm. In addition to an in-depth study of financial theories, student learning is enhanced through case studies and spreadsheet applications. Upon successful completion of this course, students will be able to: a) identify and use financial tools and theories associated with risk management, capital structure and dividend policy, option theory, valuation and capital budgeting, and other special topics; b) apply and analyze evidence derived from financial tools and theories; c) recommend action steps that will lead to stronger long-term financial health for domestic and multi-national corporations.

BUS 496 - Strategic Management (3)

Prerequisite: Completion of all Business Administration core and cognate courses, or permission. 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: a) identify and comprehend complex, business strategy related issues and problems; b) collect and use evidence to effectively analyze and resolve strategically relevant issues and problems; c) develop strategic initiatives appropriate for their simulation company; d) create sophisticated strategic plans; e) demonstrate enhanced critical thinking, communication, and teamwork skills.

BUS 498 - Executing Business Strategy (3)

Prerequisite: BUS 496. 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: a) effectively analyze a firm's performance in a controlled environment; b) complete accurate, detailed written analyses of industry movements and individual firm performance within that industry; c) understand how the various components of a competitive environment interact and what strategic directions to take based on those interactions.

Cannabis

CAN 105 - History of Cannabis (3)

The course focuses on hemp origin and importance of the plant from a historical context. Topics will include the history of cannabis from ancient India to its place in the modern globalized 21st Century World. The course will include political aspects, religious rituals, biblical and historical scriptures, describing the evolution of cannabis in ancient and modern society. The course will lead to an understanding of the impact of historically important events relating to hemp agronomy and product/industrial applications. Students will also explore how federal law and policy relating to medical and non-medical use of cannabis has evolved in the United States, and discuss ethical issues related to cannabis.

CAN 210 - The Cannabis Industry (3)

This course will provide a general overview of cannabis, marijuana, hemp, cannabinoids, and effects on humans and animals. Topics will include, horticulture, seed genetics, cultivation, farming, and harvesting techniques of cannabis. Furthermore, the course discusses different processing and extraction methods for marijuana, and industrial hemp used for fiber and CBD. The course will cover product safety, regulations, compliance, legalities, and testing in farming, processing, and consumer facing

products. The current state of research, US and global impact, as well as professional opportunities of the cannabis industry will be discussed.

CAN 215 - Agronomy of Hemp (3)

(Cross-referenced with EVS-215.) This course provides an in depth investigation of hemp as an agronomic and horticultural crop. Agronomic principles pertaining to industrial hemp as a field crop are explored, including the cultivation, management, and harvesting of hemp for fiber and seed production. Growing hemp under controlled environments for flower production will also be discussed. Cultivation practices including irrigation, fertilization, integrated pest management (IPM), air circulation, and light control are examined for optimal crop quality and yield.

CAN 220 - The Biology of Hemp (3)

Prerequisites: BIO 101, BIO 111, or BIO 112 suggested. Hemp is a crop with a rich agricultural history that is under rapid development for broad adoption into modern agriculture. A wealth of research into the genetics, physiology, and development of this species is emerging that will inform breeding strategies and agricultural practices. This course will explore fundamental concepts in plant biology as applied to industrial hemp. It emphasizes hemp anatomy and development, energy and water usage, primary and secondary metabolism, stress responses, pathophysiology and reproduction. Other topics include basic hemp genetics, taxonomy, evolution, and ecology.

CAN 230 - Medicinal Cannabis (3)

In this course, medical and scientific topics related to therapeutic uses, delivery methods, and bioavailability of medical cannabis will be covered. Topics include how major and minor cannabinoids interact with the endocannabinoid system. Furthermore, the entourage effect, dose-response relationships, drug tolerance, side effects, and dependence will be discussed. The medicinal, health, and wellness benefits of major and minor cannabinoids, terpenes, and endocannabinoids and how these relate to adaptomers and homeostasis will be covered.

CAN 240 - Cannabis Processing (3)

Prerequisites: CHM 205 suggested. This course will examine all processing and refinement methods of cannabis, including marijuana and hemp. Students will learn about extraction methods, distillation techniques, and purification methods. Differences between cannabis products, such as the major and minor cannabinoids, full spectrum versus broad spectrum extracts, distillates, isolates, and nano-encapsulated cannabinoids and their applications will be discussed. Students will also learn about THC remediation and how these processing methods relate to the environmental and economic benefits and challenges that a hemp industry might create in the U.S. Newly emerging technologies like biomimetics, fermentations and catalytic enzyme conversions to source cannabis will also be discussed.

CAN 335 - Cannabis Testing Methods (3)

Prerequisites: CHM 205 suggested. This course covers all analytical and microbial testing methods of cannabis that are required by federal and state regulation laws. Chemistry testing methods include High Performance Liquid Chromatography (HPLC) for potency testing, Gas Chromatography (GC) for terpene profiling, various instrumentations for pesticides and heavy metals analysis. Microbiology testing includes polymerase chain reactions (PCR) for E.coli, salmonella, total yeast, and mold determination. Instrumentation for structural characterization of cannabinoids will also be covered and include nuclear magnetic resonance Spectroscopy (NMR), Infrared Spectroscopy (IR), and Mass Spectrometry (MS). Federal and State regulations for testing will also be covered.

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 120 - Chemical Sciences Career and Research Seminar (1)

This course will prepare students for their time as chemistry or biochemistry majors at Doane University and for their careers in these fields after graduation. Students will learn what is expected of students in their major, potential career paths, and how they should prepare for professional school, graduate school, or entering the workforce after graduation. Speakers from industry, graduate, and professional schools will be invited. Other topics for career development include preparing curriculum vitae, resumes, and interviewing skills. Methods of scientific communication and literature searching will be explored. Upper class chemistry and biochemistry students completing their senior research projects will present their work to the new chemistry and biochemistry majors.

CHM 125 - General Chemistry I (4)

Prerequisite: Two years of high school algebra or any mathematics course numbered 100 or above. 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.

CHM 126 - General Chemistry II (4)
Prerequisite: CHM 125 (must have earned at least a C- or by permission). 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.

CHM 205 - Organic Chemistry I (4)
Prerequisite: CHM 126. Organic Chemistry is the chemistry of carbon and its compounds. Organic molecules are building blocks of life. Proteins, fats, sugars, 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 everyday 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.

CHM 206 - Organic Chemistry II (4)
Prerequisite: CHM 205. This course is a continuation of CHM 205 and 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 characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy.

CHM 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.

CHM 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

CHM 303 - Analytical Chemistry (4)
Prerequisite: CHM 126. An introduction to modern analytical techniques, including sampling, sample preparation, instrument calibration and analysis. Students successfully completing the course will demonstrate an understanding of aqueous solution equilibria and statistical treatment of data. Lecture and laboratory.

CHM 322 - Instrumental Analysis (4)
Prerequisite: CHM 303 or permission. A survey of modern instruments--their components and uses. Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of spectroscopy and chromatography which provides the bulk of the material, with emphasis on method development.

CHM 326 - Inorganic Chemistry (4)
Prerequisite(s): CHM 126. The study of structures, properties, and reactivities of selected elements. Students successfully completing the course will demonstrate an understanding of modern theories of chemical bonding, transition metal and organometallic chemistry, as well as newly discovered compounds. Lecture and laboratory.

CHM 330 - Biochemistry I (4)
Prerequisite: Must have earned at least a C- in CHM 205, CHM 206 or by permission. 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.

CHM 351 - Chemistry Research I (2)
Prerequisites: Chemistry major and junior standing; CHM 126 and CHM 205, or permission from instructor. An introduction to research techniques in chemistry, experimental design, literature searching methods, scientific writing, record keeping, and ethical perspectives. Students successfully completing the course will demonstrate an understanding of several scientific topics, investigate them thoroughly in the scientific literature and present their result in a written and oral setting. This report will include an original research proposal that will be pursued in Research II and III.

CHM 411 - Physical Chemistry I (3)
Prerequisites: CHM 303, MTH 235 (may be taken concurrently). Students successfully completing the course will demonstrate an understanding of macroscopic physical properties of matter, including thermodynamics and kinetics.

CHM 412 - Physical Chemistry II (3)
Prerequisites: MTH 335 (may be taken concurrently), or permission. Students successfully completing the course will demonstrate an understanding of microscopic physical properties of matter, including quantum mechanics and spectroscopy.

CHM 413 - Physical Chemistry Laboratory (2)
Prerequisite(s): CHM 303, CHM 411 and CHM 412 (may be taken concurrently). Laboratory experience dealing with the macroscopic and microscopic behavior of chemicals. Topics covered include thermodynamics, kinetics, and spectroscopy as applied to physical chemistry. A student successfully completing the course will be able to work independently in the laboratory and write detailed scientific laboratory reports incorporating the physical chemistry concept as well as a propagation of error analysis.

CHM 421 - Chemistry Internship (0-12)
See page 47 for course description.

CHM 430 - Biochemistry II: Advanced Topics in Biochemistry (3)
Prerequisite: CHM 330. In this course, students will explore advanced topics in biochemistry. Topics will vary by instructor and student interest and may include metabolic pathways (catabolism and anabolism of biological molecules) and their regulation through signal transduction, aspects of biological structure and structure defining techniques, and bioanalytical topics. Students will be able to complete a project that involves literature searching, writing, and presentation. Students successfully completing this course will demonstrate an in-depth understanding of particular advanced topics in biochemistry.

CHM 494 - Communication of Chemistry and Biochemistry Research (1)
Prerequisite: BIO 495, CHM 495, or RES 495. Corequisite: BIO 496, CHM 496, or RES 496. Chemistry and biochemistry majors completing CHM 496, BIO 496, or RES 496 will present their research projects to students in CHM 195 and faculty members in chemistry. At the end of the course, students have assembled a professional portfolio that contains lab reports, exams, etc. and taken a senior chemistry exam that will be used for assessment.

CHM 495 - Chemistry Research II (2)
Prerequisite: CHM 351. This is a second course in a three-course sequence. Students successfully completing the course will participate in an original, independent research project conducted with a chemistry faculty member. Undergraduate research experience in chemistry is vital to the student's competitiveness in applying to professional or graduate school and in the workplace.

CHM 496 - Chemistry Research III (2)
Prerequisite: CHM 495. This course is a continuation of Chemistry Research II (the third course in a three-course sequence). The student engages in an original, independent research project conducted with a chemistry faculty member. Students completing the course will demonstrate an understanding of the research and complete their studies with a report in an appropriate format.

CHMX 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.

CHMX 126 - General Chemistry II (4)
Prerequisite: CHMX 125. 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.

CHMX 205 - Organic Chemistry I (4)
Prerequisite: CHMX 126. 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 everyday 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.

CHMX 206 - Organic Chemistry II (4)
Prerequisite: CHMX 126 and CHMX 205. 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 characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy.

CHMX 260 - Pharmacology (3)
Prerequisite: BIOX 125 and CHMX 125. This pharmacology course will explore the mechanism of action of pharmaceutical drugs on a molecular level. We will delve into various drug classes and decipher how they affect systems within the human body. Students who successfully complete this course will demonstrate increased knowledge in pharmacokinetics, drug toxicity, therapeutics, and drug discovery. For successful completion of this course, it is recommended that students are familiar with General Chemistry and General Biology or their equivalents.

CHMX 330 - Biochemistry I (4)
Prerequisite: CHMX 206 C- or better. 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.

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, organization, and mass communication contexts.

CMS 112 - Small Group Communication (3)
A course in the theory and practice of communication in small groups for problem solving, decision making, education, therapy, and other purposes. Students completing the course will understand and be able to apply leadership concepts, small group processes, decision-making and problem-solving methodology (including parliamentary procedure). This knowledge will be demonstrated through group activities and by public speaking experiences.

CMS 210 - Public Speaking (3)
This course focuses 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 and friendships, as well as romantic and family relationships.

CMS 225 - Communication Research Methods (3)
Prerequisites: CMS 105 or CMM 113 /ENG 113 /JOU113. Students will create strategy and message design, strategy evaluation, and policy by providing practical instruction in identifying existing data sets, designing studies, conducting focus groups, analyzing qualitative and quantitative data, writing reports, visualizing data, and disseminating results to stakeholders. Upon completing this course, students will be able to collect, analyze, and report the qualitative and quantitative data necessary to identify, understand, target, and support decisions about audiences, media markets and strategies.

CMS 226 - Beginning Competitive Speech I (0-3)
This is a skills-based course for students participating in one or more competitive speech events (i.e., debate, oratory, informational speaking, impromptu, extemporaneous speaking, and oral interpretation). Students will develop beginning skills in public speaking for specialized contexts, analyzing contemporary issues, and techniques of textual analysis and communication criticism. This course is recommended for students interested in law, politics, teaching or graduate study in communication. Experience in high school speech competition, while helpful, is not required.

CMS 227 - Beginning Competitive Speech II (0-3)
This is a skills-based course for students participating in one or more competitive speech events (i.e., debate, oratory, informational speaking, impromptu, extemporaneous speaking, and oral interpretation). Students will develop beginning skills in public speaking for specialized contexts, analyzing contemporary issues, and techniques of textual analysis and communication criticism. This course is recommended for students interested in law, politics, teaching or graduate study in communication. Experience in high school speech competition, while helpful, is not required.

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

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. Graded as pass/fail.

CMS 301 - Strategic Writing (3)
Prerequisite: CMS 105. This course will expose students to and improve their skills in strategic writing for science, technology, health, medicine, corporate finance, education, law, the arts, non-profits, activism, and/or government in traditional and new media, such as newspapers, magazines, broadcast media, microblogging, and social platforms, and for proposals, speeches, editorials, and correspondence.

CMS 315 - Organizational Behavior (3)
Prerequisite: Junior standing or above. (Cross-referenced with BUS 315.) 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: a) define the various theories included in the area of organizational behavior; b) identify and comprehend complex organizational behavior issues and problems; c) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues; d) apply the theoretical concepts of organizational behavior to simulated business situations.

CMS 316 - Business and Professional Communication (3)
Prerequisite: CMS 105 or permission. 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.

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 326 - Advanced Competitive Speech I (0-3)
Prerequisites: CMS 226 and CMS 227, or permission. This is a skills-based course for students participating in one or more competitive speech events (i.e., debate, oratory, informational speaking, impromptu, extemporaneous speaking, and oral

interpretation). Students will develop advanced skills in public speaking for specialized contexts, analyzing contemporary issues, and advanced techniques of textual analysis and communication criticism.

CMS 327 - Advanced Competitive Speech II (0-3)

Prerequisites: CMS 226 and CMS 227, or permission. This is a skills-based course for students participating in one or more competitive speech events (i.e., debate, oratory, informational speaking, impromptu, extemporaneous speaking, and oral interpretation). Students will develop advanced skills in public speaking for specialized contexts, analyzing contemporary issues, and advanced techniques of textual analysis and communication criticism.

CMS 330 - Public Relations (3)

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

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 335 - Science Communication (3)

Prerequisites: CMM 113 /ENG 113 /JOU 113 OR at least 2 of the following: CMS 105 , CMS 112, CMS 220, CMS 315, or CMS 321 OR at least 1 of the following: BIO 111 , CHM 126 , EGR 210 , CMP 146 , MTH 144 , or PHY 202. This course will analyze case studies, explore theory, and create communications to learn how people process, make sense of, construct arguments, and present scientific information to peers, students, journalists, and the public. Upon completion of this course, students will be able to consume and present scientific information from and to a variety of audiences. Students will also be able to use communication theory to inform decisions about how to improve the clarity, accuracy, effectiveness, and appropriateness of science communications.

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)

This course surveys writings and research in human communication in order to answer the questions: "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.

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 421 - Communication Internship (0-12)

See page 47 for course description.

CMS 495 - Communication Consulting (3)
Prerequisite: Senior major in Strategic Communication or permission. This is the capstone course for the Strategic Communication major. The course will provide in-depth analysis of communication theory and research methods as applied to the needs of real world clients. Students will complete a unique research project in which they will conduct research on a communication issue within an organization, work with the client to develop an intervention strategy, enact the plan, and conduct post-research to determine the effectiveness of the intervention.

CMS 497 - Senior Seminar in Organizational Communication I (3)
Prerequisite: Senior standing. 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.

CMS 498 - Senior Seminar in Organizational Communication II (3)
Prerequisite: CMS 497. 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.

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. Graded as pass/fail.

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)
Prerequisite: CSA 101 or permission. 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.

CSA 103 - Introduction to Database Software (1)
Prerequisite: CSA 101 or permission. 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.

CSA 104 - Introduction to Presentation Software (1)
Prerequisite: Basic computer knowledge including Microsoft Word™. 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.

CSA 108 - Desktop Publishing (3)
Prerequisite: Demonstrated word processing competence or CSA 101. 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.

CSA 109 - Information Retrieval Skills (1)
Prerequisite: CSA 101 or demonstrated competency. 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.

CSA 201 - Advanced Word Processing (2)
Prerequisite: CSA 101 or permission. 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, Desktop Publishing, and Web page development.

CSA 283 - Microcomputer Applications (1-2)
Prerequisite: Permission. 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. Graded as pass/fail.

Computing

ATV 138 - Doane Academic Competition Team (DACT): Programming (0-1)
Prerequisite: Permission. Students in this course practice and prepare for academically oriented intercollegiate programming competition. Students who successfully complete this course will be able to articulate and demonstrate both general skills

(problem-solving, communications, teamwork) and discipline specific skills (advanced data structures, advanced algorithms, mathematical problem-solving, optimization, etc.).

CMP 140 - Introduction to Computing (3)

An introduction to computing by exploring a breadth of topics. Upon successful completion of the course, students will be able to articulate the opportunities in computing, identify and generally discuss the major computing topics and their relationships, and discuss differing views on several ethical questions related to the computing industry. Through examination of the disciplines and research of computing careers, this course will provide information that will assist students in deciding whether or not to pursue computing.

CMP 145 - Introduction to Programming and Problem-Solving (3)

An introduction to the science and art of implementing solutions to problems using a high-level programming language. Upon completion of this course, the student will be able to design solutions to a variety of problems using top-down and structured design techniques and implement those solutions using programming constructs such as branching, loops, arrays, and functions or procedures.

CMP 146 - Programming and Problem-Solving II (3)

Prerequisite: CMP 145. A continuation of CMP 145. This course further examines data and procedural abstraction and the design, implementation and analysis of algorithms. Upon completion of this course, the student will have gained experience with the object-oriented paradigm, a more modern program design technique, as an alternative to top-down and structured design. In addition, students will learn basic searching and sorting algorithms, sequential and random access file algorithms, dynamic memory allocation techniques, and basic data structures such as linked lists and binary trees.

CMP 201 - Instructional Technology (3)

Prerequisite: Major in Elementary Education, Special Education, or completing secondary certificate. A course consisting of a series of experiences related to using educational technology in the classroom. Teaching about technology, teaching with technology, and integrating technology in the classroom are topics of this course. Course experiences provide an awareness of the educational uses of technology and the skills necessary to use and integrate technology in the classroom. Competency will be demonstrated in the use of application software relevant to the classroom.

CMP 205 - Computing and Society (3)

Students will grapple with social issues that have one or more ethical dimensions arising from the current and future applications of computing and its underlying algorithms. At the end of the course students will be able to: Describe several applications of computing and its underlying algorithms where social issues that have ethical dimensions exist, critically think through and provide an argument for ethical decisions related to social issues arising from computing, and evaluate how good or bad an argument is in supporting ethical decisions related to social issues arising from computing.

CMP 246 - Data Structures and Algorithms (3)

Prerequisite: CMP 146. 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.

CMP 252 - Principles of Digital Logic & Computer Organization (3)

Prerequisite: CMP 145 or permission. A study of the computer as a physical device. Upon completion of the course, students will understand the basic principles of digital logic and how it is used to build useful hardware components, understand the basic organization of a computer system in terms of digital hardware components and how instructions are executed using those components, and have the knowledge and skills necessary to implement high-level language constructs in assembly language.

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

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

CMP 290/390/490 - Directed Study (1-3)

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

CMP 311 - Software Engineering: Back-End Design and Development (3)

Prerequisites: CMP 146. This course will survey techniques and tools used in the application of engineering principles to the development of modern back-end software systems. In particular, this course examines the parts of a modern, tiered software system that are not part of the application's user interface (UI). The course will examine the relevant architecture and design patterns used for reliable, robust software systems; database design and implementation; strategies and techniques for securing data; and one or more programming languages currently used in the industry for back-end systems. Upon completion of this course, students will have gained the knowledge and skills necessary to apply engineering principles, techniques, and tools in the development of back-end software.

CMP 320 - Introduction to Geographic Information Systems (3)

Prerequisites: Fundamental computer skills (Windows operating system, spreadsheets, word processors) and junior or senior standing, or permission. (Cross-referenced with EVS 320.) Geographic Information Systems (GIS) are computer methods used to collect, organize, analyze, and present spatial data. Emphasis will be on GIS mapping, spatial analysis, and database development. Students complete hands-on computer activities using ArcGIS Desktop software and will develop skills and

a knowledge base from which to use spatial information effectively as a professional. Upon completion, students will be able to create and edit spatial data, produce maps and conduct spatial analysis.

CMP 321 - Cybersecurity: Best Modern Practices (3)

Prerequisites: CMP 146. This course will survey basic technical concepts and techniques needed to secure digital data and resources in today's interconnected world. Topics will include technical issues involved in data, software, component, connection, and system security. Upon completion of this course, students will have gained the technical knowledge and skills necessary to help ensure the security of their organization's digital data and resources.

CMP 322 - Networking and Security I (3)

Prerequisite: Junior or Senior standing or permission. Provides students with the knowledge of data communications and networking concepts, including telecommunications architectures, protocols, hardware, software, and security. In addition, the analysis, design, implementation, and security of networks in organizations such as businesses and schools will be examined and experienced.

CMP 325 - Introduction to Electronic and Electrical Circuits (4)

Prerequisites: MTH 235 and PHY 202. (Cross-referenced with PHY 325 & EGR 325.) A study of AC and DC circuits, solid state devices, and digital logic devices. Elements of network analysis are introduced. Basic building blocks of modern analog and digital circuits including diodes, transistors, op amps, logic gates, analog-to-digital and digital-to-analog converters are studied. All topics are developed through extensive laboratory experience. Completion of the course allows the student to design, build, and debug circuits that solve instrumentation problems arising in physical measurements.

CMP 328 - End User Support, Management, and Security (3)

Prerequisite: CMP 145 or permission. 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, managing external devices, and creating a secure environment (b) installation procedures, (c) duties of technology professionals by shadowing one (d) different software tools used to effectively maintain information technology, and (e) and strategies to effectively work with end users, including promoting best security practices.

CMP 350 - Software Engineering: DevOps (3)

Prerequisite(s): CMP 145. This course explores software development operations (DevOps) currently used by organizations. At the end of this course, students will be able to: a) define DevOps; b) describe the necessary phases of an organization's DevOps; c) compare and contrast current DevOps platforms, practices and tools used to provide continuous integration and continuous deployment (CI/CD) of software; d) gain experience with current DevOps platforms, practices and tools.

CMP 357 - Software Architecture and Design (3)

Prerequisite(s): CMP 146. This course provides students with the principles and concepts involved in the analysis and design of large software systems. Upon completion of this course, students should be able to understand and apply object-oriented design techniques, develop and evaluate software architectures, select and use appropriate architectural styles, select and use appropriate software design patterns, and express the specifications and design of an application using UML.

CMP 360 - Digital Forensics (3)

Prerequisite(s): CMP 321. This course is an introduction to the principles and practices of digital forensics. Students will practice a variety of digital forensics techniques, using open-source tools, to preserve, analyze, and acquire digital artifacts stored in computer systems. Upon completion of this course, students will be able to use open-source forensics tools to perform digital investigations.

CMP 411 - Software Engineering: Front-End Design and Development (3)

Prerequisites: CMP 146. This course will survey techniques and tools used in the application of engineering principles to the development of modern front-end software systems. In particular, this course examines the parts of a modern, tiered software system that comprise the application's user interface (UI). The course will examine the relevant architecture and design patterns used for reliable, robust user interfaces; mobile and / or Web application development; and one or more programming and interface markup languages currently used in the industry for front-end development. Upon completion of this course, students will have gained the knowledge and skills necessary to apply engineering principles, techniques, and tools in the development of front-end software.

CMP 415 - Cybersecurity: Laws, Politics, and Society (3)

Prerequisites: Junior/Senior standing or permission. This course will survey common legal, organizational, and human-centered topics and techniques needed to secure digital data and resources in today's interconnected world. Topics will include personal, organizational, and societal security issues, as well as legal and compliance factors. Upon completion of this course, students will have gained the legal, organizational, and human-centered knowledge and skills necessary to help ensure the security of their organization's computerized data.

CMP 421 - Computing Internship (0-12)

See page 47 for course description.

CMP 422 - Networking and Security II (3)

Prerequisite: CMP 322. A continuation of CMP 322 - Networking and Security I (3), students will examine how the fundamentals of computer networking and security are implemented in a modern network environment. Topics will include network architecture, configuration, management, and security, among others.

CMP 495 - Computing Seminar (1)

Prerequisites: Information Science and Technology student with junior or senior standing and permission. A research or experiential project developed under the guidance of a department faculty member to culminate a student's study of information computing. Completion of the project, including a written and oral presentation, demonstrates the skills expected of a Doane computing student, including (1) a solid understanding of computing concepts; (2) the confidence and skills to work with existing and emerging computing technology; (3) efficiently research and learn an unknown topic to solve an unknown problem; and (4) professional behavior including the confidence and skills to thrive as productive citizens in the digital age, consistently practicing effective communications skills, incorporating ethical reasoning in the decision making process, utilizing best practices in security, and engaging in professional and career development. This course may be taken three times. In the first semester, students will plan their project; in the second, they will complete their project; and in the third, they will document the project and present their results.

Cooperative Education

Cooperative Education is a process which expands student learning beyond the classroom. Commonly referred to as internship, this on-site learning is planned and supervised work which relates to a student's major field of study or career path.

CED 200 - Career Life Planning Seminar (0-1)

Development of decision-making and goal-setting skills as they relate to the career planning process. The process includes developing self-awareness, conducting career research, acquiring decision-making skills, and setting career and educational goals. Graded as pass/fail.

CED 205 - Introduction to Internship (0-1)

This course serves as a preparation for an internship experience that is concerned with career research, job seeking skills, and Doane's Internship Program requirements. This course is a prerequisite for any internship course. A student may take this course only once. Graded as 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: a) the general structure of the U.S. legal system at the federal, state, and local levels; b) the roles of the various officials involved in the court system; c) the differences in function and procedure among trial courts, appellate courts, and administrative hearings; d) the difference between substantive and procedural law; e) the difference between criminal and civil law. Special attention is given to the detailed structure of the state and local courts in Nebraska.

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: a) the Constitutional safeguards and procedures necessary from arrest through trial; b) precedents for defenses to prosecution and punishment; c) criminal procedure; d) techniques for evidence gathering. Emphasis is on the Nebraska Penal Code and related forms and documents.
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)
Prerequisites: ECO 215 (or SSI 217) and IDS 206. 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.
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.
CRJ 421 - Criminal Justice Internship (0-12)
See page 47 for course description.
CRJ 496 - Senior Seminar in Criminal Justice (3)
Prerequisites/Corequisites: IDS 206, senior standing, and permission. 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.

Economics

ECO 203 - Macroeconomics and Literacy (3)
The successful operation of modern economies depends on the participation of economically literate citizens who can identify problems, gather relevant information, weigh costs and benefits, analyze incentives, and make choices. Students successfully completing this course will be able to: a) apply economic concepts including opportunity costs, circular flow, production possibilities, and comparative advantage; b) use the concepts of supply and demand to describe markets; c) interpret major macroeconomic indicators including GDP, inflation, and unemployment; d) use the aggregate supply/aggregate demand model to analyze macroeconomic problems and the monetary and fiscal policy options; e) compare different economic perspectives including capitalism and socialism.
ECO 204 - Microeconomics and Business (3)
Prerequisite: ECO 203 with a C- or higher, or permission.
An introduction to basic microeconomics with specific emphasis placed on understanding theory, policy, and issues as they relate to decision-making by individuals and organizations. Students successfully completing this course will be able to: a) use the concepts of supply and demand, both graphically and algebraically, to analyze markets; b) calculate and interpret various elasticities and explain the roles they play in the supply and demand model; c) use the theory of utility maximization to analyze consumer decision-making; d) explain how cost structures differ in the short-run and the long-run; e) analyze various market structures in terms of their economic performance; f) explain hiring decisions in various labor markets.
ECO 215 - Business Statistics for Economics and Business (3)
An introductory course in statistical procedures with applications to business, economics, and accounting. Students successfully completing this course will be able to: a) understand sampling methodology and bias when collecting data; b) conduct descriptive analysis of a dataset with tabular, graphical, and numerical methods; c) conduct inferential analysis using probability, hypothesis testing, and confidence intervals; d) scrutinize and interpret results, draw meaningful conclusions and express this information in concise and informative way.
ECO 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.
ECO 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.
ECO 303 - Intermediate Macroeconomics (3)
Prerequisite: ECO 203 with a C- or higher, or permission. An examination of the major theories developed to explain the functioning of the macro economy and the determination of national income in a market-oriented system. Students successfully completing this course will be able to: a) discuss both the long run classical model and macroeconomic growth theory; b) describe various macroeconomic measurement techniques and issues; c) explain the short run Keynesian model; d) discuss the difficulties inherent in macroeconomic policy-making, both monetary and fiscal; e) understand the role of presidential leadership in economic policymaking.

ECO 304 - Intermediate Microeconomics (3)
Prerequisites: ECO 203 and ECO 204, both with a C- or higher, or permission. An examination of the theory of individual consumer behavior and the theory of the firm. Students successfully completing this course will be able to: a) use indifference curve analysis to understand utility maximization; b) explain cost theory and use production isoquants in microeconomic analysis; c) discuss the theory of the firm in competition, monopoly, and oligopoly; d) explain the functioning of resource markets.

ECO 307 - Money and Banking (3)
Prerequisite: ECO 203 with a C- or higher, or permission. 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: a) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; b) critically examine and analyze the business of banking and the role of government regulation of the banking industry; c) describe and evaluate Federal Reserve monetary policy in both a domestic and international setting.

ECO 308 - Public Finance (3)
Prerequisite: ECO 203. (Cross-referenced with PSI 308.) 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: a) understand the characteristics, functions, and interactions of public and private institutions; b) explain fundamental economic theory and terminology as it relates to public finance; c) apply economic theory to current policy problems; d) analyze and apply economic data to the study of a public policy problem.

ECO 309 - Environmental Economics (3)
Prerequisite: ECO 203 with a C- or higher, or permission. 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: a) understand economic theory and terminology as they relate to issues of environmental quality; b) apply economic theory, where appropriate, to various environmental problems; c) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to environmental problems; d) appreciate the global dimension of environmental issues; e) analyze and evaluate environmental policy proposals to determine feasible solutions.

ECO 315 - Economic Thought (3)
Prerequisite: ECO 203 with a C- or higher, or permission. This course examines the development of economic ideas from ancient Greece to the modern era. Of particular interest is how various perspectives, both orthodox and heterodox, have contributed to the evolution of modern economic thought. It is also important to relate the emergence of economic ideas to the economic conditions prevailing at the time the ideas were developed. Upon completion of this course, students will be able to explain the significance of particular economic ideas to the development of economic theory and the broader implications of theory for the formulation of economic and social policy.

ECO 329 - Health Care Economics (3)
Prerequisite: ECO 203 with a C- or higher, or permission. 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: a) understand economic theory and terminology as they relate to health care; b) apply economic theory to health care problems and issues; c) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to health care problems and issues; d) analyze and evaluate various health care policy proposals to determine feasible solutions.

ECO 330 - Economic Development (3)
Prerequisite: ECO 203 with a C- or higher, or permission. This course examines the economic development problems and policies of countries around the world, with particular focus on Africa, Asia, and Latin America. Emphasis is placed on issues such as planning for growth, income distribution, sustainability and resource use, population growth, agricultural production, savings and capital formation, and international economic relationships. Students successfully completing this course will be able to: a) understand economic theory and terminology as they relate to the problems of economic development; b) apply economic theory to the problems of economic development; c) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to economic development problems; d) understand global economic perspectives and interactions, especially among countries of the world struggling with resource allocation issues; e) analyze and evaluate various economic development policy proposals to determine feasible solutions.

ECO 340 - Econometrics (3)
Prerequisite: ECO 215 or SSI 217 with a C- or higher, or permission. In most economics courses, common economic results are presented as theory. Econometrics allows students to test those theories by using regression analysis on economic data. In this course, students will learn basic econometric techniques and methods, apply those techniques and methods to economic data, and interpret the numerical results. Students successfully completing this course will be able to: a) understand simple and multiple linear regressions; b) test economic theory through the use of econometric methods; c) analyze economic data and forecast change; d) effectively communicate econometric results utilizing appropriate presentation methodology.

ECO 358 - International Trade and Finance (3)
Prerequisite: ECO 203 with a C- or higher, or permission. 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: a) demonstrate understanding and application of partial and general equilibrium models of international trade; b) explain the concept of comparative advantage and its determinants; c) evaluate the effects of international trade policies on economic welfare and relevant markets; d) identify risks associated with doing business globally; e) recommend financial tools that can be used to reduce risk; f) apply the theoretical material to critically evaluate real world issues in international trade and finance.

ECO 421 - Economics Internship (0-12)

See page 47 for course description.

ECO 495 - Seminar in Economics (3)

Prerequisite: Junior or senior economics major or minor. This course examines how economic tools and techniques can be effectively utilized to conduct economic research. In addition, recent contributions to economic thought and current controversies in economics are discussed. Upon completion of this course students will: a) understand contributions to economic theory and policy in the post-World War II era along with controversies currently being debated in the discipline; b) learn how to conduct research in economics; c) complete a research project in economics.

Education

EDU 101 - Introductory Education Seminar (1)

A course designed to prepare future educators with a framework to understand the implications of multicultural education as they enter the classroom. Students focus on self-clarification in order to understand their own culture first before they are exposed to multiple perspectives. Through field experiences, writing, discussions and readings, students analyze their beliefs, attitudes and behaviors while preparing to become competent multicultural educators.

EDU 211 - Practicum IA (3)

Prerequisites: Sophomore standing and minimum cumulative grade point average of 2.30. An examination of the primary education theories and social forces that have shaped American education with emphasis upon writers whose philosophical thought has had a particularly strong impact upon contemporary educational practices. Educational practices surveyed include the learning process, instructional design, teaching strategies, classroom management, diversity within the classroom, history and philosophy of education, and national/state K-12 content standards. The course includes clinical field experience in elementary, middle, and secondary schools. Course content provides exploratory activities for students to develop an interest in and commitment to teaching.

EDU 211L - CORE Preparation (0)

Prerequisite(s): Enrollment in EDU 221 or permission of the Division Chair. EDU 221L will focus on targeted tutoring and formal test preparation for all three sections of the "educator basic skills requirement" exam for teacher educators. Students will work with instructors to enhance specific test taking skills and content knowledge needed for successful passage. Students will take repeated practice tests as well as the actual "educator basic skills requirement" exam.

EDU 221 - Practicum IB (3)

Prerequisite: EDU 211. A course examining theories, principles, and characteristics of human development from conception to young adulthood. Upon successful completion of the course, students will have an understanding of the study of the teaching and learning processes and the implications for planning educational experiences in terms of behavioral and cognitive psychological principles. Students will also investigate intelligence theories and their application to lesson design and presentation, classroom management, multiculturalism and national and state K-12 content standards. The course includes clinical field experiences in elementary, middle, and secondary schools.

EDU 250 - Curriculum and Teaching Methodology in the Middle Grades I (3)

Prerequisite: Sophomore standing. A course designed to provide a knowledge base about current research and best practice for working with adolescent learners, including their physical, intellectual, emotional and social development. Students acquire strategies for developing positive relationships with and among young adolescents with differing adolescent needs, cultures, learning styles, and intelligences. This course explores using learner interests and questions when designing curriculum. Students learn how classroom curriculum is affected by a variety of grouping strategies that emphasize interdependence, cooperation and individual responsibility. Field experiences in the schools allow practical demonstrations and application of the theoretical base about students at this age and assist with the formulation of a personal philosophy of middle grades education.

EDU 290/390/490 - Directed Study (1-3)

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

EDU 311 - Reading and Language Arts I (3)

Prerequisite: EDU 211. A methods course focusing on the discovery and investigation of language arts, reading methods and materials for the elementary (including early childhood K-3) and middle grade settings, including phonological awareness, phonics, word study, fluency, vocabulary, and comprehension. Students will explore a variety of instructional approaches to teach reading through a balanced approach, including direct and inquiry-based instruction. Students will become acquainted with literature for children and adolescents, including the different genres and its application for teaching language arts skills. Emphasis will be placed on implementing state and national reading and language arts standards.

EDU 312 - Reading and Language Arts II (3)

Prerequisites: EDU 211 and EDU 311, or permission. A methods course building upon the foundation established in Reading and Language Arts I. It familiarizes elementary (including early childhood K-3) and middle grade educators with the methods for

teaching writing, including the integration of reading and writing. Students will investigate instructional approaches for teaching expressive/receptive language development, the process of writing, the six traits of writing, writing modes, handwriting grammar, and spelling. Methods for teaching content areas via the use of children's and adolescents' literature will be explored. Emphasis will be placed on implementing state and national reading and language arts standards.

EDU 318 - Mathematics Methods (3)

A methods course with the central focus on methodologies in teaching mathematics and the use of manipulatives within the content of mathematics that is developmentally appropriate for the elementary (including early childhood K-3) and middle grades setting. Students use problem solving as an approach to learn mathematics, identify curricular sequences within common instructional topics, and plan appropriate learning activities and evaluation procedures.

EDU 321 - Practicum IC (2)

Prerequisite: EDU 221 or permission. A field-based learning experience in which the student studies the principles for developing and improving the teaching-learning process. The emphasis is on implementing the theories of instructional design and assessment of learning introduced in Education 211 and Education 221 into the student's teaching repertoire.

EDU 322 - Science Methods (2)

Prerequisites: EDU 211 or permission, Elementary Education major or middle grades endorsement. A methods course focusing on methodologies in teaching science that are developmentally appropriate, integrated and interdisciplinary for the elementary (including early childhood K-3) and middle grades settings. Students apply current research in the areas of science education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and explore concepts and local environments through inquiry activities. This course is based upon the National Science Literacy Standards and the Nebraska State Science Standards.

EDU 323 - Social Studies Methods (2)

Prerequisites: EDU 211 or permission, Elementary Education major or middle grades endorsement. A methods course focusing on methodologies in teaching social studies that are developmentally appropriate, integrated and interdisciplinary for elementary (including early childhood K-3) and middle grade settings. Students apply current research in the area of social studies education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and examine relationships between current issues and historical events. Special emphasis is placed on Nebraska history and geography. This course is based upon the National Curriculum Standards for Social Studies and the Nebraska State Social Studies Standards.

EDU 325 - Methods in Secondary Education (2)

Prerequisite: EDU 211 or permission. A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students will be able to understand issues related to curriculum development, instructional practices in the content areas, national and state standards, assessment, and classroom management. Emphasis is placed on practical application through role-play, applied research, and lesson presentation and critique. This course encompasses and supports the concurrent practicum experiences and special methods experiences.

EDU 330 - Language Arts and Reading III (3)

Prerequisite: Enrollment in the professional term or permission. A methods course focusing on an in depth study and analysis of methods, materials and assessments used by elementary teachers in preparation of the student teaching experience Instruction focuses on teaching reading, writing, listening, and speaking of elementary content in an integrated format. Students combine theory, knowledge and skills, practical application, and hands-on materials as they develop their own personal teaching philosophy in an elementary classroom. For the capstone project, students will develop and utilize effective organizational and management skills for the classroom along with the preparation of a unit to meet the requirements for the documentation of K-12 student learning. Emphasis will also be placed on implementing state and national standards for the elementary grades.

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. Students participate in a field-based observation project.

EDU 341 - Practicum ID (3)

Prerequisite: EDU 221 or permission. A field-based learning experience in which the student studies the principles for developing and improving the teaching-learning process. Students complete a field experience and seminar that combines theory and practice. Students complete a portfolio that situates the skills of teaching within a larger context which would include the integration of content knowledge with practice and the ability to problem solve to address issues facing today's teachers and students.

EDU 350 - Curriculum and Teaching Methodology in the Middle Grades II (3)

Prerequisite: Enrollment in the professional term, or permission. A course building on the foundation laid in Education 250. Students examine physical, intellectual, emotional, and social growth patterns that affect healthy development of young adolescents. Emphasis is placed on developing appropriate methodologies and multiple strategies for planning instruction, teaching, integrating, and assessing core subject areas in the middle grades. Strategies are presented for modifying instruction to meet the diverse needs and interests of adolescent learners. Students participate in collaborative experiences to combine theory, research, practical application, inquiry, and reflection as they expand their personal philosophy of teaching in the middle grades.

EDU 361 - Seminar in Secondary Education (2)

Prerequisites: EDU 211, EDU 221, and EDU 325, or permission. A seminar course in preparation of secondary pre-service teachers. Students will be able to understand issues related to curriculum development, national and state standards, assessment,

classroom management strategies, school law, special needs students, multiculturalism, application of technology in the classroom, parent-community relations, and other related topics. This course supports the concurrent practicum experiences and special methods courses.

EDU 415 - Educational Studies Seminar (2)

Prerequisite: Senior standing or permission. Must be taken concurrently with EDU 421. A seminar course providing a capstone experience focusing on connecting the internship and future employment options in education-related jobs. Students will research and explore options for employment with possible job shadowing, networking and career development related to student choice. Application of the skills and strategies gained through the internship will provide direction as the student investigates job opportunities for the future. Current educational issues will also be reviewed along with global implications.

EDU 421 - Education Internship (0-12)

See page 47 for course description.

EDU 451 - Elementary Clinical Practice (8-10)

Prerequisite: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into an elementary classroom setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

EDU 453 - Secondary Clinical Practice (8-10)

Prerequisite: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a 7-12 classroom setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

EDU 454 - Secondary Student Teaching Seminar (2)

Prerequisite: Students must have completed all content methods courses and be in their student teaching semester. A seminar class to support the secondary student teaching experience and will focus on discussion of issues related to lesson development and implementation, classroom management and navigating the realities of full-time teaching. Students will focus on analyzing the impact of their instructional efforts and will complete the Impact on Student Learning assessment project.

EDU 455 - (K-12) Clinical Practice (8-10)

Prerequisite: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a K-12 classroom setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

EDU 458 - Middle Grades Clinical Practice (8-10)

Prerequisite: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a middle school setting in which he/she can be given first-hand experiences in collaboration, parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

Early Childhood Education

EDC 201 - Introduction to Early Childhood Education (3)

Prerequisites: Major in Elementary Education or Special Education, EDU 211 or permission. An introductory study of young children with an emphasis on developmentally appropriate practices, philosophical approaches to instruction, curriculum based theories, and history and trends in early education. Students will explore the implications of developing experiences based upon meetings the needs of the whole child. The students will use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for each child. The roles of the teacher in Early Childhood settings will be explored as students design ways to effectively communicate and involve families in their child's development and learning.

EDC 425 - Methods for Young Children I (3)

Prerequisites: Major in Elementary Education or Special Education, EDU 211 and EDC 201, or permission. A methods course building upon the foundations laid in EDC 201, focusing on effective instructional strategies and curriculum for young children (PreK-3). Students will be able to design developmentally appropriate instruction and materials using active learning strategies in the academic disciplines: language and literacy, social studies, physical activity, and health/cooking and safety. The students will also be able to effectively manage programs, observe and conduct appropriate assessments, and effectively use technology in Early Childhood settings. A field experience in a preschool setting is also required.

EDC 427 - Methods for Young Children II (3)

Prerequisites: Major in Elementary Education or Special Education, EDC 425, or permission. A methods course building upon the foundations laid in EDC 201 and EDC 425, focusing on effective instructional strategies and curriculum for young children (PreK-3). Students will be able to design developmentally appropriate instruction and materials using active learning strategies in

the academic disciplines: language and literacy; the arts--music, creative movement, dance, drama, visual arts; mathematics; science; and physical activity. The students will also be able to effectively manage programs, observe, and conduct appropriate assessments and effectively use technology in Early Childhood settings. A field experience in an Early Childhood setting, preschool to third grade, is also required.

EDC 447 - Seminar in Early Childhood Education (3)

Prerequisite: Enrollment in the professional term or permission. A methods seminar exploring practical and philosophical issues in early childhood education including special needs and inclusion, research in child behavior, legislation pertaining to young children, enriching environments for young children, discipline techniques, parent communication and conferences, working with other teachers, integration of learning experiences, grouping for learning, designing curriculum, technology, and assessing and recording children's behaviors. In preparation for the student teaching experience, students combine theory, knowledge, and skills as they develop their own personal philosophy of early childhood education.

EDC 457 - Early Childhood Clinical Practice (8-10)

Prerequisites: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a PreK or Kindergarten classroom setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

Special Education

EDS 207 - Introduction to Exceptional Children (3)

Prerequisite: Co-enrollment in EDU 211, or permission. An introductory study of children with exceptional needs for the prospective special educator. Students examine the field of special education for an overview of relevant issues. At the completion of this course, students are able to relate significant historical and legal issues to the practice of teaching. Emphasis is placed on designing and adapting instruction and instructional learning environments to meet the diverse learning needs of students with exceptionalities. The student also participates in a field-based observation project.

EDS 236 - Curricula and Collaboration in Special Education (3)

Prerequisites: EDU 211 and EDS 207, or permission. A beginning methods course focusing on curricular modifications for students with high incidence disabilities. Students will explore legal and ethical practices for professional special educators. As a result of this course, the students will gain a foundational knowledge of special education including development and implementation of classroom management techniques, adaptation of curriculum for learners with exceptionalities, use of effective communication techniques for collaboration, and use of evidence-based instructional strategies to enhance learning.

EDS 328 - Special Education Assessment (3)

Prerequisite: EDS 236 or permission. A course focusing on the application of federal and state guidelines for verification of students with special needs. Students will utilize measurement principles and practices to interpret formal and informal academic and behavioral assessment data to inform development of individualized educational plans for K-12 students.

EDS 332 - Methods for Secondary Special Education (3)

Prerequisite: EDS 236 or permission. A methods course with a secondary school emphasis. Upon completion, students demonstrate skill in adapting instruction, developing transitions and vocational options, developing social skills instruction, and demonstrating IEP writing competency. Students will learn strategies to create safe, inclusive, and culturally responsive learning environments. The course examines the above issues from both a resource room and inclusionary practice perspective.

EDS 410 - The Collaborative and Inclusive Education (2)

This course is a senior methods course with a primary focus on facilitating collaborative and inclusive education practices in the K-12 schools. Students will engage in collaborative teaching activities, develop inclusive instructional strategies, and examine implementation of educational practices for students with special learning needs.

EDS 426 - Integration of Special Education Competencies I (4)

Prerequisite: Enrolled in professional term. This course is a methods course in the professional term. Students will engage in data gathering and analysis processes designed to inform instructional planning and decision-making for students with exceptional learning needs. Students will implement and monitor individualized plans targeting specific student needs and their impact on student learning.

EDS 428 - Integration of Special Education Competencies II (4)

Prerequisite: Enrolled in the professional term. A senior methods course reviewing major issues in special education prior to student teaching. Students prepare for their individual field experiences and complete an evidence-based instruction project derived from the student teaching experience.

EDS 456 - Special Education Clinical Practice (8-10)

Prerequisite: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into two special education school settings in which he/she can be given first-hand experiences in instructional strategies, parent conferencing, student evaluation and assessment, classroom management, colleague collaboration and related development of curriculum topics to meet student Individual Educational Program. Involves a minimum of 14 weeks in the classroom.

Education (Graduate)

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

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

EDU 620 - Social Media in the Classroom (3)
Social media isn't going away. Educators should embrace it for their own professional learning, enhanced communication with parents, and to tell the story of their classrooms to the greater community. This class will explore the research behind social media usage and tools educators can use to build a stronger social media presence.

EDU 626 - Secondary Methods (3)
A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students examine topical issues to include curriculum development and execution, methods for the content area being studied, assessment, and classroom management. Emphasis is placed on practical application through role-play, applied research, and lesson presentation and critique. At the conclusion of the course, students will be able to articulate a teaching philosophy, design lessons appropriate to the content area, and teach effectively to large and small groups of students. A practicum experience of 150 hours is included.

EDU 628 - Reading & Writing Instruction for Second Language Learners (3)
This course is focused on exploring the instructional methodologies and current approaches for teaching English as a Second Language (ESL) in the areas of reading, writing, speaking, listening, and vocabulary development. Special attention will be given to the second language acquisition, ESL program models, and the selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency. The main goal of the course is to provide teachers in K-12 settings theoretical and practical methods and strategies for working with English language learners.

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

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

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

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

EDU 699 - Selected Topics (3)
Course work of specific interest to the individual graduate student may be selected within this category. Such courses will be offered on the basis of student needs.

Special Education (Graduate)

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

EDS 622 - School Programming for Exceptional Students (3)
An examination of a variety of techniques for instruction in academic, social, and vocational curricula to children and youth with high incidence exceptionalities in schools. This course considers classroom setting options across a range of special education services and placement options. Students will select, adapt, and use a variety of evidence-based instructional strategies.

EDS 626 - Advanced Instructional Adaptations (3)
This course prepares students to make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. The focus of the course is on the implementation of adaptations utilizing a multi-tiered model of support for learners with disabilities. Students will utilize technology in making adaptations for learners with special needs.

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

Engineering

EGR 101 - Introduction to Engineering (3)

Engineering is a comprehensive term that includes a variety of modern industries and disciplines, incorporating a foundational knowledge of physics and the natural sciences with problem solving in a business environment. Engineering careers, skills, and experience are studied in an interdisciplinary context with a focus on professional development. Analytical and design skills will be developed through hands-on learning opportunities.

EGR 210 - Fundamentals of Engineering Design (3)

Prerequisite: Doane Basic Mathematics Skills. This course introduces students to general design principles for engineering, geometric design principles and practices including specifications, dimensioning and tolerance, and use of industry standard computer applications to produce appropriate 2D and 3D representations of mechanical system models. After completion of the course, students will be able to define a model of a mechanical system and produce appropriate 2D and 3D representations of it using industry standard CAD software.

EGR 215 - Fundamentals of Computational Science (3)

Prerequisite: High School precalculus or equivalent. Computational science lies at the intersection of the natural/social sciences, mathematics, and computer science. It involves using computational tools such as numerical computing/analysis, computer simulations, scientific visualization, symbolic computing, statistical analysis, and mathematical modeling to solve problems in the sciences. This course introduces students to the modeling process, methods of solving or simulating models using a computer, methods of statistical analysis for validating models, visualization techniques, basic programming, and elements of good programming practice. Open source computational tools will be used.

Students who complete the course will be able to work through the process of designing, coding, and debugging a computer program; use a general approach to creating mathematical models in a variety of disciplines; map scientific or mathematical modeling problems to a computational framework; implement solutions or simulations of models using appropriate Python code; use basic statistical tools to assess reliability of models; use computer graphics tools to visualize model solutions or simulations; and collaborate successfully in a team working on a project.

EGR 218 - Engineering Statics (3)

Prerequisite: PHY 201 (or PHY 107). (Cross-referenced with PHY 218.) Statics is a study of forces and movements of forces on rigid bodies in equilibrium, and is a fundamental course for all engineering students. The course includes a detailed examination of the forces and movements acting on various structures from both an experimental and theoretical standpoint. Computer-modeling packages will be used to provide students with a working knowledge of important tools for problem solving and drafting software to help visualize the projects. Both analytical and numerical solutions will be developed and used to enhance the students' problem-solving skills. Upon successful completion of the course, students will have produced a free-body diagram of an object, analyzed free-body diagrams and solved force problems using vector algebra, determined the loads (forces) on elements of a structure (e.g., a bridge) and how those loads are transmitted to other elements of the structure, demonstrated facility in numerical problem solving, and demonstrated the ability to gather and analyze data in selected areas of the topics covered.

EGR 240 - Engineering Thermodynamics (3)

Prerequisites: MTH 235 and PHY 201. Fundamental concepts and basic theory of classical thermodynamics including study of the first and second laws of thermodynamics, properties of pure substances, thermodynamic states and functions, applications to engineering.

EGR 260 - Responsible Engineering Practice (2)

Prerequisites: PHY 101 and EGR 210. In any engineering design project, engineers may carry a number of social, moral, environmental, legal, and personal responsibilities. This course provides a holistic approach to design responsibility and engineering ethics. Students will be presented with a variety of ethical dilemmas and expected to engage these situations with responsible focus and behavior. Students will apply this information to a final course-long design project that demonstrates ethical design practices and behavior.

EGR 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.

EGR 290/390/490 - Directed Study (1-3)

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

EGR 301 - Integrated Design (1)

Prerequisites: EGR 101, EGR 210. An experiential learning course intended to focus on the process of researching, designing, machining, and prototyping a novel creation in a team-led, individually motivated environment to accomplish a specified task. Students will be observed and directed by an instructor while practicing leadership, organization, time management, and design skills in an open, interdisciplinary environment simulating a real-world design experience.

EGR 302 - Machine Design (3)

Prerequisite: EGR 326. A study of design aspects for machine elements. Topics include using analytical and computational methods for predicting machine kinematics, design of different system configurations, and determination of component failure. This course provides an introduction to design aspects related to assessing degrees of freedom, cam motions, stress and strain in shafts, multi-bar planar linkages, and gross machine kinematics.

EGR 310 - Fundamentals of Fluid Mechanics (3)
Pre- or corequisite: EGR 240. Fluid properties, statics, kinematics and kinetics of fluids including gravitational and viscous effects. Differential analysis of fluid motion. Incompressible inviscid flow, dimensional analysis and similitude. Flow measurements, boundary layers, flow about immersed bodies and flow in open channels. Students will apply fluid mechanics principles to appropriate design problems.

EGR 315 - Foundations of Environmental Engineering (3)
Prerequisite: EGR 240. Pre- or corequisite: EGR 310. A study of environmental engineering foundations with a focus on water and air quality and the design of water, air, and waste management systems. After completing this course, students will have the ability to design elements of water, air, and waste management systems.

EGR 320 - Engineering Dynamics (3)
Prerequisite: EGR 218 or PHY 218 or permission. Like statics, dynamics is part of the physical science--mechanics--that deals with the state (rest or motion) of solid bodies under the action of forces. While statics is concerned with the equilibrium of bodies, dynamics studies the accelerated motion of a solid body. In this course, the subject of dynamics will be presented in two parts: kinematics, which treats only the geometric aspects of the motion, and kinetics, which investigates the analysis of the forces causing the motion. Upon successful completion of the course, students will be able to solve kinetic and kinematic problems as well as apply the principles of work and energy, conservation of energy, impulse and momentum, and conservation of momentum to the solution of engineering problems involving particles and systems of particles.

EGR 321 - Civil Engineering Surveying (4)
This course studies basic principles and practices of surveying. Introduction to geodetic positions, datum, map projections; theory of measurement errors and their analysis; basic surveying operations and computations; reading and interpretation of building and construction plans. After completing this course, students will understand and practice industry standard surveying techniques.

EGR 324 - Introduction to Geotechnical Engineering (4)
Prerequisite: EGR 326. This course covers types and properties of soils, lateral and vertical pressure, settlement and consolidation, strength and seepage studies. Laboratory tests of soil properties are to be included. After completing this course, students will understand soil properties as they relate to engineering applications and will be able to use standard laboratory techniques used by engineers practicing in this area.

EGR 325 - Introduction to Electronic and Electrical Circuits (4)
Prerequisites: MTH 235 and PHY 202. (Cross-referenced with PHY 325 & CMP 325.) A study of AC and DC circuits, solid-state devices, and digital logic devices. Elements of network analysis are introduced. Basic building blocks of modern analog and digital circuits including diodes, transistors, op amps, logic gates, analog-to-digital and digital-to-analog converters are studied. All topics are developed through extensive laboratory experience. Completion of the course allows the student to design, build, and debug circuits that solve instrumentation problems arising in physical measurements.

EGR 326 - Mechanics of Materials (3)
Prerequisites: EGR 210, EGR 218 (or PHY 218). This course is an introduction to the fundamental concepts of deformable bodies. It studies the behavior of structural members, both qualitatively and quantitatively, under different types of external loading and thermal conditions. A basic relationship between loads, stresses and deflections of engineering structures will be developed. Topics covered are concepts of stress, strain and deflection; stress-strain relations for ductile and brittle materials; yield stress; elasticity and plasticity; Hooke's law; Poisson's effect; factor of safety; elongation of members under axial loading; stress on inclined planes; displacement of members under torsion; Mohr's circle for stresses and strains; and the concept of buckling and stability. After completing this course, students will be able to perform calculations to predict properties such as stresses and deformations associated with both external and internal loads and describe and use the experimental procedures of structural mechanics.

EGR 328 - Water Resources Engineering (3)
Prerequisite: EGR 310. This course covers Quantitative hydrology, precipitation, hydrograph analysis, reservoir and stream routing; water law; spillways; open channel and pipe network hydraulics; suburban storm water drainage; and flood damage mitigation. After completing this course, students will understand and practice industry standard analysis methods used for designing and managing water resources.

EGR 330 - Engineering Measurements and Experimentation (3)
Prerequisite: EGR 325/PHY 325. This course is designed to acquaint the student with measurement systems, instruments, probability, statistical analysis, measurement errors, and their use in experimental design, planning, execution, data reduction, and analysis. Students will design and build devices to be used in research laboratories on campus, in classes, and for demonstration.

EGR 335 - Digital Electronics and Microcontrollers (3)
Prerequisite: EGR 325/PHY 325. This course covers the design and application of digital logic circuits, the operation of microcontrollers, and applications of these devices in embedded systems. Specific topics include combinational and sequential logic circuits, programmable logic devices (PAL, ROM, PLA), using commercial digital IC chips, an overview of microcontroller technologies, and use of microcontrollers with electromechanical devices. Students will design and build devices that will include programming the appropriate drivers for these devices.

EGR 350 - Introduction to Systems and Controls (3)
Prerequisites: EGR 215 and MTH 235. Corequisites: EGR 320 and EGR 325. The concepts of linear system theory are fundamental to all areas of engineering. Automated and manual control systems provide the stable, predictable environment necessary for complex systems. This course focuses on developing and analyzing models that describe input/output behavior of

physical systems. This course also provides basic practice of matrices and linear algebra, including use of industry-standard software.

EGR 360 - Manufacturing and Prototyping (2)

Prerequisite: EGR 260. In this course, students will continue developing their understanding of a formal design process by completing one or more projects in a team environment. Students will be instructed in manufacturing and prototyping processes to gain a coherent understanding of design realization and considerations when designing a product for manufacturing or assembly. Projects will show responsible design practices while integrating understanding of prototyping with existing technical knowledge, economic considerations, and formal communication skills.

EGR 395 - Senior Engineering Design I with Engineering Project Management (3)

Prerequisite: Junior standing; At least 12 EGR credits. Methodologies for utilizing Lean Six Sigma strategies into organization and group project work. Identification of waste in project tasks. Development and adherence to project charters, including team contracts. Leadership skills. Risk assessment. At the end of this class, students will submit a cogent proposal dictating a plan of action for their senior capstone design project.

EGR 410 - Design and Analysis of Energy Systems (3)

Prerequisite: EGR 310. Design and analysis of thermal-fluid energy systems found in commercial buildings, power plants, and processing plants including pump systems, heat exchangers, boilers, chillers, and fans. System simulation and system optimization will be studied in addition to engineering economics analysis. Students will be able to design, simulate, and optimize thermal energy systems both at the component and system levels.

EGR 415 - Structural Steel Design (3)

Prerequisite: EGR 326. Design of elementary structural steel elements found in bridges and building structures both at the element and system levels, including plate girders, other built-up members, composite beams and slender columns, frame stability, tubular members and connections. Students will be able to apply the theories and concepts of structural design and analysis.

EGR 420 - Advanced Systems and Controls (3)

Prerequisite: EGR 350. Pre- or corequisite: EGR 320. An advanced analysis of complex systems and control methods. This course utilizes multi-focal problem scenarios to assist in application of input and output systems. This course also provides basic analysis and design processes involved in the construction of robotic systems. This course will detail electromechanical systems and design considerations. Students will be expected to design and construct a robotic system utilizing proper input/output analysis and control mechanisms.

EGR 421 - Engineering Internship (0-12)

See page 47 for course description.

EGR 422 - Structural Concrete Design (3)

Prerequisites: EGR 218 and EGR 326. This topic covers the analysis and design of reinforced concrete beams, floor slabs, and columns using the ACI Building Code Requirements. Applications also include continuous beams and moment frames. After completing this course, students will understand and practice industry standard analysis methods used for designing concrete structural components.

EGR 425 - Heat Transfer (3)

Prerequisites: EGR 240 and EGR 310. A study of the fundamental principles of heat transfer including conduction, convection, and radiation heat transfer; design of heat exchangers; and numerical analysis of two-dimensional heat transfer. After completing this course, students will be able to design and analyze various heating and cooling related energy systems.

EGR 495 - Senior Engineering Design II (3)

Prerequisite: EGR 395. The senior capstone experience for engineering-oriented students is to apply principles of the design process and knowledge of basic and engineering sciences and mathematics to design and prototype a product or process that meets the needs of a customer. In this second course of the senior design sequence, students working in teams refine the product or process design developed in Senior Design 1 and produce a prototype, adapting the design, as necessary to achieve the design requirements. Completing this course gives students experience in team-based product or process development, prototyping, and technical communication.

EGR 496 - Senior Seminar (1)

This course completes the three-semester sequence for designing, prototyping, and reporting on the senior design project. In this capstone course, students write the senior thesis, create an oral presentation about the design project, and complete their portfolio. Students are encouraged to present the research at an off-campus meeting. Upon completion of this course, students will have gained experience in producing an engineering paper and presenting their research in a public forum.

English

ATV 136 - Journalistic Activity - Xanadu (0-1)

Participation in writing for the university literary publication. Graded as pass/fail.

ENG 100 - Writing English as a Second Language (3)

Prerequisite: ELS 116 or TOEFL score of 100. A course designed for students of English as a Second Language to provide exposure to readings and writing in the liberal arts disciplines. Students write expository essays with additional work on reports, summaries, research techniques and argumentation.

ENG 101 - English Composition I: The Writing Seminar (3)
Prerequisite: The student must demonstrate adequate basic skills before enrolling in ENG 101. 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.

ENG 102 - English Composition II: Writing in Context (3)
Prerequisite: ENG 101 or permission. This course will engage students in the process of writing as a purposeful interaction with diverse audiences in distinct settings. Through analysis and practice, students will learn to approach writing as a rhetorical transaction and thus build a foundation of principles and techniques that enable them to serve the needs and values of local and global users in the contemporary public space. They will learn to construct cogent stances based on careful inquiry. They will learn to gather technical information about complicated subjects and translate it into usable forms for busy decision makers. Along the way, they will identify and apply the theoretical underpinnings of effective written argument, thus preparing them to operate in a wide range of fields where competency is defined by accuracy, efficiency, and situational awareness. This rhetorical knowledge promotes empathy, connection, and thus equity between writers and their readers.

ENG 113 - Basic News Writing and Reporting (3)
(Cross-referenced with CMM 113.) 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 200 - Introduction to Literary Studies (3)
This course will introduce students to the scholarly study of literature. Students will develop skills in close reading and literary interpretation through their analyses of texts. This course will also introduce students to the different critical approaches to the study of literature. In this course, students will read texts closely, think critically, and respond to texts in their writing assignments; learn different methods of interpretation and analysis, both textual (elements the text uses to create meaning) and contextual (elements that are outside the text, but which also influence the analysis. Ex: biographical, historical, cultural, socio-political, etc.); construct effective written arguments with claims and evidence; and gather, incorporate, and interpret source material in their writing using the appropriate citation format.

ENG 208 - Introduction to Global Anglophone Literature (3)
This course will introduce students to literature from South Asia, Sub-Saharan Africa, and the Caribbean. In this course, students will: a) Gain an introduction to the idea of postcolonial theory and issues pertaining to colonialism, national independence, and national politics, as well as the ways in which gender, class, religion, ethnicity, and race shape identity; b) Recognize the ways in which literature communicates cultural and experiential differences; c) Learn to approach literature through a postcolonial lens, in which they consider the aesthetic work within the context of the social, political, historical, and economic frameworks. **Note: Credit toward the degree may be earned in only one of: ENG 330 or ENG-208.**

ENG 210 - Film Studies (3)
(Cross-referenced with CMM 210.) 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 213 - Beat Reporting (3)
Prerequisite: CMM 113/ENG 113. (Cross-referenced with CMM 213.) Students study the fundamentals of news gathering, interviewing, cultivating sources, developing beats and in-depth reporting. The student who successfully completes this course will demonstrate a competency in covering an assigned topic area. The student also will develop skills in public affairs reporting and be able to articulate the social responsibilities of a reporter as well as the obstacles to communicating information to the public. The Doane Owl serves as a laboratory for student writing.

ENG 231 - Linguistics (3)
A study of the structure and usage of English, with attention to both traditional grammar and modern linguistic analysis and theory, including morphology, phonology syntax, and semantics. Students will be able to apply their understanding of the structure and usage of English. They will be able to recognize and apply both traditional grammar and modern linguistic analysis and theory, including morphology, phonology, syntax, and semantics, thereby strengthening their command of the English language.

ENG 237 - Introduction to Literary Fiction (3)
This course introduces students to a range of fictional forms and narrative styles. Upon successful completion of the course, students will be able to identify major components of fiction and analyze their functions to reveal the texts' explicit and implicit meanings. Moreover, students will be able to describe several historical developments in the short and long forms of fiction. Finally, students will be able to describe how fiction operates in the investigation and expression of the human search for meaning and values.

ENG 238 - Introduction to Fiction Writing (3)
Prerequisite: ENG 101. This course provides students with a critical and practical foundation in the writing of fiction. Students are introduced to appropriate terminology and the various types of short fiction. Upon successful completion of the course, students will be able to discuss fiction intelligently and will have written or drafted work of their own.

ENG 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. Only one selected topics course may be counted toward the English or English/Language Arts major.

ENG 285 - Introduction to Writing Creative Nonfiction (3)
Prerequisite: ENG 101. (Cross-referenced with CMM 285.) This course will provide students with a critical and practical foundation in the writing of creative nonfiction. Creative nonfiction includes many forms and variations of the essay, though the boundaries among them are not rigid, and writing in one form will often include elements of other forms. Students will study this diversity and the characteristics of these forms, with special emphasis on literary journalism. Through analysis of exemplary texts and through their own creative writing, students will address issues of craft, examining literary tools at the disposal of the creative nonfiction writer. In so doing, students will also consider the importance of research, accurate reportage, and the writer's responsibilities regarding memory and truth versus invention.

ENG 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

ENG 301 - Women Writers (3)
This course offers an in-depth study of fiction written by women from different time periods and different parts of the world. Readings and discussion will explore the various themes and motifs that relate to the lives of women while also highlighting the thematic, stylistic, and narrative differences in the texts. Alongside these works of fictions, we will discuss seminal essays of feminist theory that help to elucidate the novels. In this course, students will develop an introduction to the terms and idea of feminist theory; recognize the themes and narrative style of women's writing; and craft an original argument rooted in and textual analysis and literary criticism.

ENG 304 - The Evolution of Narrative (3)
This course will engage students in the forms and cultural significance of stories and storytelling through time, from hero myths and folktales to emerging media and popular culture, such as gaming, superhero films, and sports entertainment. Students will examine narrative modes and structures in various literary and non-literary texts, both classical and contemporary, with particular emphasis on the anthropological role of narrative in the construction of the individual and collective self.

ENG 308 - American Literature and Identity (3)
This course explores the relationship between American literature and identity from the Colonial Era to the present day. Students will examine how major literary trends shaped, and were shaped by, the formation of diverse identities. From ideals of rugged independence and upward mobility to the realities of Native American removal, race slavery, and the disenfranchisement of women, American literature has emerged from a complex history. By the end of the course, students will be able to identify major trends in American literature from Transcendentalism and Naturalism to Modernism and Postmodernism. Moreover, students will be able to describe the role of major historical developments in the shaping of various identities expressed in American Literature. Finally, students will create an argument about the relationship between American identity and literature and present it in a major research paper.

ENG 318 - Environmental Literature (3)
An examination of diverse literary responses to the environment. Through poetry, fiction and non-fiction, students explore the role of the environment in the development of human language and literature. Even as environmental literature seeks to explain human relationships with the physical world, students will be able to identify, categorize and interpret the literary meanings of various environments. Moreover, by examining "Ecocriticism," an approach that emphasizes the role of the natural environment in literature, students will be able to recognize and use important environmental concepts in their own critical writing.

ENG 330 - Global Anglophone Literature (3)
Prerequisites: Sophomore status or permission of the instructor. This course will introduce students to Anglophone literature from South Asia, Sub-Saharan Africa, and the Caribbean. Students will also read and discuss critical theory to develop their understanding of colonialism and its effect on the literature. **Note: Credit toward the degree may be earned in only one of: ENG-330 or ENG 208.**

ENG 340 - Narrative Medicine (3)
This course will engage students in the field of narrative medicine by exploring the intersection between the study of narrative and the art of caregiving. Students will examine the origins of this clinical framework and its methodology, the integration of narrative competency to improve outcomes for patients and providers. They will identify and practice the foundational techniques of narrative medicine, developing as radical listeners through close reading of literary texts and honing their skills as empathetic communicators through reflective writing, as well as rhetorical analysis of the diagnostic and therapeutic situation. Students will also explore the connections between the mind and the body in both storytelling and medicine, with particular emphasis on the role of story in the healing process.

ENG 342 - The Romantic Era (3)
Poetry and prose of the late 18th and early 19th centuries, with emphasis on English literature from Blake through the Victorian writers.

ENG 343 - Instructional Methods for Teaching Secondary English I (2)
This course is the first half of the required methods courses for English education majors. In this course, students will begin the transition from student of English to teacher of English. This course will specifically focus on assessment--especially in regard to writing--within the secondary English classroom. Students will learn and utilize Wiggins & McTighe's Backwards Design in order to create and apply rubrics and other forms of formative and summative assessments.

ENG 344 - Instructional Methods for Teaching Secondary English II (2)
This course is the second half of the required methods courses for English education majors and will prepare them for student teaching. Students will be expected to build on materials developed in ENG 343. The major emphasis is on innovative teaching methods for facilitating learning in English in the secondary schools. This course will provide students with resources for engagement and the opportunity to design a ready-to-implement unit plan incorporating backwards design.

ENG 355 - Fiction Writing Workshop (3)
Prerequisite: ENG 238. This course will serve as a bridge between ENG 238, Introduction to Fiction Writing, and ENG 497, the Seminar in Fiction Writing. Students will continue the maturation and sophistication of their craft as writers through further practice of the genre in a collaborative setting.

ENG 356 - Creative Nonfiction Workshop (3)
Prerequisite: ENG 285. This course will serve as a bridge between ENG 285, Introduction to Writing Creative Nonfiction, and ENG 485, the Seminar in Writing Creative Nonfiction. Students will continue the maturation and sophistication of their craft as writers through further practice of the genre in a collaborative setting.

ENG 362 - Shakespeare in the Renaissance (3)
The most famous figure in western literary history did not develop in isolation. Rather, William Shakespeare was influenced by the politics, religious conflicts, and manners of his age, even as he used his work to comment upon topics such as colonization, nobility, and the role of the theatre. Upon completion of the course, students will be able to describe the major patterns and themes of several Shakespeare histories, comedies, and tragedies. Moreover, they will be able to identify major dramatic and poetic precursors to Shakespeare's work as well as drama and poetry indebted to Shakespeare's influence. Students will develop a topic exploring the relationship between Shakespeare's work and his Renaissance context in a major research paper.

ENG 421 - Internship in Teaching English (0-12)
See page 47 for course description.

ENG 485 - Seminar in Writing Creative Nonfiction (3)
Prerequisite: ENG 285 or permission. This course builds on the students' experience in ENG 285, Introduction to Writing Creative Nonfiction. Students consider more deeply the techniques of creative nonfiction and the variations within the genre, with emphasis on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with the common forms of creative nonfiction and will have produced a portfolio of their own work.

ENG 495 - English Seminar (5)
A course devoted to guided preparation and writing of papers on individual topics. These papers are based on the intensive study of a given author, genre, or literary topic. Students refine their writing abilities while they develop research techniques and acquire more sophisticated knowledge of library resources.

ENG 497 - Seminar in Fiction Writing (3)
Prerequisite: ENG 238 or permission. This course builds on the students' experience in ENG 238, Introduction to Fiction Writing. Students gain a deeper exposure to fictional techniques, with emphasis on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with major types of short fiction and will have produced a portfolio of their own work.

English as a Second Language

ESL 325 - Methods I (3)
An examination of current theory, methods and materials used for English as a Second Language instruction as well as a survey of assessment instruments and measurements appropriate for use with the English as a Second Language student to aid in the diagnosis and treatment of problems associated with learning English as a Second Language.

ESL 326 - Methods II (3)
A survey of the methods of teaching English as a Second Language. Topics to be covered include materials, selection, objective writing, materials preparation, test construction, and classroom management.

ESL 455 - ESL Clinical Practice (8-10)
Prerequisites: Admittance by Teacher Education Committee. Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into an ESL classroom setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska PK-12 student standards. Involves a minimum of 14 weeks in the classroom.

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.

ELS 115 - Orientation to the American College Classroom and Culture (2)
A course designed for international students to provide an orientation to American culture and academic requirements in the college classroom. Upon completion of the course, students will demonstrate their understanding of cultural awareness, active learning techniques, active reading strategies, and oral and written communication by applying them to their other college courses.

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.

ELS 119 - Communication Skills (3)
(Cross-referenced with DLC 119.) 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.

Entrepreneurship

ENT 201 - Introduction to Entrepreneurship (3)
This course gives students direct experience in creating an entrepreneurial venture. Students will understand the needs of the marketplace, prepare a business plan, and then be given a small budget to purchase and subsequently sell a product or service. In the process, students will determine a viable strategy, gather required resources, and track the venture's financial progress. They will learn the entrepreneurial process and common challenges and issues faced by entrepreneurs. In the end, students will reflect on the success or failure of their venture. Course fees will be used to procure the product to sell in the class.

ENT 301 - Creating a New Venture (3)
Prerequisite(s): ENT 201 or permission. In this course, students will learn how to launch a successful venture. Students will recognize the unique characteristics of a successful entrepreneur and how ideas for a business opportunity are identified, analyzed, and cultivated. They will understand the needs of the market, how to evaluate business opportunities, assess required resources, and manage the growth and scale of a venture. Students will also learn about venture capitalists, financing stages, and different entry and growth modes such as franchising, acquisition, and licensing. By the end of the term, students will be able to conceptualize, develop, and write a business plan that is ready to pitch to potential investors.

ENT 401 - Managing Innovation (3)
Prerequisite(s): ENT 201 and Junior Standing. This course develops an aspiring entrepreneur's ability to identify great ideas and act on unique business opportunities. The course studies state-of-the-art innovation frameworks and tools that students can apply to enhance their creative abilities. Students will incorporate design-thinking and the ability to successfully develop innovative solutions. By the end of the term, students will have developed a new product or prototype to address a real-world business problem.

ENT 495 - Practicum - Startup Launch (3)
Prerequisite(s): ENT 301 and Junior Standing. This advanced course gives students more direct experience in launching, funding, and sustaining an entrepreneurial venture. Student teams must take their business plan and pitch it to investors and banks. Students may have additional projects or activities in consultation with the entrepreneurship advisor, such as university and community competitions, academic or practitioner research, meet and interview investors and entrepreneurs, work with local businesses on their projects, among others. An internship does not satisfy the practicum requirement.

Environmental Science

EVS 105 - Introduction to Natural Resources (3)
An introduction to the scientific basis for natural resource conservation and management. Topics will include soil, water, and land resources as well as the application of natural resources management concepts to fish, wildlife, and agriculture. Upon completion, students will demonstrate an understanding of the various natural resources, their sustainable use, and the current and future challenges to sustainable management.

EVS 201 - Environmental Science (4)
Prerequisite: BIO 101 or BIO 111 or BIO 112 or EVS 105 or GEO 101. An examination of the role of humans in altering the quality of the environment. Topics include pollution, population, climate change, wildlife conservation, and environmental politics. Topics related to basic ecosystem structure and function are explored, as well as the human impact on ecosystems. Upon successful completion of this course, students will demonstrate an understanding of environmental issues, science content, and the interdisciplinary nature of environmental science.

EVS 205 - Principles of Environmental Public Health (3)
Prerequisite: Any one of the following courses--BIO 101, BIO 110, BIO 111, BIO 112, CHM 125, GEO 101, EVS 105, or PHS 105 or permission. (Cross-referenced with HSC 205.) An examination of the environmental factors that may adversely impact human health, from contaminated soil, air, and water, to climate change and infectious diseases. Topics include the impact of health disparities and identification of populations that are vulnerable to environmental hazards. Study will also

include methods for addressing these issues from risk assessment to emergency response. Classes and field trips will focus on current issues and draw on the expertise of those working in the field. Upon successful completion, students will be able to demonstrate a general knowledge of environmental public health and become familiar with career opportunities in the field.

EVS 215 - Agronomy of Hemp (3)

(Cross-referenced with CAN-215.) This course provides an in depth investigation of hemp as an agronomic and horticultural crop. Agronomic principles pertaining to industrial hemp as a field crop are explored, including the cultivation, management, and harvesting of hemp for fiber and seed production. Growing hemp under controlled environments for flower production will also be discussed. Cultivation practices including irrigation, fertilization, integrated pest management (IPM), air circulation, and light control are examined for optimal crop quality and yield.

EVS 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.

EVS 290/390/490 - Directed Study (1-3)

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

EVS 320 - Introduction to Geographic Information Systems (3)

Prerequisite: Fundamental computer skills (Windows operating system, spreadsheets, word processors), junior or senior standing, or permission. (Cross-referenced with CMP 320.) Geographic Information Systems (GIS) are computer methods used to collect, organize, analyze, and present spatial data. Emphasis will be on GIS mapping, spatial analysis, and database development. Students complete hands-on computer activities using ArcGIS Desktop software and will develop skills and a knowledge base from which to use spatial information effectively as a professional. Upon completion, students will be able to create and edit spatial data, produce maps and conduct spatial analysis.

EVS 324 - Animal Production Systems & Sustainability (3)

Prerequisite(s): EVS 105. This course will serve as an introduction to modern animal agriculture production systems, including beef cattle, dairy cattle, swine, small ruminants, and poultry. Students will become acquainted with sustainable production and management practices of the animal industry. Upon completion, students will be able to demonstrate the application of animal genetics, physiology, and nutrition to improvements in animal production.

EVS 325 - Soil Systems and Sustainability (3)

Prerequisite: One Doane Core laboratory science class. An introduction to the properties and nature of soils as the foundation of sustainable agroecosystems. This course will provide a basic understanding of soil science terminology, soil formation, and the chemical, biological and physical properties of soil. The effects of soil properties on plant growth in crop production, turf management, and ecosystems will be investigated. Upon completion, students will demonstrate an understanding of the importance of soils as they relate to water, plant nutrition, ecosystems and agriculture.

EVS 330 - Earth, Climate, and Energy (3)

Prerequisite: One Doane Core science course or permission of instructor. An examination of current understandings regarding climate science and energy within an earth systems context. Current energy-producing practices will be examined as well as technological alternatives to fossil fuels. Study will include the roles institutions have on climate policy. Upon successful completion of this course, students will demonstrate an understanding of basic earth systems as they relate to climate change, the natural and human-induced origins and impacts of climate change, and how societies are developing climate solutions.

EVS 351 - Environmental Research I (2)

Prerequisites: Environmental Science or Environmental Studies major and junior standing. In this introduction to research, each student chooses an environmental topic, investigates it thoroughly in the scientific literature, and presents both a written and a formal report in a formal setting. The report will include a proposal for further research. The topic will then be investigated during the student's senior research project. Upon successful completion of this course, the student will have developed information retrieval skills in regard to primary scientific literature and will have developed skills in formal scientific writing, speaking, and experimental design.

EVS 392 - Environmental Policy and Sustainability (3)

Pre- or corequisite: PSI 101. A study of the challenges and processes involved in developing, implementing, and evaluating environmental policy as well as the impact of policy on sustainability efforts including energy, transportation, waste disposal, and natural resources. Study will include examination of the National Environmental Policy Act, Energy Policy and Conservation Act, Clean Water and Clean Air Acts and the Endangered Species Act. International agreements that address topics such as air and water quality, climate change, and biodiversity will also be discussed. Upon completion, students will demonstrate an understanding of how environmental policies are developed, the impact of these policies, and the interrelationships between environmental policy, sustainability, and science.

EVS 410 - Crop Production and Sustainability (3)

Corequisite: EVS 325. An examination of plant physiology and crop adaptation including crop management factors related to planting, pest control, plant nutrition, irrigation, and harvesting techniques. Topics also include soil fertility and nutrient management, organic and sustainable agriculture as well as bioenergy crops. The influence of markets, government policies, and the global economy on crop strategies are also included.

EVS 421 - Environmental Internship (0-12)

See page 47 for course description.

EVS 495 - Environmental Research II (2)
Prerequisites: Senior Environmental Science or Environmental Studies major and EVS 351. A two-semester laboratory or field project required of all senior environmental science majors. This course is a continuation of the student's EVS 351 Environmental Research I topic. Students conduct an environmental study concluding with a report in an appropriate format. Upon successful completion of this course, students will have developed skills in experimentation, scientific writing, presentation, and critical thinking.

EVS 496 - Environmental Research III (2)
Prerequisites: Senior Environmental Science or Environmental Studies major and EVS 351. A two-semester laboratory or field project required of all senior environmental science majors. This course is a continuation of the student's EVS 351 Environmental Research I topic. Students conduct an environmental study concluding with a report in an appropriate format. Upon successful completion of this course, students will have developed skills in experimentation, scientific writing, presentation, and critical thinking.

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, landforms, 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.

GEG 320 - Local and Global Food Systems (3)
An examination of the people, patterns, processes and places involved in agricultural activity within the United States and around the globe. Topics include exploration of agriculture as a fully integrated agroecosystem and the distribution of agricultural systems globally. Themes related to trade and food security, such as availability, safety, sustainability, and use, will be included. Current trends and issues in regional and global food production, including food-born outbreaks, genetically engineered crops, animal welfare, and social corporate responsibility, will be examined. Upon successful completion of this course, students will understand the history of the development of agriculture, the distribution and types of crops, livestock, and agricultural regions, as well as issues related to food production, safety, and security.

Geology

GEO 101 - Environmental Geology (4)
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, student will demonstrate an understanding of the structure and dynamism of geology as well as the natural and human-induced changes in geologic systems. Lecture and Laboratory.

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.

GEO 107L - Introduction to Meteorology Laboratory (1)
Must be concurrently enrolled in GEO 107. An examination of day-to-day weather events and the circulation of the atmosphere by laboratory demonstrations, exercises, and problem solving. Basic concepts of weather forecasting are introduced. Investigations will include examination of precipitation processes, severe weather, circulation systems, and air pollution. Upon successful completion of this course, students will have an understanding of the physical factors that affect the atmosphere as well as experience analyzing meteorological data and forecasting weather.

Graphic Arts and Print Design
GRD 115 - Introduction to Digital Imaging Editing (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. Upon completion of this course, students will alter and professionally edit still images as well as video to form advertisements and capture identity.
GRD 120 - Introduction to 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 recognize HTML & CSS coding languages and apply basic design concepts to create a user-friendly web site.
GRD 228 - Typography Studies (3)
Prerequisite: Computer competency. This course is 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. Topics addressed in this course include how to use type effectively to promote and advertise, use type shapes to express complete thoughts, use type in conjunction with images to fully realize promotional products, and use Photoshop and Illustrator to promote legibility and call to action. Upon completion of this course, students will use type effectively for high impact designs.
GRD 237 - Multi-dimensional Design (3)
Prerequisites: ART 107 and ART 235. 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.
GRD 241 - Foundations in Design Theory (3)
Prerequisites: ART 207 and GRD 237. This course is 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 study 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. Upon completion of this course, students will apply design theory for effective advertising and layout.
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. Upon completion of the course, students will explain design history as it relates to print and digital advertising beginning with the earliest designs and finishing with current design and advertising trends. Students will also identify historical influences on current design and apply these influences in a final course project.
GRD 258 - Introduction to Graphic Arts and Print Design Applications (3)
Prerequisite: GRD 241. This course develops the knowledge and skills necessary to use computer software to create graphics and documents. Upon completion of this course, students have basic knowledge of the three main applications used for professional design and choose appropriate software for use in varied contexts including manufacturing scalable media, editing digital photographs, and layout for multipage documents.
GRD 315 - Print Design Projects (3)
Prerequisite: GRD 115 or permission. This course applies the principles of graphic design and the appropriate software programs to print media for advertising, publications, and corporate communication. Upon completion of the course, students will develop design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. Using Photoshop and Illustrator, students will apply advanced application skills to full-page advertising and transform written work into image-based advertisements.
GRD 316 - Introduction to Motion Graphic Projects (3)
Prerequisite: GRD 120 or permission. This course applies the principles of graphic design and appropriate software programs to electronic media for advertising, corporate communication, and the Web. Using Dreamweaver and Photoshop, students will explore advanced web experiences and expanded storytelling through video. Upon completion of the course, students will combine these experiences into a web and multimedia presentation that analyzes type, animation, and video to create effective advertisements.
GRD 320 - Digital Drawing and Graphic Creation (3)
Prerequisite: GRD 315. 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.

GRD 415 - Advanced Motion Graphics and Video Editing (3)
Prerequisite: GRD 315. This course applies the principles of graphic design and the appropriate software programs to animation, multi-media, and interactive visuals for digital advertising. Students will learn the relationships between traditional cell animation and computer animation and develop technical skills to integrate all media and create animation. Upon completion of the course, students will film, import, and utilize digital video editing to produce a realized story.
GRD 416 - Intermediate Print Projects (3)
Prerequisite: GRD 415. This course requires students to 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 will produce an advanced project from the initial planning stages to final output. Upon completion of the course, students will formulate a branding rollout that includes time constraints and addresses clients' needs.
GRD 420 - Advanced Design Projects (3)
Prerequisite: GRD 416. In this advanced studio course, students will further develop creative and technical skills to complete professional projects and examine the principles and elements of brands and identity systems. Upon completion of the course, students will create reimagined film franchises through print and video advertising and determine the significance of brand design, application, and identity management that are consistent with an organization's mission, goals, and objectives.
GRD 496 - Senior Seminar in Graphic Arts and Print Design (3)
Prerequisites: Senior standing and permission. This course transitions students from the role of student to employed designers. Students will develop an extensive portfolio that demonstrates each of the program outcomes.

Graphic Design

GDC 258 - Introduction to Digital Media (3)
This course is an introduction to digital media technologies in a graphic design context. Using the elements and principles of design, students will focus on conceptual problem solving and form making, while exploring the relationship between form and meaning. Upon completion of the course, students will have developed image-making techniques for solving visual problems, through both analog and digital processes, and built a vocabulary for visual language and digital technologies.
GDC 260 - Introduction to Professional Practices (1)
Prerequisites: ART 107, ART 110, and GDC 258. After the completion of first-year graphic design courses, students will be required to pass a portfolio review assessment in order to continue and declare (or confirm) their major. Students will be instructed in preparing work for presentation by the instructors of the seminar. Students will learn how to professionally present their work, be encouraged to think critically about their work, and be required to write a brief self-assessment addressing their strengths and weaknesses and plans for further development. Graded as pass/fail.
GDC 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.
GDC 275 - Typography I (3)
Prerequisite: GDC 258. An introductory course focusing on the fundamentals of typography. The theory, history, and practice of typography will be examined in detail as students explore type as a vehicle for expression. Upon completion of the course, students will have learned the basic principles of typography including the study of letterforms, type classification, legibility, and hierarchy.
GDC 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.
GDC 303 - Graphic Design I (3)
Prerequisite: GDC 258. Focuses on the relationship between form and content using communicative tools such as composition, color, hierarchy, scale, rhythm, and visual metaphor to convey a message. Students will gain a rigorous understanding of the principles of graphic design, build their typographic skills, and develop meaning in their designs through the exploration of denotative and connotative forms. Special attention will be given to understanding and establishing a creative process and obtaining visual literacy in order to evaluate and discuss their own work as well as that of others.
GDC 304 - Graphic Design II (3)
Prerequisite: GDC 258. In this course, students will focus on developing their process for resolving complex visual problems, while taking a comprehensive look at how those problems are affected by social, cultural, historical and political influences. Emphasis will be placed on concept development through experimentation. Students will learn to communicate a message across a variety of media, cultivating form based on concept.
GDC 330 - History of Graphic Design (3)
This course will provide students with perspective on the development of graphic design throughout history. Readings and lectures will focus primarily on graphic design as it has evolved from the 15th century to the present day, including major movements, the influence of technology on the field, instrumental designers and graphic design's impact on visual culture. Upon completion of the course, students will have gained an understanding of the context of their own practice.
GDC 345 - Web Design (3)
Prerequisite: GDC 258. This course introduces students to the principles, methods, and applications of web design. Students will learn to code using HTML and CSS, with the primary focus of designing content-driven layouts for usability, interactivity and navigation. Upon completion of the course, students will be able to layout, code, and maintain a website.

GDC 360 - Motion Graphics (3)
Prerequisite: GDC 258. This course will focus on using various analog processes and digital media to create a narrative in a Time-based context. Students will learn to map out their ideas through story boarding and continue to develop digital illustration skills using the Adobe Creative Suite. Upon completion of this course, students will have explored how to use elements of motion design such as sequencing, rhythm, pacing, sound and timing, in conjunction with type, image and composition, as valuable tools in storytelling.

GDC 375 - Typography II (3)
Prerequisite: GDC 275. Continued studies in typography, employing typographic systems to solve more complex problems. Studio assignments will include experimenting with type to create expressive visual communication, designing grid systems and arranging type for effective legibility, and opportunities for designing with type for dynamic environments. Upon completion of this course, students will demonstrate a sensitivity to type through their ability to design refined, typographic compositions that consider type as both a means of communication and as an illustrative element.

GDC 403 - Graphic Design III (3)
Prerequisite: GDC 304. Strengthens conceptual thinking through focus on designing visual communication for various audiences. Students will learn how to create designs that consider issues relevant to contemporary practice as they explore and reflect on their own artistic identities through formal experimentation. These issues include but are not limited to design and the public sphere, ethical practice, sustainability, and design for social change.

GDC 404 - Graphic Design IV (3)
Prerequisite: GDC 403. Advanced graphic design students will develop self-directed work utilizing highly developed methodologies and complex design systems. That work may take form in a variety of media for disciplines such as web design, branding, experience design, motion graphics, interaction design or package design. Finished work will be of professional quality, prepared for exhibit, and documented for portfolio purposes.

GDC 421 - Graphic Design Internship (0-12)
See page 47 for course description.

GDC 460 - Advanced Professional Practices I (2)
Prerequisites: GDC 260 and GDC 304. Students will take this course in their final fall semester. Design students will gain a greater understanding of the preparation necessary to transition from their undergraduate program to entry into the field of graphic design. Upon successful completion of this course, students will have received information on establishing themselves professionally and will have researched and proposed work for a small group or solo exhibition (based upon Rall Gallery schedule availability). This proposal must be submitted by mid-term of the penultimate semester at Doane, and will serve as a contract with the dept. that the student will complete the proposed show. Finally, students will then undergo an end of semester critique by the art/design faculty and non-dept. faculty or professionals, of work related to the proposal.

GDC 461 - Advanced Professional Practices II (1)
Prerequisites: GDC 260, GDC 403, and GDC 460. In the spring semester, students will design a web portfolio and resume and work independently to research and develop work for the proposed gallery show, with the oversight of an advisor within each one's area of focus. This advisor will be declared in their fall proposal. All work for the gallery show is subject to review at a designated submission date, and must be of a professional caliber to receive the approval of the department by consensus, prior to installation. Upon successful completion of this course, students will have exhibited practice-related work in the gallery as the culminating experience, meeting the specifics outlined in the proposal.

Health and Human Performance

HHP 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
A course providing instruction in basic cardiopulmonary resuscitation, first aid, and first responder concepts and skills. Upon successful completion, students qualify for a "completion card" in basic CPR and first aid, using the guidelines of the National Safety Council. In addition, students receive more in-depth instruction in preparation for the associated certifying examination, also using the guidelines of the National Safety Council.

HHP 117 - Organization and Administration I (2)
A study of career opportunities and of practical problems of instructional organizations, supervision, financial and departmental organization of physical education and athletic programs, as well as public and private recreation programs.

HHP 118 - Organization and Administration II (3)
Studies which include the historical, philosophical, sociological, psychological, and administrative factors which form the basis for the construction of physical education, recreation, and athletic programs in school and communities.

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)
Prerequisite: Sophomore standing. This course is an introduction to basic principles of human nutrition with emphases on nutrients, metabolism, function of nutrients, and food sources. Nutritional recommendations and the sources of those

recommendations are addressed. Upon completion of the course, the student will be able to apply the processes of diet analysis based upon the associated recommendations and the functions of the ESHA-The Food Processor© software program.

HHP 220 - Fundamentals of Strength and Conditioning (2)

This course is to learn about the basic concepts in S&C that include: basic concepts, proper warm-up and cool-down methods, exercise testing, spotting procedures, facility design, program organization, administration and oversite and shadowing opportunities. The course will give an introduction to the field of S&C, increase safety awareness in a facility, develop your abilities to supervise S&C activities and provide an overview of the basic information needed to be effective as an S&C professional.

HHP 221 - Fundamentals in Athletic Training (2)

The study and application of appropriate procedures in the prevention and care of injuries generally associated with normal physical activity in secondary school (7-12) physical education programs, as well as those associated with injury related to sports participation.

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

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

HHP 290/390/490 - Directed Study (1-3)

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

HHP 321 - Techniques for Orthopedic Evaluation (3)

Prerequisite: HHP 221. A course that allows the student to develop the ability to apply concepts and principles used to perform a thorough orthopedic evaluation on injured athletes. Emphasis is placed on assessment techniques and involves practical experience as well as classroom lecture.

HHP 325 - Research for Health Sciences and Human Performance (3)

Prerequisite: BIO 295 or ECO 215 or EGR 225 or SSI 217. (Cross-referenced with HSI 325) This course will provide foundational knowledge of basic research methodology and understanding of the research process in quantitative, qualitative and mixed methods designs. Students are introduced to the concepts and skills necessary to critically analyze research studies. Students will demonstrate an understanding of the steps of research. This course will include formal written and oral projects.

HHP 330 - Principles of Strength and Conditioning (3)

Provide students with the theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various student populations. Students will have hands on experiences with designing appropriate strength and conditioning plans and exercises.

HHP 340 - Weight Training: Exercise Technique & Training (3)

Prerequisite: HHP 330. In this course, students will learn the fundamental skills in the technique of free weights, weight machines, exercise and performance testing. The theories, best practices and safety for training individuals in strength and fitness for all populations will be discussed. There will be an activity portion that will include coaching, teaching, demonstrations and critiquing individuals in a training environment. Following successful completion of the course, students will be prepared for the Certified Strength and Conditioning Specialist exam (CSCS) through the NSCA.

HHP 342 - Sports Nutrition (3)

Prerequisite(s): HHP 209. This course is designed to provide the basic principles of sports nutrition for exercise/athletic performance with an emphasis on nutrition strategies for maximum performance and altering body composition; and nutrition before, during and after competition. Major topics explored include fluid and electrolytes, dietary supplements, hormones, performance enhancing substances and methods, and feeding and eating disorders. Upon completion of this course, the student will understand the role of sports nutrition professionals and be able to apply the basic principles of sports nutrition for exercise and athletic performance.

HHP 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 (7-12) aged 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.

HHP 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.

HHP 421 - Health and Human Performance Internship (0-12)

See page 47 for course description.

HHP 425 - Applied Research and Fitness Assessment (3)

Prerequisites: HHP 345 or permission; HHP 209 or permission. This is a capstone course designed to provide students with the knowledge and skills necessary to effectively assess physical fitness, develop exercise prescriptions, and conduct applied research in the field. Upon completion of this course, the student will be able to demonstrate an ability to assess cardiorespiratory fitness; assess body composition and understand the considerations of human body fat distribution; interpret muscle activation during stationary exercise; understand the effects exercise has on heart rate and blood pressure; perform applied research and produce a written lab analysis.

HHP 448 - Therapeutic Modalities/Exercise (3)
Prerequisite: HHP 221 or permission. A presentation of the physiological rationale for appropriate and effective use of modalities and therapeutic exercise in the rehabilitation on athletic injuries. Students will design and implement rehabilitation programs based on the individual athlete, applicable modalities, and related sport participation.

Health and Society
HSC 201 - Introduction to Health and Society (3)
In this course, students will critically examine many of the current issues in health and society and develop an awareness of those issues from multiple perspectives. Students will also be introduced to various career paths in health and society and acquire a deeper understanding of the health and society major.
HSC 205 - Principles of Environmental Public Health (3)
Prerequisite: Any one of the following courses--BIO 101, BIO 110, BIO 111, BIO 112, CHM 125, GEO 101, EVS 105, or PHS 105, or permission. (Cross-referenced with EVS 205.) An examination of the environmental factors that may adversely impact human health, from contaminated soil, air, and water, to climate change and infectious diseases. Topics include the impact of health disparities and identification of populations that are vulnerable to environmental hazards. Study will also include methods for addressing these issues from risk assessment to emergency response. Classes and field trips will focus on current issues and draw on the expertise of those working in the field. Upon successful completion, students will be able to demonstrate a general knowledge of environmental public health and become familiar with career opportunities in the field.
HSC 421 - Health and Society Internship (0-12)
See page 47 for course description.
HSC 495 - Capstone Experience in Health and Society (1)
Prerequisites: HSC 201 and senior standing. This course constitutes the capstone experience for the Health and Society major. Students will develop a capstone experience plan which may include a combination of internships, travel abroad, research, or thesis, plus the HSC capstone course. The capstone experience will complement the student's theme.

Health Science
HSI 110 - Exploring Health Care (3)
This course is designed to provide an introduction to professional health careers and the necessary professional knowledge, skills, and attitudes to navigate health careers. Topics include basic understanding of the health care system, health careers and provider roles. Students will complete career exploration, a plan of study, and begin a professional portfolio. Students will learn what it takes to be a strong candidate for any health profession. Following successful completion of this course, students will understand the professional expectations, scope of practice, education, and roles in the healthcare delivery system.
HSI 210 - Current and Emerging Issues in Health Care (3)
Prerequisites: HSI 110. This course will provide foundational knowledge of evidence-based practice, legal responsibilities, and ethics in health. The course is designed to develop information literacy, critical reading and assessment skills, and exposure to current and emerging issues in health. Students will explore current topics, research and discuss ethical and practical health issues. Following successful completion of this course, students will demonstrate the ability to apply knowledge of evidence-based practice, legal responsibilities, and ethics to diverse populations, health maintenance practices, information technology, teamwork, communication, and safety practices.
HSI 212 - Medical Terminology (3)
Prerequisites: BIO 110. (Cross-referenced with BIOL 210.) 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 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.
HSI 220 - Cultural Aspects of Health and Illness (3)
(Cross-referenced with NRS 220.) A study of the foundations of the cultural aspects of health and illness and the implications for nurses and other healthcare providers. 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.
HSI 305 - Personal Leadership Development I (1)
(Cross-referenced with NRS 305.) 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.

HSI 306 - Personal Leadership Development II (1)
Prerequisite: HSI 305. (Cross-referenced with NRS 306.) 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.

HSI 307 - Personal Leadership Development III (1)
Prerequisite: HSI 306. (Cross-referenced with NRS 307.) 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.

HSI 312 - Experiences in Health Care (3)
Prerequisites: HSI 210. This course will guide students to identify and address needs within local populations and complete a service-learning project. Students will be expected to assess themselves as professional school applicants. Upon successful completion of this course students will demonstrate an understanding of the complex influences on the health care system and will be better prepared to navigate that system as professionals.

HSI 315 - Health Care Policy in the United States (3)
(Cross-referenced with NRS 315.) 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.

HSI 316 - Professional Practice Project I (1)
Prerequisites: BUS 242, BUS 315, HSI 220, HSI 307, HSI 410, & IDS 206. Employ leadership skills and effective communication strategies to create and implement a professional practice project for the individual, family, groups, communities, or populations. Designed to provide direct and/or indirect practice experiences in the student's current professional role. The student will complete a minimum of 15 practice hours. The professional practice project requires students to complete HSI 316-317-318 in series of one-credit hour courses. Special permission required for a student to enroll in more than one credit in one term.

HSI 317 - Professional Practice Project II (1)
Prerequisites: HSI 316. Employ leadership skills and effective communication strategies to create and implement a professional practice project for the individual, family, groups, communities, or populations. Designed to provide direct and/or indirect practice experiences in the student's current professional role. The student will complete a minimum of 15 clinical hours. Students will complete a review of literature and clinical practice hours. The student will complete a minimum of 15 practice hours. The professional practice project series requires students to complete HSI 316-317-318 in series of one-credit hour courses. Special permission required for a student to enroll in more than one credit in one term.

HSI 318 - Professional Practice Project III (1)
Prerequisite: HSI 317. Employ leadership skills and effective communication strategies to create and implement a professional practice project for the individual, family, groups, communities, or populations. Designed to provide direct and/or indirect practice experiences in the student's current professional role. The student will complete a minimum of 15 clinical hours. Upon completion of the course, the student will complete a minimum of 15 practice hours, prepare and deliver a presentation, and write a final paper on the clinical practice experience. The professional practice project series requires students to complete HSI 316-317-318 in series of one-credit hour courses. Special permission required for a student to enroll in more than one credit in one term.

HSI 320 - Community Health (3)
Prerequisites: ECO 203, ECO 329, HSI 220, HSI 307, LAR 101, and LAR 202. (Cross-referenced with NRS 320.) This course emphasizes the role of the health professional 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 professional.

HSI 325 - Research for Health Sciences and Human Performance (3)
Prerequisites: BIO 295 or ECO 215 or EGR 225 or SSI 217. (Cross-referenced with HHP 325.) This course will provide foundational knowledge of basic research methodology and understanding of the research process in quantitative, qualitative and mixed methods designs. Students are introduced to the concepts and skills necessary to critically analyze research studies. Students will demonstrate an understanding of the steps of research. This course will include formal written and oral projects.

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.

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

(Cross-referenced with NRS 410.) 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.

HSI 416 - Leadership in Professional Practice (3)

(Cross-referenced with NRS 416.) 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: patients, colleagues, and members of the interprofessional team. Its focus is the personal and professional development of the practicing nurses/healthcare professionals as mentors and coaches to the people they serve. Upon completion of the course, students will develop competency and skill to effectively lead and manage within a variety of healthcare settings.

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

(Cross-referenced with NRS 430.) 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.

HSI 440 - Senior Seminar (2)

Prerequisites: HSI 312. This course is designed to provide students the opportunity to apply knowledge from the liberal arts, biology, physical, social sciences, and health sciences to the investigation of a current or emerging issues in human health or healthcare systems. Students will use critical thinking, basic research skills, scientific inquiry, and innovative problem solving skills to analyze a complex problem in health. In this capstone course, students will prepare a written and oral presentation. Upon completion of the course, students will have gained experience in real-world problem solving and presenting in a public forum.

History

HIS 105 - History of Civilization I (3)

An analysis of the development of civilization in Europe and elsewhere from 1300 to1815. 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 220 - Introduction to Historical Methods (3)

Prerequisites: Sophomore standing; History majors or Social Science Teaching majors only. An introduction to the study of history, students will examine the methodologies used by professional historians to interpret the past and will learn the techniques needed to gather, analyze, and interpret a variety of historical data. Students who successfully complete this course will gain a better understanding of history and of the work of historians and will develop the analytical and research skills needed for history and the social sciences. In addition, 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.

HIS 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.

HIS 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

HIS 298/398/498 - Honors in History (1-3)
Prerequisite: Permission. Advanced academic preparation for students who have demonstrated outstanding academic performance in the discipline. Opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students successfully completing an honors project will demonstrate increased professional knowledge and a deeper understanding of disciplinary conventions. Students may complete two courses at each level.

HIS 302 - Native American History (3)
Prerequisite: Sophomore standing or permission. A survey of Native American social, cultural and political history, circa 1492 to the present, with a particular emphasis on the history of Native peoples living in the Great Plains area. Students who successfully complete this course will understand the diversity of Native American cultures as they developed over more than 500 years of living with Europeans and the new Americans of the United States. Students will also acquire knowledge about the major themes and issues of debate in the field of Native American history.

HIS 304 - Military History (3)
Prerequisite: Sophomore standing or permission. 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.

HIS 305 - Recent History of the United States (3)
Prerequisite: Sophomore standing or permission. 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 successfully complete this course also will gain a deeper understanding of the interplay of culture, politics, and society (and the analytical constructs of race, gender, and class), as they study the origins of issues relevant to contemporary society.

HIS 306 - U.S. Interwar Years (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with PSI 306.) 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.

HIS 307 - Nebraska History (3)
Prerequisite: Sophomore standing or permission. A survey of Nebraska history in the nineteenth and twentieth centuries with an emphasis on political, social, and cultural history, students who successfully complete this course will understand how Nebraska history is reflected in and has influenced the general course of U.S. history. 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.

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 319 - History of Germany (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with INT 319.) This course will cover the complex history of Germany from its ancient origins in resistance to Roman imperial expansion, to its fragmented medieval and early modern realities and through efforts to achieve national unification in the nineteenth century. After unification was achieved under the leadership of Otto von Bismarck, Germany played a leading role in what were effectively three destructive world wars. It suffered through renewed division during the Cold War. Since 1990, a re-unified Germany has emerged as a leader of a 21st Century version (the European Union) of the European unity that ancient Germans ferociously resisted. While now a globalized, prosperous, highly tolerant, modern democracy and Europe's leading economy, Germany still contends with the complex legacies of its often troubled and violent history that include such contradictory figures as Arminius, Beethoven, Goethe, Bismarck, Wilhelm II, Hitler, Adenauer, and Angela Merkel.

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

HIS 321 - American Race Relations (3)
Prerequisite: Sophomore standing or permission. 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.

HIS 326 - Modern Asian History (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with PSI 326.) Emphasis on China and Japan with some coverage of the Korean peninsula. Themes include modernization, imperialism, relations with the West, Sino-Japanese relations, and economic development. As a result of this course, 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 329 - The U.S. Revolutionary Era (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with PSI 329.) 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.

HIS 335 - Modern French History 1815-Present (3)
Prerequisite: Sophomore standing or permission. A review of the history of France from the end of the Napoleonic Era onwards. While grounded in political history, the course will emphasis French cultural contributions and social change and innovation. Students will gain knowledge of the cultural, political and social history of France.

HIS 337 - American Women's History (3)
Prerequisite: Sophomore standing or permission. A general survey of U.S. women's history, from the colonial period to the present. Students successfully completing this course will demonstrate knowledge of the major themes and problems of women in American history and women's contributions to American political, social, and cultural life. Students examine how women are connected and divided by region, race and class. Students will also gain a deeper understanding of the role of gender and sex in American history and how such themes/ideologies affect men as well as women.

HIS 338 - Modern Russia (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with PSI 338.) Russia from 1855 and the Great Reforms of Tsar Alexander II through the Bolshevik Revolution, the Stalin period, the decline and fall of the USSR, and the troubled emergence of the "New Russia" and the other post-Soviet successor states. As a result of this course, students will gain an understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us.

HIS 341 - Modern British History (3)
Prerequisite: Sophomore standing or permission. An examination of the evolution of English, politics, economics, society and culture. Special attention will be paid to issues such as the industrial revolution, the British class system, suffrage and feminism, and the worldwide influence of British culture and the English language. As a result of taking this course, students will gain an understanding of crucial parts of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic and psychological forces and how they affect us.

HIS 342 - The United States and the Middle East (3)
Prerequisite: Sophomore standing or permission. (Cross-referenced with PSI 342.) 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.

HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
Prerequisite: Sophomore standing or permission. Focus is on the rise of Roman civilization. Students who successfully complete this course will demonstrate knowledge of the cultural, military, political, and economic aspects of Roman civilization. Students also will gain a deeper understanding of the political transformation from the Roman Republic to the Roman Empire, as well as why this amazing civilization, which would serve as a model for so many future empires, eventually collapsed.

HIS 350 - The Medieval World (3)
Prerequisite: Sophomore standing or permission. This course is an overview of the history and culture of medieval, western Europe and the Middle East from approximately 500 CE to 1500 CE. Through the examination of primary and secondary sources, students will gain insight into the events and ideas that influenced the political, economic, religious, social, and cultural

developments of the medieval world. By focusing attention on both western and eastern medieval civilizations, students will be introduced to a more global perspective of the Middle Ages in particular and of world history in general.

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)

Prerequisite: Sophomore standing or permission. 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.

HIS 353 - Modern World History (3)

Prerequisite: Sophomore standing or permission. This course will examine the "long" history of the twentieth century world - the last decades of the nineteenth century through the first decades of the twentieth century - from global and western perspectives. It will selectively integrate the recent history of Europe, the Americas, the Middle East, Africa, Asia, and India through discussions of the main social, political, cultural and economic forces that shaped and continue to affect the global society in which we live today. Students who successfully complete this course will gain an understanding of the historical contexts of several major concepts that have shaped the history of the modern world, including colonialism, imperialism, nationalism, political revolution, global conflict, and peace building.

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.

HIS 421 - History Internship (0-12)

See page 47 for course description.

HIS 496 - Writing and Research Seminar (3)

Prerequisite: Junior or Senior standing or permission. Students will learn and apply the techniques of professional historians to produce a research paper. This will involve work with both primary and secondary sources, historiography, and the application of professional practices involving method, citation, research, and historical composition. This course will also enhance each student's ability to gather, analyze, and interpret historical data. Through successful completion of this course, 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.

Honors Program

HNR 200 - Introduction to Honors (3)

Prerequisite: First year status. An introduction to the concept of honors study and an investigation of thematic topics. This course is open only to first-year students in the Honors program.

HNR 302 - Honors Seminar (1-3)

An investigation of topics not offered in other courses, honors seminars are taught at an accelerated pace and centered on topics selected on the basis of student interest and instructor availability. Honors students will take an honors seminar during every semester they are on campus (except for their first and final spring semesters).

HNR 402 - Honors Seminar Project (1)

Prerequisite: Junior or Senior status. This is a collaborative research project undertaken during an honors student's final spring semester at Doane University. This course is open only to graduating seniors and third-year students planning to graduate early.

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)

Prerequisite: PSY 219 or permission. Specific to alcohol/drug abuse and other addictions, students are taught to: a) develop, coordinate, and prioritize client treatment goals; b) develop and utilize the written client record for case assessment, planning, and

management; c) work with other agencies, resources, and services; d) appreciate the rules of confidentiality of client information and records.

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)

Prerequisites: CMS 112 and PSY 234. 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.

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)

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

HRE 331 - Personnel Law (3)

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

HRE 415 - Leadership in Organization (3)

(Cross-referenced with BUS 415.) 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.

HRE 417 - Multicultural Counseling (3)

Prerequisite: PSY 234. 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.

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

See page 47 for course description.

HRE 428 - Professional Ethics and Issues (3)

Prerequisite: PSY 234. The study of ethical counseling practices, behaviors and decision making. Includes legal considerations, rights of clients, and counselor roles and values.

HRE 497 - Senior Seminar I (3)

Prerequisites: Completion of all major core courses or permission. This is the first course in the capstone which provides students with an opportunity to review, integrate, and apply the knowledge and skills developed during the human relations program. During the course, students explore the history of human services, the role of legislation in the provision and funding of human services, and the challenges of working with a diverse population. Students will also increase their self-awareness and articulate a professional identity.

HRE 498 - Senior Seminar II (3)

Prerequisite: HRE 497 or permission. This is the second course in the capstone which provides students with an opportunity to review, integrate, and apply the knowledge and skills developed during the human relations program. During the course, students explore the history of human services, the role of legislation in the provision and funding of human services, and the challenges of working with a diverse population. Students will also increase their self-awareness and articulate a professional identity.

Humanities

HUM 201 - Archival and Museum Studies (2)

Prerequisite: Permission. (Cross-referenced with SSI 201.) This course provides an introduction to the field of archival work that includes the related areas of museum studies, historic preservation, and conservation utilizing the Doane University Archives and Collections housed in Perkins Library. Students will gain hands-on experience in working with manuscripts, photographs, rare books, and other historical artifacts. The practical experience will include collecting, organizing, and cataloging items. Other work may include answering research requests from patrons and preparing exhibits. Students will meet professionals working in these disciplines via site visits to area museums and archives, including the Nebraska State Historical Society collections, archival and historic preservation departments, the Nebraska State Capitol Archives, and the local Benne Memorial Museum. Readings in archival and museum practices and Doane history will be included. Upon completion of the course, students will understand basic skills in researching and handling historical collections, and will understand career opportunities available in the above fields. The course can be tailored to give focus in the above-listed subjects that directly interest the individual student, and subsequently, internships can be arranged.

HUM 210 - Integrated Humanities (3)
Do general education courses matter? What does literature have to do with biology or psychology? Students in Integrated Humanities answer these questions by utilizing multiple disciplines to investigate a current social problem. This investigation will reveal how various areas of liberal arts study complement each other while also developing students' creative and critical thinking, communication skills, ethical reasoning, and empathy.

HUM 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

HUM 302 - Foreign Language Enrichment (1)
Prerequisite: Permission of both faculty involved. A course designed to encourage interdisciplinary study in foreign language. It is taken in conjunction with a second course in some discipline other than the foreign language. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student does, however, read the materials in their original language and under the guidance of a faculty member qualified to teach that language.

HUM 310 - Integrated Humanities (1)
This course constitutes the capstone experience for the Certificate in Integrated Humanities and will align the student's Integrated Humanities pathway with their major training and career goals. Students will review the readings, ideas, projects, and events from their Integrated Humanities courses and develop an independent project. They will also engage in reflective work on their educational and professional goals.

HUM 402 - Foreign Language Enrichment (1)
Prerequisite: Permission of both faculty involved. A course designed to encourage interdisciplinary study in foreign language. It is taken in conjunction with a second course in some discipline other than the foreign language. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student does, however, read the materials in their original language and under the guidance of a faculty member qualified to teach that language.

Information Systems Management
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.

ISM 316 - Communication, Technology, and Organizational Behavior (3)
Prerequisite: Computer Systems Applications requirements. 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.

ISM 445 - Modeling and Simulation (3)
Prerequisite: permission. 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.

Interdisciplinary Studies
IDS 104 - Reorientation to Higher Education (1)
A course designed to: a) help students understand the meaning of a liberal arts and sciences education and the organization and structure of college degree requirements; b) build the student's confidence in the ability to study and learn in a formal academic setting; c) diagnose current individual skill levels in the areas of writing, reading comprehension, reading rate, vocabulary, and math; d) continue development of study skills for note-taking, textbook analysis, time management, test-taking, and listening; e) help students understand college-level writing requirements and demystify writing as a skill. Graded as 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 302 - Writing Center Theory and Practice (3)
Writing Center Theory and Practice offers students from all disciplines the opportunity to explore the origins and operations of what have become exciting hubs within many higher education institutions across the last half-century: writing centers. Students will consider such spaces as sites for supporting writer learning and development, exploring the politics of language, and producing professional and scholarly knowledge. Successful completion of this course is the only prerequisite experience to apply to work in the Doane University Writing Center and will enable students to describe the writing center's evolving history and role in higher

education, recognize discourse communities and investigate the histories shaping their rhetorical practices, practice composing and responding to writing using various modes and technologies, demonstrate flexible one-with-one and collaborative pedagogies to serve a diversity of writers, analyze how literacies and power affect the ethics and politics of writing center work, reflect on personal practices and growth, and contribute to the wider writing center studies community.

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.

IDS 421 - Interdisciplinary Studies Internship (0-12)

See page 47 for course description.

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 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.

INT 290/390/490 - Directed Study (1-3)

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

INT 310 - Survey of African Studies (3)

An introduction to the richness of the African continent and its peoples. From a multidisciplinary perspective, the student is exposed to dimensions of the African experience through discussions of its cultures, social structures, literature, art, music, history, economic processes and politics. Current issues concerning its future development and African leadership are studied.

INT 319 - History of Germany (3)

Prerequisite: Sophomore standing or permission. (Cross-referenced with HIS 319.) This course will cover the complex history of Germany from its ancient origins in resistance to Roman imperial expansion, to its fragmented medieval and early modern realities and through efforts to achieve national unification in the nineteenth century. After unification was achieved under the leadership of Otto von Bismarck, Germany played a leading role in what were effectively three destructive world wars. It suffered through renewed division during the Cold War. Since 1990, a re-unified Germany has emerged as a leader of a 21st Century version (the European Union) of the European unity that ancient Germans ferociously resisted. While now a globalized, prosperous, highly tolerant, modern democracy and Europe's leading economy, Germany still contends with the complex legacies of its often troubled and violent history that include such contradictory figures as Arminius, Beethoven, Goethe, Bismarck, Wilhelm II, Hitler, Adenauer, and Angela Merkel.

INT 325 - International Relations in the Modern Era (3)

(Cross-referenced with PSI 325.) 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.

INT 421 - International Studies Internship (0-12)

See page 47 for course description.

INT 496 - Seminar in International Relations (3)

Prerequisite: Major or permission. A course designed to focus attention on the broad aspects of international problems while inviting each seminar member to probe in-depth an issue or area of particular interest. Use is made of resource materials drawn from various academic disciplines.

Media Communication

ATV 131 - KDNE (0-1)

Practical work experience with the FCC-licensed campus radio station. The student who successfully completes this course will demonstrate knowledge and skills in selecting, preparing, and presenting material on the air, according to accepted professional and regulatory standards.

ATV 132 - Doane Owl (0-1)
Students benefit from supervised hands-on work experience with the campus newspaper. The student who successfully completes this activity will be able to articulate and demonstrate the skills needed to function as a news reporter, editor, photographer or designer.

ATV 133 - 1014 Magazine (0-1)
Students benefit from supervised hands-on work experience with the student-produced campus magazine. The student who successfully completes this activity will be able to articulate and demonstrate the skills needed to function as a writer, editor, photographer, designer or graphics artist with a magazine.

CMM 113 - Basic News Writing and Reporting (3)
(Cross-referenced with ENG 113.) An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. The student who successfully completes this course will have developed interviewing, note taking and writing skills, especially for print media. The Doane Owl serves as a laboratory for student writing.

CMM 210 - Film Studies (3)
(Cross-referenced with ENG 210.) 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.

CMM 212 - Media and Popular Culture in Sports (3)
This course allows students to examine the links between three key obsessions of the 21st century: the media, sports and popular culture. Students will explore a wide range of sports and sports media texts, as well as issues including nationalism, gender, race, political economy and the changing patterns of media sports consumption. In addition, this class traces the historical evolution of the relationship between sports, mass media and popular culture, and examines the complex business relationships that have grown up around television/film, corporate sponsors, and sports.
Upon completion of this course, students will: a) develop knowledge regarding the complex interaction between media, sports and popular culture; b) successfully identify and examine the economic, technological, aesthetic, and sociological generative mechanisms surrounding the creation and dissemination of a wide range of sports media texts; c) produce critical arguments commenting on specific forms of representation, such as masculinity, femininity, gender, GBLTQ, race, economics, class, consumerism, politics, and marginalized populations evident in live sporting event broadcasts and other popular cultural artifacts relating to sports (films, fictional/documentary TV programs) from the United States and worldwide.

CMM 213 - Beat Reporting (3)
Prerequisite: CMM 113/ENG 113. (Cross-referenced with ENG 213.) Students study the fundamentals of news gathering, interviewing, cultivating sources, developing beats and in-depth reporting. The student who successfully completes this course will demonstrate a competency in covering an assigned topic area. The student also will develop skills in public affairs reporting and be able to articulate the social responsibilities of a reporter as well as the obstacles to communicating information to the public. The Doane Owl serves as a laboratory for student writing.

CMM 214 - Photojournalism (3)
An introduction to the principles of photojournalism, including capturing, processing, and presenting images in finished form for visual and electronic media. Students will develop the skills necessary to shoot on deadline while examining various techniques for photographing sports, and general, spot, and feature news events. The student who successfully completes this course will demonstrate proficiency in producing photographs and exhibit the professional conduct necessary among editors, reporters, and photojournalists. The student must provide a manual-focus camera.

CMM 223 - Editing and Design (3)
Prerequisite: CMM 113/ENG 113. An introduction to the theory and practice of copyediting and design for print. The student who successfully completes this course will demonstrate competency in editing the written word, writing headlines and cutlines and practicing sound news judgment. The student will also be able to apply industry-standard software in designing pages and displaying photographs and other art. This class includes a zero-credit laboratory.

CMM 231 - Introduction to Magazine Publishing (3)
Course description including outcome statement: This class will explore how a magazine is created. Students will learn how to start a magazine by studying such elements as the intended audience, the editorial product, contemporary magazine publishing trends, publication design, production methods, photography and artwork and content creation in the form of feature writing. Upon completion of the course, students will be able to articulate a working knowledge of magazine staffing, structure and duties and be able to help publish a student-produced magazine, including production, design and content.

CMM 232 - Basic Audio Production (3)
An introduction to the terminology, concepts, and practices of audio production. Students perform typical audio studio responsibilities such as microphone placement, console operation, recording, mixing and editing. They also develop and produce radio announcements and programs. Students who successfully complete this course will be able to recognize and identify the elements of effective audio production as well as display a working knowledge of the production process which includes recording and pre- and post-production with a range of industry standard audio technologies.

CMM 238 - Basic Video Production (3)
An orientation to the terminology, concepts, and practices applied to various functions of televisual media. Students learn the basics of videography. In addition, they will also learn practical applications of shooting with current technology digital cameras in both studio and field settings, nonlinear editing, and professional production values. Students who successfully complete this course will be able to demonstrate production skills and techniques required in professional video production environments.

CMM 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.

CMM 285 - Introduction to Writing Creative Nonfiction (3)
Prerequisite: ENG 101. (Cross-referenced with ENG 285.) This course will provide students with a critical and practical foundation in the writing of creative nonfiction. Creative nonfiction includes many forms and variations of the essay, though the boundaries among them are not rigid, and writing in one form will often include elements of other forms. Students will study this diversity and the characteristics of these forms, with special emphasis on literary journalism. Through analysis of exemplary texts and through their own creative writing, students will address issues of craft, examining literary tools at the disposal of the creative nonfiction writer. In so doing, students will also consider the importance of research, accurate reportage, and the writer's responsibilities regarding memory and truth versus invention.

CMM 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

CMM 293 - Television Practicum (1)
Prerequisite: CMM 238. Supervised work experience in the broadcast facility of Doane Television. The student gains practical hands-on experience and develops a sense of professionalism. The student who successfully completes this course will be able to incorporate and practice duties and responsibilities of working in video electronic media.

CMM 313 - Screenwriting and Film Production (3)
Prerequisite: CMM 238. (Cross-referenced with THE 313.) This course provides students with screenwriting and filmmaking opportunities beyond the basic level, using more advanced visual storytelling devices, lighting, and equipment in producing film projects. Students will apply concepts and practices from CMM 238, a prerequisite for this class, and will demonstrate the ability to proceed through the stages of preproduction, production, and post-production in developing their projects. Students will be provided with information regarding career opportunities in the film and video production business.

CMM 316 - The Electronic Journalism Program (3)
Prerequisite: CMM 113. The fundamental vehicle for delivery of electronic news is the program, in the form of radio/television newscast or Podcast. This course brings together the elements of electronic news for production of a cohesive whole as newscast, long form interview or discussion, combining field and studio techniques. Students plan, edit, assemble and produce news programs for KDNE and Doane Television. Those successfully completing this course will be able to produce electronic newscasts in their various forms.

CMM 340 - Digital Media Storytelling (3)
Prerequisites: CMM 232 and CMM 238. This course allows students to conceive, write, perform, produce, distribute, and exhibit a wide range of entertainment, educational, industrial, online, and other forms of non-journalistic short-format digital moving image and audio products. This course provides students with both a theoretical background regarding contemporary non-journalistic digital media storytelling methods, products, and social media outlets for potential revenue streams, and a practical workshop where students will create, promote, and distribute their own digital media storytelling products outside the realm of journalism.

CMM 353 - Contemporary Issues (3)
An examination of the principal social, economic, political and global forces influencing the nature and development of journalism and mass media, including new technologies. Relationships between journalism, media and social, economic and government institutions are explored. The student who successfully completes this course will be able to articulate and explain underlying causes of issues facing journalism and the media and identify the conflicting forces that shape policies and practices influencing their behavior.

CMM 355 - Advanced Electronic Production (3)
Prerequisites: CMS 105, CMM 232, and CMM 238. An advanced course in the techniques and theory of television and audio production. Students will refine and apply basic media production practices in the execution of various types of video programs. Shooting and editing production values will be emphasized, including shot composition and lighting and video and audio manipulation in editing. Upon completion of this course, students will be able to produce news, sports and other videos for broadcast and/or online.

CMM 360 - Multiplatform Journalism (3)
Prerequisites: CMM 113, CMM 232, and CMM 238. Students learn to make decisions about how to tell a news story in the most effective format and how to complete news story packages for publication on a news Web site or other emerging technologies. Students will write stories, prepare slide shows, gather and post audio and collect and post video to a news Web site. They also learn how to prepare news for other delivery systems by using emerging technologies. Students who successfully complete this class will know how to create multiplatform news packages for publication on the Internet and create news to be delivered by other emerging technologies.

CMM 370 - Journalism Topics (3)
Prerequisite: CMM 213/ENG 213. Students will learn and practice writing feature stories or opinion. The class will be offered on a rotational basis. Students who successfully complete this course will be able to write profiles, in-depth features and enterprise stories or editorials, columns and reviews.

CMM 421 - Journalism Internship (0-12)
See page 47 for course description.

CMM 445 - Legal and Ethical Issues (3)
Study of statutes and significant case law affecting journalism, including libel, copyright, rights of privacy, First and Fourth Amendments, and regulations and procedures of federal regulatory agencies. A case study approach is used to examine significant ethical issues related to advertising, news gathering and reporting. The student who successfully completes this course will recognize and understand the key laws and regulations governing journalistic institutions and their employees and will be able to identify significant areas of contention regarding them. They will also develop a foundation for articulating a personal code of ethics to guide their future professional activities in mass media.

CMM 494 - Capstone and Seminar, Film and Digital Production Major (3)
This course is designed to synthesize the knowledge, values and skills acquired in the Film and Digital Media Production major. Assignments include completion of a creative portfolio and an advanced project, a culminating collaborative experience in which students may specialize in their medium of choice while maintaining a comprehensive perspective in conceiving, writing, production, editing, distribution, and exhibition of digital moving image and audio products. Students who complete this course will demonstrate the competence for entry into the moving image and audio digital media production profession.

CMM 495 - Capstone and Seminar, Media Communication Major (3)
This course is designed to synthesize the knowledge, values and skills acquired in the Media Communication major. Assignments include completion of the final journalism portfolio and an advanced project, a culminating collaborative experience in which students may specialize in their medium of choice while maintaining a convergence perspective in reporting, writing, editing, and performance. Students who complete this course will demonstrate the competence for entry into the journalism/media communication profession.

Law, Politics, and Society
LPS 496 - Seminar in Law, Politics, and Society. (3)
Prerequisite: Senior major in Law, Politics and Society or permission. This is the capstone course for the Law, Politics, and Society major. In this course, students will thoughtfully and intentionally consider the interrelatedness of the relevant content areas associated with the major. These ideas will be expressed in a final project.

Leadership Studies
LDR 101 - Introduction to Leadership Studies (3)
This course is an examination of the historical development of leadership studies theory, including trait theory, behavioral and situational leadership, and leadership identity development theory. Upon successful completion of this course, students will be able to: a) recognize historical and current leadership theory; b) understand how current leadership theory and research can be applied within their respective field; c) develop a personal leadership philosophy; d) apply current leadership research to their own personal philosophy.

LDR 102 - Directions Seminar I (0-1)
Prerequisite: Admission into the HLP Directions Program. A study of basic theory and practices of leadership development. This introductory course explores issues of leader-centered and follower-centered leadership, and introduces concepts of servant leadership. Upon completion of this course, students will be able to plan a leadership project to benefit the community, and plan the academic and co-curricular aspects of their leadership plan throughout college.

LDR 201 - Leadership in Practice (3)
Prerequisite: LDR 101. This is an inter-disciplinary course identifying leadership theories used throughout different disciplines. Utilizing various activities (i.e. case studies, group discussions, projects) students will be able to: a) recognize commonly used leadership theories in multiple disciplines; b) evaluate current leadership theory in a specific field or industry of choice; c) create leadership frameworks using leadership theory; d) identify potential strengths and weaknesses within their own personal leadership philosophy.

LDR 202 - Directions Seminar II (0-1)
Prerequisites: Admission into the HLP Directions Program and LDR 102. Building on LDR 102, this course continues the study of basic theory and practices of leadership development. This course expands the student knowledge of leadership techniques and theory, with special emphasis on cultural, ethical and gender factors that impact leadership success. Upon completion of this course, students will be able to apply HLP's six tenets of leadership into their own leadership style and assess the degree to which they find the tenets in various setting throughout their communities.

LDR 205 - Peer Health Education (1)
Prerequisite: Approval from Instructor. Students are introduced to lifestyle factors that can impact the collegiate experience and overall wellbeing. Through NASPA's (Student Affairs Administrators in Higher Education) Certified Peer Education program, students learn how to apply the stages of change, social change theory, and motivational interviewing techniques to the various dimensions of wellness. Upon successful completion of this course, students will demonstrate an understanding of healthy

behaviors, how to positively influence their peers in decisions impacting their overall wellbeing, be able to implement and assess wellness programming, and be familiar with campus resources.

LDR 230 - Interfaith Leadership (3)

Students in this course will engage in thinking critically about their own identities and those of their neighbors. Using their self-reflection on their own and others identities, students will develop a personal framework for post-graduation civil discourse and civic leadership opportunities. Students will transform their initial readings and experiences into leadership action through an interfaith lens, through changing attitudes, increasing appreciative knowledge, and building meaningful relationships.

LDR 401 - Leadership Externship (3)

Prerequisite(s): Completion of LDR 101 and Junior Status. This course synthesizes the leadership studies experience through engagement with the local, national, or global community. Students will utilize their leadership studies LDR 101/201 courses and create a group plan to solve a civic engagement project (all of these projects will be pre-planned with local community members). Students will then implement their group plan and complete the project. Upon successful completion of this course, students will understand the breadth and depth of the leadership field and gain insight into the demands of leadership in their profession. This focused course requires students to: a) develop a leadership plan with other group members; b) execute their leadership plan to solve a civic engagement challenge.

LDR 402 - Professional Leadership Seminar (1-3)

Prerequisites: LDR 101, LDR 201, enrolled or have taken LDR 401. This seminar synthesizes student experiences in the Leadership Studies core courses (LDR 101/201/401). Students will reflect on their past experiences and construct their professional leadership philosophy. In this course students will: 1) Analyze and reflect on knowledge from previous LDR classes; 2) Identify how their leadership growth will impact their professional life.

For students who complete the course for additional credit hours, students will also: a) Assess current leadership challenges within their organization (professional business, non-profit, volunteer, potential entrepreneurship etc.); b) Create leadership plans evaluating current leadership style/theory within the organization; c) design an implementation plan to be rolled out for leadership changes for the organization (this does not have to be implemented, only designed).

LDR 421 - Leadership Internship (0-12)

See page 47 for course description.

Learning Communities

Courses with a Learning Communities (LCM) prefix are interdisciplinary by definition, engaging students and faculty with experiences that explicitly make connections across the liberal arts and sciences. In addition, learning community experiences focus on developing students and faculty as critical and creative thinkers, and effective communicators.

LCM 271/371/471 - Selected Topics (0-12)

Due to the unique educational experience they provide, learning communities are offered as selected topics. Each learning community will have a unique title, description, experience, and will satisfy the requirements for other catalog courses, appearing as those courses on students' transcripts.

LCM 301 - Teaching Assistant (0-3)

Prerequisites: Sophomore status and permission of faculty. The Learning Communities teaching assistant develops leadership and communication skills working with faculty and students in learning community experiences. The TA demonstrates professionally ethical behavior, attends learning community sessions, may independently facilitate one or more of these by leading discussions or meeting with small groups, may edit early drafts of student writing, supports service-learning projects, and meets regularly with learning community faculty. The TA is expected to complete training activities before and during the term and all reading assignments just as the faculty members do.

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. Students will work to engage in discovery, gather and evaluate facts and assumptions, support conclusions with relevant evidence, and practice effective communication.

LAR 101L - Laboratory (0)

Must be concurrently enrolled in LAR 101. The liberal arts seminar laboratory provides support to first-year students adjusting to the academic and co-curricular expectations of college. The lab is intended to facilitate access to college resources and guidance on developing college-level learning skills as well as offering peer advice on such topics as college etiquette, time, money, and stress management.

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

Prerequisites: Sophomore status and LAR 101. 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. Students will work to connect the methods and research of more than one field of study to address complex issues; recognize multiple social, political, religious, cultural or global perspectives on complex issues; develop collaborative skills which may include research and presentation of knowledge; and use reflection to examine their distinctive voices and to explore how they will connect knowledge across disciplines and experiences to shape their values and goals.

LAR 271/371/471 - Selected Topics (0-3)

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

LAR 301 - Teaching Assistant (0-3)

Prerequisites: Minimum of junior status, faculty recommendation following TA application, interview and selection. The Liberal Arts Seminar teaching assistant develops leadership and communication skills working with faculty and students of the Liberal Arts Seminar. The TA demonstrates professionally ethical behavior, attends seminar sessions, may independently facilitate one or more of these by leading discussions or meeting with small groups from the Liberal Arts Seminar section, may edit early drafts of student writing, supports service-learning projects, and meets regularly with the Liberal Arts Seminar faculty. The TA is expected to complete training activities before and during the term, and all reading assignments just as the faculty member does.

LAR 301L - Teaching Assistant Seminar (0)

Corequisite: LAR 301. The LAR 301L course is a seminar course that complements the experiential work conducted through LAR 301. Upon completion of the course, students will better understand and demonstrate the skills needed to be effective LAR teaching assistants.

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

Prerequisites: Junior or senior status and LAR 202. 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 publically present work. Students will work to: a) construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem; b) articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem; c) engage all participants to foster a constructive team climate; d) reflect on their progress on the essential learning outcomes, drawing on their specialized studies (majors/minors), foundational areas of knowledge, liberal arts seminars, and experiential activities in order to express their distinctive voices, define their own ethical values, and understand and prepare for their multiple roles in a just society.

LAR 496 - Senior Seminar in Liberal Arts Studies (3)

Prerequisites: LAR 303 and a completed focus area. Students will use advanced critical thinking to develop at least one sound and relevant research question pertaining to the professional usefulness of the liberal arts. Upon completion of the course, students will complete an introduction, literature review, and initial methodology for future research in LAR 497.

LAR 497 - Senior Seminar in Liberal Arts Studies (3)

Prerequisites: LAR 496. Students will continue to expand upon assignments completed in LAR 496 while carrying out their method(s) of field research. Upon completion of the research project, students will also demonstrate a reflection on the research process and additional experiences as a Liberal Arts Studies major.

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, and increase problem-solving persistence and sharpen problem-solving skills.

MTH 108 - Modeling & Applications (3)

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

MTH 120 - An Introduction to Data through Visualization (3)

This course introduces students to statistical thinking and data analytics through the use of visualization software. Students successfully completing this course will demonstrate: a) proper data structures; b) the ability to create visualizations for a variety of data types; c) effective communication of the meaning of their visualizations; d) the ability to effectively explain pertinent characteristics about a data set.

MTH 125 - Precalculus (4)

Prerequisite: Two years of high school algebra or permission. 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.

MTH 144 - Introduction to the Mathematics Major (1)

Prerequisite: MTH 235 or MTH 335 (either may be taken concurrently) or by permission. This course provides an introduction to the world of mathematics beyond calculus. Students will be introduced to a variety of problem solving strategies

ideal for complex mathematical questions, develop an aesthetic appreciation for the discipline through exposure to important mathematical ideas, and explore opportunities that will prepare them for senior research projects, graduate school and/or future careers.

MTH 213 - Mathematics for Elementary Teachers I (3)

This course is intended for all prospective elementary and special education teachers in order to develop a deeper understanding of the mathematics they will teach in grades K-6. Students will explore these mathematical ideas, justifying how and why they work while making connections to the classroom. Topics include place value, decimals, addition & subtraction strategies and algorithms, multiplication & division strategies and algorithms, and fractions. Upon completion of this course, students will be able to: a) identify important characteristics of the base-ten system; b) represent and interpret numbers in a variety of bases; c) develop number sense with respect to magnitude of large numbers; d) determine how the structure of word problems can impact the strategies young children use to solve them; e) use and justify a variety of strategies for mathematical operations; f) explain and use traditional and non-traditional algorithms; g) use manipulatives, models, and number lines to represent decimal and fractional quantities in order to represent, compare, and order them; h) model and explain mathematical operations on decimal and fractional quantities.

MTH 214 - Mathematics for Elementary Teachers II (3)

This course is intended for all prospective elementary and special education teachers in order to develop a deeper understanding of the mathematics they will teach in grades K-6, focusing on algebra, geometry, and statistics. Students will explore these mathematical ideas, justifying how and why they work while making connections to the classroom. The emphasis is on making sense of algebra and geometry and exploring how K-6 students develop conceptual understanding emerge in these areas. Topics including number theory, algebraic thinking, proportional reasoning, geometry, measurement, and statistics. Upon completion of this course, students will be able to: a) demonstrate integer operations using a variety of strategies; b) demonstrate understanding of important number theory concepts including divisibility, greatest common factor, and least common multiple; c) model the concept of variable and algebraic properties to solve equations; d) solve proportions using a variety of strategies; e) use appropriate terminology to identify, categorize, and compare various two- and three-dimensional objects; f) apply area concepts to justify important measurement formulas for area, surface area, and volume; g) calculate and interpret statistical measures of center; h) create and interpret graphical representations of statistical data.

MTH 215 - Mathematics for Secondary and Middle School Teachers (2)

This course is intended for all prospective middle school and high school mathematics teachers in order to develop a deeper understanding of the mathematics they will teach. Students will explore the underpinnings of pre-college mathematics by drawing on their prior knowledge and build upon it by examining the rationale behind the concepts in these courses. Specific topics include measurement, number and operation, polynomial functions, exponential and logarithmic functions, and trigonometry. Students will develop necessary skills for effective mathematics teaching including: analyzing definitions and theorems, constructing mathematical explanations and arguments, using multiple representations of a mathematical concept, examining typical mathematical errors and misconceptions, drawing effective diagrams and figures, interpreting mathematical terminology and notation, creating examples and counter examples.

MTH 218 - Geometry for Teachers (3)

Prerequisite: Two years of high school algebra or MTH 107 or MTH 108. A study of geometric topics encountered in middle school and high school mathematics. Topics include the van Hiele theory, measurement, congruence and similarity, fractals, polyhedra, coordinate geometry, transformational geometry, and applications. Students who successfully complete this course will be able to teach the geometric topics at all levels covered in public schools.

MTH 225 - Probability and Statistics for Engineering and the Physical Sciences (4)

An introduction to probability theory and statistics with applications in the physical and engineering sciences. Topics include random variables, distributions, confidence intervals, propagation of error, hypothesis testing, and quality control including Six Sigma principles. Completing this course will aid students in: a) applying appropriate statistical methods to data sets to extract and interpret information; b) making informed judgments about system reliability; c) developing statistical quality control systems.

MTH 235 - Calculus (4)

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

MTH 250 - Foundations of Mathematics (3)

Prerequisite: MTH 235. An introduction to understanding and constructing the different types of mathematical proofs, inductive and deductive reasoning, functions, cardinality and the real number system.

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

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

MTH 290/390/490 - Directed Study (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty. Students desiring advanced course work in areas not regularly offered may do so by enrolling in a directed study. Topics could include, for example, actuarial mathematics, computer mathematics, topology, or advanced topics in abstract algebra, analysis, geometry, or mathematical statistics. Seniors planning to pursue graduate study in mathematics are especially encouraged to consider this option.

MTH 303 - Linear Algebra (3)
Prerequisites: Sophomore standing and MTH 235 (may be taken concurrently). Vector spaces, systems of linear equations, linear transformations, matrices, determinants, eigenvalues and eigenvectors.

MTH 315 - Multivariate Statistics (3)
Prerequisites: BIO 295, ECO 215, EGR 225 or SSI 217. An introductory course in multivariate statistical methods including Principal Component Analysis (PCA), Discriminant Analysis (DA), Factor Analysis (FA), and Cluster Analysis (CA). Students successfully completing this course will demonstrate the ability to: a) determine the appropriate multivariate analysis tool; b) assess assumptions of these tools; c) carry out and interpret multivariate analyses.

MTH 316 - Categorical Data Analytics (3)
Prerequisites: BIO 295, ECO 215, EGR 225 or SSI 217. An introduction to analyzing data with a categorical response, starting with proportion data (binomial), odds ratios, relative risk, logistic regression models, multinomial data analysis. Students successfully completing this course will demonstrate the ability to: a) determine the appropriate tool for a variety of categorical situations; b) assess the assumptions of these tools; c) carry out and interpret the resulting analyses.

MTH 324 - Teaching of Mathematics I (0-2)
Generally taken during the junior year. This course represents the beginning of the transition from a student of mathematics to a teacher of mathematics. This course involves developing planning skills and sequencing tasks for selected mathematics courses for grades 7-12 that are in line with state and national standards. Students successfully completing this course will: a) understand philosophically the difference between teacher and student of mathematics; b) know the difference between conceptual understanding and procedural knowledge; c) write lesson objectives and use questioning techniques to determine if those objectives were met; d) write daily lesson plans and unit plans complete with course appropriate activities.

MTH 325 - Teaching of Mathematics II (0-1)
Prerequisite: MTH 324. Generally taken during the junior year. Changes that are continually occurring in mathematics education are discussed and appropriate techniques for the teaching of mathematics in the public schools are presented. Topics include teaching from a constructivist point of view, issues related to homework, assessment techniques, and utilizing and integrating current technology. Students successfully completing this course will: a) use content-specific pedagogy for numerous math courses in grades 7-12; b) integrate and utilize technology into the mathematics curriculum; c) develop specific assessment practices that align with instruction, including rubrics and tests; d) create a homework philosophy and course grading structure; e) have field experiences that may include visitations to observe master teachers, curriculum specialists, contract negotiators, and administrators.

MTH 326 - Teaching of Mathematics III (4)
Prerequisites: MTH 325 and enrolled in professional term, or permission. This course involves critical examination of personal educational philosophy and how it influences classroom practice, and covers topics not included in MTH 324 or MTH 325. Students successfully completing this course will: a) clarify their personal philosophy of teaching; b) recognize and use higher order thinking and questioning; c) be prepared for student teaching in a mathematics classroom.

MTH 327 - Middle School Methods (2)
An examination of topics, concepts, and teaching strategies appropriate for Middle School mathematics courses. Students successfully completing this course will: a) develop effective teaching strategies appropriate for general mathematics curriculum at the Middle School level; b) become familiar with pedagogy that develops conceptual understanding of algebraic topics that are appropriate for students in their first full year of algebra; c) analyze the various geometric relationships to develop different techniques for teaching Euclidean geometry typically present in a year-long geometry course.

MTH 334 - Complex Variables (3)
Prerequisites: MTH 335 and MTH 250. A study of complex numbers, functions of a complex variable, complex limits, complex differentiation and integration, series, residues and poles. Students successfully completing this course will demonstrate a mastery of the fundamentals by performing a wide variety of computations which develop the concepts and apply the techniques developed in the course.

MTH 335 - Advanced Applications of Calculus (4)
Prerequisite: MTH 235. A continuation of MTH 235 focusing on integration and the applications of derivatives to modeling systems with differential equations. Students successfully completing this course will be able to: a) solve integration problems using a variety of techniques; b) model systems with differential equations including first-order equations, linear differential equations, and systems of differential equations; c) apply these concepts to a variety of theoretical and real-life questions and; d) decisively utilize theoretical and technology-based problem-solving techniques including Laplace transforms and various numerical methods.

MTH 337 - Multivariate Calculus (4)
Prerequisite: MTH 335. An examination of differentiation and integration techniques appropriate for functions of multiple variables. Students successfully completing this course will be able to: a) conceptually understand the multiple-variable expansion of single-variable calculus concepts; b) apply these multivariate concepts to a variety of theoretical and real-life questions; c) decisively utilize paper/pencil and technology-based problem-solving techniques.

MTH 351 - Geometries (3)
Prerequisites: Sophomore standing, MTH 335 (may be taken concurrently), and MTH 250. Survey of Euclidean geometry, study of selected topics in non-Euclidean and other geometries.

MTH 358 - Actuarial Mathematics (2)
Prerequisites: MTH 335. An examination of calculus and probability tools applied in finance and insurance providing preliminary preparation for the Society of Actuaries Exam P. Students successfully completing this course will: a) be capable of determining probability and calculus tools applicable to financial and insurance problems; b) become adept at solving multiple-choice questions typical to S.O.A. exams.

MTH 403 - Abstract Algebra (3)
Prerequisites: MTH 250 and MTH 303. Introduction to properties of groups, rings, integral domains, and fields.

MTH 415 - An Introduction to the Theory of Probability and Statistics (3)
Prerequisites: MTH 235, MTH 250, MTH 225. This course centers on the theory and development of common probability distributions, joint & conditional pmf/pdfs, moment generating functions, estimation (Maximum Likelihood, Method of Moments, MSE, UMVUE, bias, interval estimation), and hypothesis testing. Students successfully completing this course will demonstrate: a) the development of common probability and statistical tools; b) the ability to prove propositions regarding these tools; c) clear communication of results associated with these tools.

MTH 421 - Mathematics Internship (0-12)
See page 47 for course description.

MTH 433 - Introductory Analysis (3)
Prerequisites: MTH 250 and MTH 335. An introduction to the theoretical foundations of calculus. Students successfully completing this course will: a) understand the development of elementary calculus tools; b) be familiar with the history, theorems, and conjectures of traditional mathematical analysis; c) communicate mathematically through a variety of proof techniques.

MTH 435 - Mathematical Methods for Physics (3)
Prerequisite: MTH 335. (Cross-referenced with PHY 435.) A course designed to integrate mathematics into a coherent foundation for problem solving for upper-level physics and engineering courses. Topics include Laplace and Fourier transformations, Fourier series, vector operators, ordinary and partial differential equations, and orthogonal functions. Emphasis is given to the solution (analytical and numerical) of problems from both physics and engineering. Completion of the course allows the student to define important aspects of each mathematical topic, to describe the relevance of each topic to physics and engineering problems, and to work both formal and physics/engineering problems involving each topic.

MTH 496 - Mathematics Seminar I (1)
Prerequisites: Junior or senior mathematics major and 12 credits at the 300 level or above, or permission. An introduction to research in a selected area of mathematics, mathematics education, or an application in mathematics. The course increases the students' abilities to communicate their explorations in mathematics. Each student explores possible topics and develops a plan of action for their Mathematics Seminar II project. The student also develops research, writing, and presentation skills to carry out an independent research project.

MTH 497 - Mathematics Seminar II (1-2)
Prerequisite: MTH 496 or permission. In consultation with a faculty member, the student executes the plan of action created in Mathematics Seminar I. The project culminates in a formal paper and oral presentation demonstrating the student's ability to independently research a topic and effectively communicate mathematics.

Military Studies
Military science courses are available to Doane students through a cooperative program with the University of Nebraska-Lincoln (UNL). Military science is not an academic major, but credits earned in military science courses apply toward graduation from Doane. Courses are taught by UNL military science personnel and are primarily offered on the UNL campus. Upon successful completion of the Advanced Course of ROTC and upon recommendation by the military science faculty at UNL, students may be commissioned during the graduation ceremony when they earn their Doane degree. Army ROTC students are commissioned as Second Lieutenant, United States Army Reserve or Regular Army. Air Force ROTC students are commissioned as Second Lieutenant, United States Air Force.

Air Force
MSI 102 - Foundation of the United States Air Force I (1)
MSI 102L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 105 - Foundation of the United States Air Force II (1)
MSI 105L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 210 - The Evolution of US Air and Space Power I (1)
MSI 210L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 211 - The Evolution of US Air and Space Power II (1)
MSI 211L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 325 - Air Force Leadership Studies I (3)
MSI 325L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 339 - Air Force Leadership Studies II (3)
MSI 339L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 435 - Ntnl Security Affairs & Prep for Active Duty I (3)
MSI 435L - Leadership Laboratory (0)
Course description available in the UNL catalog.

MSI 436 - Ntnl Security Affairs & Prep for Active Duty II (3)
MSI 436L - Leadership Laboratory (0)
Course description available in the UNL catalog.

Army

MSI 111 - Foundations of Officership (1)
MSI 111L - Leadership laboratory (0)
Course description available in the UNL catalog.
MSI 121 - Basic Leadership (1)
MSI 121L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 212 - Individual Leadership Studies (2)
MSI 212L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 222 - Leadership and Teamwork (2)
MSI 222L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 313 - Leadership and Problem Solving (3)
MSI 313L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 323 - Leadership and Ethics (3)
MSI 323L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 413 - Leadership and Management (3)
MSI 413L - Leadership Laboratory (0)
Course description available in the UNL catalog.
MSI 423 - Officership (3)
MSI 423L - Leadership Laboratory (0)
Course description available in the UNL catalog.

Music Performance

MUS 105A - Piano Proficiency I (0-1)

All music majors must pass out of each level of Piano Proficiency. Student should be able to play all major scales in one octave, and one easy piece with the score to pass.

MUS 105B - Class Voice (1)

Class instruction in basic pedagogical skills for the voice. These skills include breath control and vocal health, beginning interpretation and artistry, diction technique and musicianship. Successful completion of the beginning skills elevates the student to MUS 111 (applied voice). All first-year voice students should enroll in class voice unless they have received permission to enroll in MUS 111 (applied voice).

MUS 106A - Piano Proficiency II (0-1)

Prerequisite: MUS 105A. All music majors must pass out of each level of Piano Proficiency. Student should be able to play all harmonic minor scales in one octave, a simple accompaniment to a given melody (harmonies realized by the student) a hymn in short score, and one easy piece from memory.

MUS 106B - Class Voice (1)

Class instruction in basic pedagogical skills for the voice. These skills include breath control and vocal health, beginning interpretation and artistry, diction technique and musicianship. Successful completion of the beginning skills elevates the student to MUS 111 (applied voice). All first-year voice students should enroll in class voice unless they have received permission to enroll in MUS 111 (applied voice).

MUS 107 - Piano Proficiency III (0-1)

Prerequisite: MUS 106A. All music majors must pass out of each level of Piano Proficiency. Student should be able to play all major scales in two octaves, a simple accompaniment to a given melody (melody with chord chart), and one intermediate piece with score (Baroque or later).

MUS 108 - Piano Proficiency IV (0-1)

Prerequisite: MUS 107. All music majors must pass out of each level of Piano Proficiency. Student should be able to play all harmonic minor scales in two octaves, two pieces of contrasting styles with the score, and a short hymn in SATB format.

MUS 111/112A - Piano (1-2)

Prerequisite: Permission. First year private instruction.

MUS 111/112B - Voice (1-2)

Prerequisite: Permission. First year private instruction.

MUS 111/112C - Instruments (1-2)

Prerequisite: Permission. First year private instruction.

MUS 111/112I - Improvisation Lessons (1)

Prerequisite: MUS 115. Lessons for students interested in the art of musical improvisation. Students will demonstrate proficiency in the skills and techniques required to create improvised musical ideas. Students may, after consultation with the instructor, choose to focus on vocal or instrumental improvisation.

MUS 111/112S - Composition and Song Writing Lessons (1)

Prerequisite: MUS 215 or permission. Private instruction in the art of composing and/or songwriting. Students will demonstrate proficiency in the skills required to properly notate musical ideas and concepts and be able to accurately transfer their aural image of musical ideas into written form.

MUS 211/212A - Piano (1-2)

Prerequisite: Permission. Second year private instruction.

MUS 211/212B - Voice (1-2)

Prerequisite: Permission. Second year private instruction.

MUS 211/212C - Instruments (1-2)

Prerequisite: Permission. Second year private instruction.

MUS 211/212I - Improvisation Lessons (1)
Prerequisite: MUS 112I. Lessons for students interested in the art of musical improvisation. Students will demonstrate proficiency in the skills and techniques required to create improvised musical ideas. Students may, after consultation with the instructor, choose to focus on vocal or instrumental improvisation.

MUS 211/212S - Composition and Song Writing Lessons (1)
Prerequisite: MUS 215 or permission. Private instruction in the art of composing and/or songwriting. Students will demonstrate proficiency in the skills required to properly notate musical ideas and concepts and be able to accurately transfer their aural image of musical ideas into written form.

MUS 301 - Half Recital (0)
A public performance event demonstrating a musical competency with faculty-approved literature. Music education and music performance majors are required to present a prepared program of 25 minutes of music. Other majors and minors may request permission to give a half recital. Half recitals may, at the discretion of the music faculty, require a recital preview (both singers and pianists should be fully memorized) two weeks prior to the recital date.

MUS 311/312A - Piano (1-2)
Prerequisite: Permission from a full-time music faculty member. Third year private instruction.

MUS 311/312B - Voice (1-2)
Prerequisite: Permission from a full-time music faculty member. Third year private instruction.

MUS 311/312C - Instruments (1-2)
Prerequisite: Permission from a full-time music faculty member. Third year private instruction.

MUS 311/312I - Improvisation Lessons (1)
Prerequisite: MUS 212I. Lessons for students interested in the art of musical improvisation. Students will demonstrate proficiency in the skills and techniques required to create improvised musical ideas. Students may, after consultation with the instructor, choose to focus on vocal or instrumental improvisation.

MUS 311/312S - Composition and Song Writing Lessons (1)
Prerequisite: MUS 215 or permission. Private instruction in the art of composing and/or songwriting. Students will demonstrate proficiency in the skills required to properly notate musical ideas and concepts and be able to accurately transfer their aural image of musical ideas into written form.

MUS 401 - Full Recital (1)
Prerequisite: Permission. A capstone event demonstrating a mature performance level with faculty-approved literature. Music (Performance Emphasis) majors are required to present a prepared program of 50 minutes of music. Full recitals require a recital preview (singers and pianists should be fully memorized) two weeks prior to the recital date. Performance majors may repeat course if desired.

MUS 411/412A - Piano (1-2)
Prerequisite: Permission from a full-time music faculty member. Fourth year private instruction.

MUS 411/412B - Voice (1-2)
Prerequisite: Permission from a full-time music faculty member. Fourth year private instruction.

MUS 411/412C - Instruments (1-2)
Prerequisite: Permission from a full-time music faculty member. Fourth year private instruction.

MUS 411/412I - Improvisation Lessons (1)
Prerequisite: MUS 312I. Lessons for students interested in the art of musical improvisation. Students will demonstrate proficiency in the skills and techniques required to create improvised musical ideas. Students may, after consultation with the instructor, choose to focus on vocal or instrumental improvisation.

MUS 411/412S - Composition and Song Writing Lessons (1)
Prerequisite: MUS 215 or permission. Private instruction in the art of composing and/or songwriting. Students will demonstrate proficiency in the skills required to properly notate musical ideas and concepts and be able to accurately transfer their aural image of musical ideas into written form.

Music Pedagogy

MUS 121 - Introduction to Music Education (1)
A course designed to provide an overview and framework for study of music education. Students will become familiar with the basic concepts of music education through reading, writing, discussion and experiences. Students will also assess their attitudes, skills, and appreciation of music as an art form and education as a means by which one enriches the lives of young people in grades K-12.

MUS 204 - Basic Conducting (2)
Prerequisite: MUS 115. An introduction to the basic grammar of conducting. Objectives include the mastery of basic beat patterns, beat styles, cuing and other interpretive gestures. Upon successful completion, students will have an understanding of the basic conducting gestures, patterns, position, and style.

MUS 205 - Percussion/String Methods (2)
A pragmatic approach to the study of instrumental performance. Students develop a basic playing proficiency on string and percussion instruments.

MUS 207 - Brass Techniques (1)
An experiential course in the techniques of playing brass instruments for all future music educators. Students will be able to successfully demonstrate: a) familiarity with and nomenclature of each instrument; b) proper playing position; c) proper embouchure formation; d) basic technical proficiency; e) an awareness of how to teach beginning students.

MUS 208 - Woodwind Techniques (1)
An experiential course in the techniques of playing woodwind instruments for all future music educators. Students will be able to successfully demonstrate: a) familiarity with and nomenclature of each instrument; b) proper playing position; c) proper embouchure formation; d) basic technical proficiency; e) an awareness of how to teach beginning students.

MUS 221 - Elementary Music Methods (3)
This course examines developmentally appropriate techniques and approaches to teaching music in the elementary grades. Dalcroze, Kodaly, Orff, as well as other music learning approaches, are examined. Students have the opportunity to develop and collect resources and materials to support a comprehensive music program in the elementary schools. At the completion of this course, students will be able to successfully administer and teach in a general music program.

MUS 226 - Music and Movement for Young Children (3)
Prerequisite: Enrollment in professional term, or permission. A study of the elementary principles of music and methods of developing the child and adolescent's (including early child, elementary, and middle grade settings) musical growth through various phases of musical activity. The course is designed for prospective elementary teachers with little or no technical music background. Not open to music majors.

MUS 231 - Accompanying (2)
Prerequisites: Intermediate pianist skill level and permission. The study of the role of accompanist as co-artist. Standard vocal and instrumental repertoire is studied and performed, with emphasis on the development of sight reading and ensemble skills.

MUS 305 - Advanced Conducting (2)
Prerequisites: MUS 204 and MUS 215. Refining the basic conducting skills, with emphasis on the development of score reading, skills, rehearsal preparation and techniques, and the development of interpretive skills.

MUS 309 - Diction (2)
The study of Italian, English, German, and French diction as applied to the interpretation of and instruction in vocal and choral music.

MUS 316 - Foundations of Music Teaching and Learning (0)
Prerequisite: MUS 221 or permission. This course presents strategies for planning and teaching a comprehensive middle school and high school music program based on the MENC National Standards. Planning, curriculum development, administration and organization of music programs, technology related to music teaching, historical perspectives in music education, and the research of issues related to music education will be focus topics of study. Students will learn to incorporate the National Standards and Comprehensive Musicianship curricular structures into both general music settings as well as performance-based courses through a variety of learning activities.

MUS 331 - Choral Methods (3)
Corequisite: MUS 215 or permission. A survey of quality repertoire for solo voice and a variety of vocal ensembles, music from the common practice period suitable for use in the public schools, and choral music teaching methods at the middle and secondary levels with an emphasis on various teaching strategies, rehearsal techniques, practical organization skills, and current trends will be the focus of this course. Upon successful completion of this course, students will be able to successfully administer and instruct in grades 5-12 choral program.

MUS 332 - Piano Pedagogy (2)
Prerequisite: Permission. A study of beginning piano instruction involving current pedagogical theories and teaching methods and materials.

MUS 341 - Instrumental Methods (3)
Prerequisite: MUS 215 or permission. This course examines a body of literature for teaching 5-12 grade instrumental programs with a focus on administrative approaches, rehearsal techniques, and modern comprehensive teaching styles for the elementary, middle school and secondary instrumental teacher. At the completion of this course, students will be able to successfully administer and instruct in grades 5-12 instrumental program in the schools.

MUS 421 - Music Internship (0-12)
See page 47 for course description.

MUS 426 - Seminar in Music Teaching (4)
Prerequisites: MUS 316 and enrolled concurrently in EDU 455. This course provides opportunities for students to share common problems and solutions during the student teaching experience. A review and continued examination of organizational strategies, management techniques, teaching methodologies, and practices are discussed as students are in their student teaching semester. Upon successful completion of this course, students will be prepared to teach in their first year.

MUS 431 - Advanced Topics in Music Education (2)
Prerequisite: Senior standing or permission. This course will provide students an opportunity to enhance learning and skills in discrete areas of interest for each student based on projected classroom teaching needs. Students will have the opportunity to select two options from several 1 credit hour courses to take in the spring semester of their senior year.

Music Theory, History and Literature

MUS 115 - Theory of Music I (3)

Corequisite: MUS 115L. A study of the foundational elements in the musical language. Students will become fluent with all the major and minor keys, simple and compound meters, various scales and modes, intervals, and triads and their inversions and related figured bass notation. Exercises will be done to enhance the student's ability to read and hear each of these musical principles.

MUS 115L - Aural Skills Lab I (1)

Corequisite: MUS 115. This course is designed to develop the skills to support the theoretical concepts in MUS 115. Exercises include clef reading through solfége exercises, scales on solfége, simple rhythmic exercises, and singing triads as well as contextual listening exercises.

MUS 116 - Theory of Music II (3)

Prerequisite: MUS 115 or permission. Corequisite: MUS 116L. A continuation of MUS 115, students are introduced to expanded diatonic harmonic writing through 4-part chorale exercises as well as exercises from the literature. Concepts include the resolutions of dominant harmonies, cadences, the basic phrase model, 6/4 chords, diatonic sequences, and the harmonization of melodies.

MUS 116L - Aural Skills Lab II (1)

Prerequisites: MUS 115 and MUS 115L. Corequisite: MUS 116. Continued development of the aural skills to support the theoretical concepts in MUS 116. The student will be expected to perform melodic, rhythmic, and keyboard exercises in class as well as continued work with contextual listening exercises.

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: a) demonstrate an awareness of the major factors involved in the development of Rock and Roll from its roots to the present; b) develop an aural awareness of the changing sounds of Rock and Roll over time; c) 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.; d) demonstrate the art of song writing using music technology.

MUS 215 - Theory of Music III (3)

Prerequisite: MUS 116 or permission. Corequisite: MUS 215L. The first half of the semester is a continuation of MUS 116, focusing on the study of chromatic harmonic concepts (tonicizations, modulations, augmented sixth chords, etc.) through 4-part chorale exercises and study of examples from the literature. The second half of the semester will consist of detailed analysis of Bach chorales. The student will learn to apply the theoretical concepts mastered in the previous theory classes to the chorales.

MUS 215L - Aural Skills Lab III (1)

Prerequisites: MUS 116 and MUS 116L. Corequisite: MUS 215. Students MUST be enrolled in MUS 215 unless given permission from the instructor. Continued development of the aural skills to support the theoretical concepts in MUS 215. The student will be expected to perform melodic, rhythmic, and keyboard exercises focusing on chromatic harmonic concepts in class as well as continued work with contextual listening exercises.

MUS 217 - Theory of Music IV: Form and Analysis (2)

Prerequisite: MUS 215 or permission. Students will learn about Baroque and Classical forms and analyze whole movements of sonatas, chamber music, and symphonies. The student will also be introduced to and analyze song and song forms.

MUS 235 - Music History I (2)

A survey of the foundations of Western Classical Music from Antiquity through the Renaissance periods. Students will gain an understanding of the historical context, important periods, genres, and compositional techniques which will aid in developing an appreciation for early music.

MUS 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.

MUS 290/390/490 - Directed Study (1-3)

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

MUS 307 - Music History II (3)

Prerequisite: MUS 235. A survey of the history and literature of Western Classical Music from c. 1600-1825. Students will build on MUS 235 to understand the progression of music history, the styles and genres that were active during this period, and the importance of historical context. Compositions will be analyzed for musical content and cultural impact.

MUS 308 - Music History III (2)

Prerequisite: MUS 307. A survey of 20th century music with analysis of selected representative compositions. Upon completion, students will be aware of the cultural implications of modern and post-modern music and will 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.

MUS 496 - Senior Seminar (2)
A capstone event that combines skills in analysis, historical research and writing. Topics for inquiry include the detailed analysis of significant works in the repertoire.

Music Performance Ensembles

MUS 190 - Concert Band (0-1)
Prerequisite: Audition. An all-college instrumental ensemble. The concert band presents several concerts throughout the year.

MUS 191 - Doane Choir (0-1)
Prerequisite: Audition. Doane's premier choral ensemble. The choir presents several concerts throughout the year and tours annually.

MUS 192 - Collegiate Chorale (0-1)
Prerequisite: Permission. An all-college choral ensemble. The Collegiate Chorale presents several concerts throughout the year.

MUS 193 - Jazz Band (0-1)
Prerequisite: Audition. A jazz combo of select instrumentalists. Jazz Band is the vehicle for learning improvisation.

MUS 194 - Jazz Unlimited (0-1)
Prerequisite: Audition. A small, highly select group of singers with a repertoire of music from all periods. Upon successful completion, students will be able to perform solo and ensemble music from musical theater, jazz classics, and operetta.

MUS 195 - Symphonic Wind Ensemble (0-1)
Prerequisite: Audition. The premier wind organization of the college. The Symphonic Wind Ensemble presents several concerts throughout the school year and makes an annual tour.

MUS 196 - String Chamber Music (0-1)
Prerequisite: Audition. This course provides an opportunity for string players to perform chamber music in both small and larger ensembles.

MUS 197 - Doublewide (0-1)
Prerequisite: Fall audition. A highly select ensemble of tenor and bass voices who perform music in all genres, including classical, doo-wop, barbershop, vocal jazz, gospel, and spiritual styles.

MUS 198 - Women's Chorale (0-1)
A choral ensemble open to all female students. The Women's Chorale presents several concerts throughout the year. Students will learn the elements of musical performance as they relate to choral singing in a variety of styles, genres and historical periods.

Music Performance Activities

MUS 189 - Tiger Pep Band (0-1)
Tiger Pep Band is an instrumental music ensemble open to all students and performs at home football games during the fall semester. The ensemble utilizes a student-centered, constructivist approach, providing opportunities for students to develop skills in teaching, conducting, leadership, collaboration, communication, community engagement and outreach, composing, and arranging. Upon completion of this course, students will improve their musicianship through the performance of a varied repertoire of music selected and created by the students.

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 as well as secondary literature, as well as history, culture, and aesthetic issues. The student should, by completion of the course, be aware of the major tenets, aesthetic expressions, and lived practices in each tradition.

PRE 120 - Introduction to the Old Testament (3)
This course introduces students to the practice of biblical interpretation by focusing on centrally important texts within the Old Testament. Emphasis is placed not on the amount, but the depth with which we read select biblical texts. Texts interpreted will help students consider the importance and significance of what it means to be human.

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: a) to be familiar with as well as appreciate the literature in the New Testament; b) 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; c) to examine the influence these texts have and continue to have on our culture(s) and thought(s); d) 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.

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.

PHI 210 - Ancient and Medieval Philosophy (3)
An examination of Greek philosophy, concentrating on Plato's Republic and ending with Aristotle. This is followed by a brief study of the spiritual renaissance seen in Plotinus and culminating in the works of St. Augustine.

PHI 212 - Modern and Contemporary Philosophy (3)
This course provides an overview of western Philosophy from the Renaissance to the present, with special emphasis on a selected few of the more important philosophers and the schools of thought they represent. Upon completion, students will be able to identify and define rationalism, empiricism, idealism, pragmatism, positivism and existentialism. Students will also be able to analyze and evaluate each school of thought, constructing arguments both in favor of and against each.

PHI 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.

PHI 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

PHI 310 - Comparative Philosophy (3)
A comparison of western and non-western philosophies, paying particular attention to the traditions of India, China, Africa, Latin America, and Native America. These traditions will be studied along with the Analytic (Anglo-American) tradition and the Continental (European) tradition. Upon completion, students will be able to describe the major differences and similarities between and among these regional philosophical traditions. Furthermore, students will be able to apply their understanding of these differences and similarities to contemporary intercultural interactions.

PHI 315 - Philosophy of Science & Technology (3)
Prerequisite: One course in Philosophy or Religious Studies or permission. An examination of the philosophical questions raised by science and technology, particularly the ways that areas such as biology, physics, information technology and robotics affect our understandings of knowledge and knowers. Also, the social and moral implications of varied understandings will be explored. Upon completion, students will be able to trace the history of Western science and technology. They will also be able to describe our shifting understanding of what constitutes science, technology, and truth. They will master the application of terms such as: falsifiability, explanation, anomaly, paradigm, scientific revolution, multiple realizability. They will also be able to characterize the thought of prominent figures such as Einstein, Darwin, Kuhn, Arendt, and others.

PHI 337 - Political Thought (3)
(Cross-referenced with PSI 337.) Analysis of the most prominent political writers from Plato to the present. Compares the ideas of those men with recent studies of political behavior.
PHI 395 - Proseminar I (1)
Prerequisite: Philosophy or Religious Studies major or minor. A course to supplement a student's background in the history of philosophy. Students independently watch a previously agreed upon number of videotapes on the history of philosophy and complete essays reviewing them. Videos will be supplemented by various readings, by resources from the Internet, and by regular discussions with the professor. Upon successful completion of this course, students will demonstrate the ability to continue learning about philosophy on their own, with minimal guidance from a professor.
PHI 396 - Proseminar II (1)
Prerequisite: Philosophy or Religious Studies major or minor. A concentrated examination of current journal literature in philosophy. Students read from, and do research in, specified journals on a given topic. The work is reviewed regularly by the course professor. Upon successful completion of this course, students will be able to identify the major journals in their area of interest, and articulate the major positions in the journal literature on an area of their interest.
PHI 421 - Philosophy Internship (0-12)
See page 47 for course description.
PHI 495 - Examination and Thesis (3)
Prerequisite: One course in philosophy. A comprehensive examination, emphasizing depth and interrelationships among ideas, is required of every major. An individually chosen thesis is read to the faculty and other students.

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 of the physics topics to be studies 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 describing 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. Does not apply to any science major.
PHS 421 - Physical Science Internship (0-12)
See page 47 for course description.

Physical Education

PED 101 - Physical Activity Course (1)
A course offering choices from a list of physical activities. The student will actively participate in activities such as: net and racquet sports (badminton, tennis, pickleball), golf, weight training, creative movement, jazz dance, yoga, cardio-kick boxing, and outdoor activities (archery, angling, orienteering, geocaching, and fly-fishing).
PED 104 - Theory of Lifetime Fitness (1)
A half-semester course providing students an understanding of concepts for living a healthful lifestyle. The student will demonstrate an understanding of concepts regarding nutrition, the design of physical fitness routines, and underlying principles of physical fitness.
PED 201 - Issues of Health and Safety (3)
A general view of personal health and safety concerns. Student will acquires an understanding of the process for selection, planning, teaching and the evaluation of comprehensive school health education programs. This includes demonstrating an awareness of objectives of a comprehensive school health program and applying the knowledge of personal and community health care and physical education activities to school health education programs. Personal health issues to be presented include disease prevention, drug/substance abuse, and emotional/mental health.
PED 228 - Teaching Dance in the Schools (2)
This course emphasizes the fundamentals of a variety of rhythmic and creative dance activities and their teaching methods for preschool through twelfth grade. Upon successful completion of the course, students will be able to understand the fundamentals of a variety of rhythmic and creative dance activities.
PED 233 - Personal Performance Competencies I (1)
Provides experiences which will allow the students to demonstrate competency in specified motor skills including tennis, pickleball, bowling, archery, angling, and fly-fishing. Upon successful completion of the course, students will be able to demonstrate competency in specified motor skills.
PED 234 - Personal Performance Competencies II (1)
Provides experiences which will allow the students to demonstrate competency in specified motor skills including tumbling, badminton, soccer, lacrosse, and golf.
PED 308 - Coaching Basketball (2)
An examination of methods of coaching offensive and defensive styles of play as well as rule interpretations, considerations for athletes' psychological characteristics and needs, and equipment needed in secondary school interscholastic basketball programs.

Upon successful completion, students will be able to know tactics and strategies, rules, psychological characteristics, and equipment needed in interscholastic basketball programs.

PED 309 - Coaching Volleyball (2)

An examination of methods of coaching offensive and defensive styles of play as well as rule interpretations, consideration for athletes' psychological characteristics and needs, and equipment needed in secondary school interscholastic volleyball programs. Upon successful completion of the course, students will be able to know tactics and strategies, rules, psychological characteristics, and equipment needed in interscholastic volleyball programs.

PED 310 - Coaching Track and Field (2)

An examination of theory and methodology of coaching all of the standard track and field events, including considerations for athletes' psychological characteristics and needs, and the planning and conducting of track meets. Upon successful completion of the course, students will be able to know theories and methods of all events, psychological characteristics, and planning and conducting of track meets.

PED 311 - Coaching Football and Wrestling (2)

An examination of methods of coaching offensive and defensive styles of playing football and all basic techniques of wrestling as well as scouting, rule interpretations, considerations for athletes' psychological characteristics and needs, and equipment needed in secondary school interscholastic football and wrestling programs. Upon successful completion of the course, students will be able to know tactics and strategies, rules, psychological characteristics, and equipment needed in interscholastic football and wrestling programs.

PED 312 - Coaching Tennis and Golf (2)

An examination of methods of coaching as well as rule interpretations, considerations for athletes' psychological characteristics and needs, and equipment needed in secondary school interscholastic tennis and golf programs. Upon successful completion of the course, students will be able to know tactics and strategies, rules, psychological characteristics, and equipment needed in interscholastic tennis and golf programs.

PED 314 - Coaching Baseball and Softball (2)

An examination of methods of coaching as well as rule interpretations, considerations for athletes' psychological characteristics and needs, and equipment needed in secondary school interscholastic baseball and softball programs. Upon successful completion of the course, students will be able to know tactics and strategies, rules, psychological characteristics, and equipment needed in interscholastic baseball and softball programs.

PED 320 - Techniques of Teaching Health Education (3)

A course designed for students interested in teaching K-12 physical education and Health. Topics include curriculum development, teaching goals and objectives, and the study of health content and Nebraska state standards. Students will acquire teaching strategies and lesson planning techniques, as well as constructing and using evaluation tools and measurements methods and materials (including technology) used in teaching health education. The course teaches a framework for a comprehensive school health education program.

PED 335 - Coaching Principles and Philosophy (3)

The purpose of this course is to provide students with a basic understanding of coaching principles and help students develop a sound coaching philosophy. Students will examine their roles as coaches, improve communication and management skills, develop technical coaching skills, and learn proper team training and management strategies. This course will provide much of the content necessary for students to complete the American Sport Education Program's (ASEP) certification exam. Upon successful completion, students will be able to understand the coaching principles and help students develop a sound coaching philosophy.

PED 352 - Motor Learning and Development (3)

This course will address the changes in motor behavior over the life- span. Emphasis is placed on the interaction among the requirements of the movement task, the biology of the individual, and the conditions of the environment. The learning of motor skills is addressed with particular attention on the factors of instruction. Upon successful completion of the course, students will understand changes in motor behavior over the lifespan and key motor learning factors.

PED 355 - Adapted Physical Education (3)

A course designed to provide students with an understanding of the etiology of prevalent disabilities which influence motor performance of school-aged students (K-12). Students will also be able to develop curriculum, understand instructional delivery, and apply classroom management strategies, which are specific to the delivery of adapted physical education instruction. Upon successful completion of the course, students will be able to develop curriculum, understand instructional strategies and apply classroom management which are specific to adapted physical education instruction.

PED 450 - Health and Physical Education Methods for Elementary Students (PK-8) (2)

A course offered to those who are not seeking Teaching Certification in physical education. Course work includes strategies for teaching activity breaks, academic accelerators, movement activities for skill acquisition, and health/wellness measures appropriate for elementary-aged children (PK-8) in school and recreational settings. Also, obtain knowledge of movement activities and health/wellness resources. Upon successful completion of the course, students will be able develop activity breaks, academic accelerators, movement activities for skill acquisition, and health/wellness lessons for future elementary classrooms.

PED 457 - Techniques of Teaching Physical Education (PreK-12) (4)

Prerequisite: PED 233 (or 234), 352, 355 or permission. This course is designed to prepare students pursuing PK-12 physical education endorsement for effectively planning and designing classroom instruction, assessing students progress toward defined objectives and managing student behavior. The course will emphasize: planning and preparation, standards based instruction, assessment alternatives, creating quality assessment tools, standards testing, interpreting assessment results, and

managing student behavior in a variety of PK-12 settings. Includes consideration of the exceptional child. Outcome statement: Upon successful completion of the course, students will be able to understand planning and preparation, standard based instruction, assessment methods and managing student behavior in a variety of PK-12 settings including consideration of the exceptional child. Upon successful completion of the course, students will be able to understand planning and preparation, standard based instruction, assessment methods and managing student behavior in a variety of PK-12 settings including consideration of the exceptional child.

PED 458 - Techniques of Teaching Physical Education and Health I (PreK-12) (3)

Prerequisites: PED 233 (or 234), PED 352, and PED 355 or permission. A course providing information and techniques related to planning, developing, implementing and administering a curriculum for PK-12 physical education and Health programs including strategies in various teaching models for the normal and atypical child. Upon successful completion of the course, students will be able to understand planning, developing, implementing, and administering a curriculum for PK-12 physical education and health programs including consideration of the exceptional child.

PED 459 - Techniques of Teaching Physical Education and Health II (PreK-12) (4)

Prerequisite: Enrolled in professional term, or permission. A course providing a review and an opportunity to implement the various teaching concepts provided in HHP 320, HHP 457 & HHP 458 in preparation for the experiences of the professional semester. It also includes materials which deal more specifically with the administrative and organizational issues of classroom work. Upon successful completion of the course, students will be able to review and implement the various teaching concepts in physical education and health classes in preparation for the experiences of the professional semester.

Physics

PHY 101 - Introduction to Engineering and Physics (3)

(Cross-referenced with EGR 101.) Physics is the study of the fundamental structures and interactions in the physical universe, while engineering involves using this knowledge to solve practical problems. This course provides a broad overview of classical and modern physics phenomena and their application to engineering problems. Using examples from everyday life, it is designed to enable students to become aware of the role of physics in society and technology. Emphasis is placed on the fundamental laws of nature on which all natural sciences are based. An exploration of research and career opportunities will be given through laboratory tours, discussions of state-of-the-art developments in science and technology or invited speakers. A discussion of the historical development of physics and engineering science will be provided. In completing the course, the students will learn successful problem solving strategies for studying physics and engineering and strengthen their career goals.

PHY 107 - Introductory Physics I (4)

A course designed to meet the needs of the pre-professional student and the science major as well as providing an introduction to physics for all students. 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. This course includes laboratory work.

PHY 108 - Introductory Physics II (4)

Prerequisite: PHY 107. A course designed to meet the needs of the pre-professional student and the science major as well as providing an introduction to physics for all students. 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. This course includes laboratory work.

PHY 201 - General Physics I (4)

Prerequisite: MTH 235 (may be taken concurrently). A calculus-based introduction to physics. Topics covered include mechanics, thermodynamics, waves, and sound. Students will gain conceptual understanding of the topics covered and ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work.

PHY 202 - General Physics II (4)

Prerequisite: PHY 201. 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 ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work.

PHY 218 - Statics (3)

Prerequisite: PHY 201 or PHY 107. (Cross-referenced with EGR 218.) Statics is a study of forces and movements of forces on rigid bodies in equilibrium, and is a fundamental course for all engineering students. The course includes a detailed examination of the forces and movements acting on various structures from both an experimental and theoretical standpoint. Computer-modeling packages will be used to provide students with a working knowledge of important tools for problem solving and drafting software to help visualize the projects. Both analytical and numerical solutions will be developed and used to enhance the students' problem-solving skills. Upon successful completion of the course, students will have produced a free-body diagram of an object, analyzed free-body diagrams and solved force problems using vector algebra, determined the loads (forces) on elements of a structure (e.g., a bridge) and how those loads are transmitted to other elements of the structure, demonstrated facility in numerical problem solving, and demonstrated the ability to gather and analyze data in selected areas of the topics covered.

PHY 225 - Sophomore Exam (0)

Prerequisite: PHY 108 or PHY 202. A departmentally administered examination covering topics from the entire introductory physics sequence. The examination provides an opportunity for students to review and integrate the knowledge gained in the

introductory sequence. It demonstrates long-term mastery of topics. Generally taken fall semester of the sophomore year. Physics majors must pass the exam with a minimum score of 50% (the examination may be repeated). Graded as pass/fail.

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

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

PHY 290/390/490 - Directed Study (1-3)

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

PHY 302 - Electricity and Magnetism (3)

Prerequisites: PHY 201 and PHY 202 (or PHY 107 and PHY 108), MTH 235, MTH 335, and MTH 337, or permission. A study of the interaction of charged particles with electric and magnetic fields. The topics which are studied include fields due to stationary charges or steady currents, basic dielectric properties of materials, the vector potential, Faraday's law, the motion of charged particles in fields, basic magnetic properties of materials, Maxwell's equations, and an introduction to electromagnetic waves. Completing the course allows the student to describe important definitions and relationships for each topic studied, describe the experimental observations that suggest or support the descriptions, make predictions using classical electromagnetic theory in each of the areas studied, and use analytical and numerical techniques to aid in the solution of problems posed by electromagnetic theory.

PHY 305 - Advanced Physics Laboratory (2)

Prerequisite: PHY 202. In this course, students will develop their ability to design, perform, and analyze the results of experimental investigations that test a hypothesis or physical model or measure an important physical property. Investigation topics will include those of both historical and contemporary interest.

PHY 306 - Theoretical Mechanics (3)

Prerequisites: PHY 201 and PHY 202 (or PHY 107 and PHY 108), MTH 235, MTH 335, MTH 337, or permission. A study of the classical mechanics of a particle, systems of particles, and rigid bodies. The course includes study of particle dynamics, central force problems, Lagranigian and Hamiltonian formulations of mechanics, and the description of rigid body motion. Experimental work in selected areas is performed. Completing the course allows the student to describe important definitions and relationships in each area studied, discuss the importance of classical mechanics to contemporary physics and engineering, work problems in each of the areas studied, and design and carry out experiments testing descriptions and relationships in selected areas.

PHY 308 - Heat and Thermodynamics (3)

Prerequisites: PHY 201 and PHY 202 (or PHY 107 and PHY 108), MTH 235, MTH 335, MTH 337, or permission. A study of temperature, heat and work, the laws of thermodynamics, entropy, the Carnot cycle, and introduction to statistical mechanics. Experimental work in selected areas is performed. Completing the course allows the student to describe important definitions and relationships for each of the topics covered, discuss experimental evidence for each relationship or law, design and carry out experiments in selected areas, and do calculations involving theoretical relationships studied.

PHY 310 - Introduction to Materials Science (3)

Prerequisites: CHM 125 and PHY 202, or instructor permission. The discipline of materials science involves investigating the fundamental relationship between structure and properties of materials. Materials engineers seek to develop new materials, improve present materials and optimize materials synthesis, processing, and fabrication. This course provides an introduction into materials science. Materials of interest include ceramics, metals, polymers, composites, biomaterials, semiconductors as well as electronic, magnetic and photonic materials. In completing the course, the students will be able to understand the structure of various materials from the atomic to the macroscopic level, and how those structures dictate the materials properties, and gain experience in choosing materials based on design considerations.

PHY 312 - Optics (3)

Prerequisites: PHY 201 and PHY 202 (or PHY 107 and PHY 108), MTH 235, MTH 335, MTH 337, or permission. A survey of geometric and physical optics. The course includes study of the nature of light, production and measurement of light, lenses, mirrors, lens systems, aberration theory, interference phenomena, optical interferometry, and diffraction phenomena. Experimental work in selected areas is performed. Completing the course allows the student to design simple optical systems, recognize limitations due to aberrations, analyze a variety of interference and diffraction phenomena using appropriate analytical and numerical techniques, and design and perform experiments in selected areas.

PHY 314 - Modern Physics (3)

Prerequisites: PHY 201 and PHY 202 (or PHY 107 and PHY 108), MTH 235, and MTH 335. An introduction to fundamental principles of physics used in describing molecules, atoms and nuclei. The course includes study of special relativity, introductory quantum mechanics, and applications of these theories. Experimental work in selected areas is performed. Completing the course allows the student to describe important definitions and relationships in each of the areas studied, understand historically important experiments which suggested each of the major theories, and perform calculations which apply the major theories discussed.

PHY 325 - Introduction to Electronic and Electrical Circuits (4)

Prerequisites: MTH 235 and PHY 202. (Cross-referenced with CMP 325 & EGR 325.) A study of AC and DC circuits, solid-state devices, and digital logic devices. Elements of network analysis are introduced. Basic building blocks of modern analog and digital circuits including diodes, transistors, op amps, logic gates, analog-to-digital and digital-to-analog converters are studied. All topics are developed through extensive laboratory experience. Completion of the course allows the student to design, build, and debug circuits that solve instrumentation problems arising in physical measurements.

PHY 405 - Quantum Mechanics (3)
Prerequisites: PHY 107 and PHY 108 (or PHY 201 and PHY 202), and MTH 337. An in-depth development of the theory of non-relativistic quantum mechanics with supporting experimental and computational investigations. The course includes developing the Schrödinger formulation, methods of solving the Schrödinger equation, applications to one-dimensional problems, quantum theory of angular momentum, the hydrogen atom, and systems of identical particles. Selected supporting experiments and computational projects will be performed. Completing the course allows the student to describe interpretation issues of quantum theory, make theoretical calculations involving the Schrödinger equation, and describe the experimental evidence supporting non-relativistic quantum theory.
PHY 435 - Mathematical Methods for Physics (3)
Prerequisite: MTH 335. (Cross-referenced with MTH 435.) A course designed to integrate mathematics into a coherent foundation for problem solving for upper-level physics and engineering course. Topics include Laplace and Fourier transformations, Fourier series, vector operators, ordinary and partial differential equations, and orthogonal functions. Emphasis is given to the solution (analytical and numerical) of problems from both physics and engineering. Completion of the course allows the student to define important aspects of each mathematical topic, to describe the relevance of each topic to physics and engineering problems, and to work both formal and physics/engineering problems involving each topic.
PHY 495 - Physics Research II (3)
Prerequisite: PHY 395. This course is a continuation of PHY 395. Students perform the required experimental and/or theoretical research for their senior project. Upon completion of this course, students will have produced an organized record of the required experimental and/or theoretical research for their senior project.
PHYX 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.
PHYX 108 - Introductory Physics II (4)
Prerequisite: PHYX 107. 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.

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 216 - Public Opinion and Citizen Action (3)
(Cross-referenced with PSY 216.) Where do our political attitudes come from? How do they affect our participation in the political system? In this class, we will explore the biological, psychological, and sociodemographic roots of public opinion, and how those attitudes result in citizen behaviors from voting to protests. Specific topics may include public opinion, political participation, voting behavior, candidate selection, media influence, and campaigns. Upon completion, students will demonstrate an understanding of the attitudes and behaviors of the American electorate and the basics of public opinion polling.
PSI 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 (1-3)
An investigation of topics not covered in other courses, selected on the basis of student interest and available instruction.
PSI 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.
PSI 306 - U.S. Interwar Years (3)
(Cross-referenced with HIS 306.) 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.

PSI 308 - Public Finance (3)

Prerequisite: ECO 203. (Cross-referenced with ECO 308.) 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: a) understand the characteristics, functions and interactions of public and private institutions; b) explain fundamental economic theory and terminology as it relates to public finance; c) apply economic theory to current policy problems; d) analyze and apply economic data to the study of a public policy problem.

PSI 310 - Women and Power (3)

The course explores women's political movements, women in public office, and women in leadership (public and private) both in the United States and abroad. The course will examine substantive representation versus descriptive representation and their intersection with the status of women under the law versus in practice. Upon completion, students will be able to a) apply principles learned through studying evidence-based research in order to understand historical and legal constraints to women and power in the political arena; b) articulate cultural, psychological, and socioeconomic differences between the genders and the significance of these differences to women in politics; and c) use technology effectively in the research and delivery of information related to assignments.

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)

(Cross-referenced with INT 325.) 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 326 - Modern Asian History (3)

(Cross-referenced with HIS 326.) Emphasis on China and Japan with some coverage of the Korean peninsula. Themes include modernization, imperialism, relations with the West, Sino-Japanese relations, and economic development. As a result of this course, 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.

PSI 327 - Globalization and Transnationalism (3)

In recent decades, international affairs have been increasingly influenced by non-state actors whose actions and impact cross national boundaries. This class explores this contemporary trend toward increased global interconnectedness, examining the political, cultural, and economic effects of transnational interactions. Major debates about the global economy and international political economy will receive particular attention. Upon completion, students will demonstrate an understanding of globalization as a multifaceted phenomenon, encompassing political globalization, the globalization of communications and culture, and economic globalization.

PSI 328 - Constitutional Law (3)

A study of the constitution through an analysis of Supreme Court decisions. Includes distribution of powers, the commerce clause, intergovernmental relations, state powers, and substantive due process.

PSI 329 - The U.S. Revolutionary Era (3)

(Cross-referenced with HIS 329.) 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.

PSI 330 - Religion in Politics (3)

A study of the influence of religion on politics, focusing primarily but not exclusively on the present-day US. Topics will include the church-state relationship, America's diverse religious-political traditions, and religious fundamentalism as a political ideology. Upon completion, students will demonstrate a deeper understanding of how religious values influence the political world.

PSI 332 - Current Legal Issues (3)

An analysis of recent Supreme Court decisions on the subject of constitutional rights and liberties. Includes litigation under the selected amendments to the constitution.

PSI 337 - Political Thought (3)

(Cross-referenced with PHI 337.) Analysis of the most prominent political writers from Plato to the present. Compares the ideas of those men with recent studies of political behavior.

PSI 338 - Modern Russia (3)

(Cross-referenced with HIS 338.) Russia from 1855 and the Great Reforms of Tsar Alexander II through the Bolshevik Revolution, the Stalin period, the decline and fall of the USSR, and the troubled emergence of the "New Russia" and the other post-

Soviet successor states. As a result of this course, students will gain an understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us.

PSI 340 - The United States and Latin America (3)

An overview of the history and current state of Latin American politics and United States-Latin American relations. The course will examine the major developments that have shaped Latin American politics from independence to the present day, the influence of United States foreign policy on that history, and the reactions of Latin American countries to United States influence. Upon completion of the course, students will demonstrate an understanding of the major issues in current Latin American politics and United States-Latin American relations, and of the past and present trends that have influenced interactions within the hemisphere.

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

(Cross-referenced with HIS 342.) 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.

PSI 421 - Governmental Internship (0-12)

See page 47 for course description.

PSI 425 - Encountering Washington: Internship (9)

Prerequisite: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Corequisites: Enrollment in PSI 426 and PSI 427. An individualized internship experience in our nation's capital organized through the Washington Internship Institute. Students will live in Washington, working for their employers 32 hours a week. Students will gain hands-on experience in a real-world setting, while doing substantive work in a field that interests them. Upon completion, students will demonstrate an understanding of their field, generally (but not necessarily) including a political context.

PSI 426 - Encountering Washington: Experiential Learning Seminar (3)

Prerequisite: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Corequisites: Enrollment in PSI 425 and PSI 427. A seminar designed to get students to think critically about their Washington internships, the organizations at which they are placed, and their jobs within those organizations. All students participating in the Encountering Washington program are required to take this seminar. Seminar will be taught by faculty at the Washington Internship Institute, by contract with Doane. Upon completion, students will demonstrate an understanding of experiential learning theory and the relationship between their specific internship and their daily lives.

PSI 427 - Encountering Washington: Policy Seminar (3)

Prerequisite: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Corequisites: Enrollment in PSI 425 and PSI 426. Students have a choice of policy-related classes to take while in Washington, though specific choices vary depending on the current offerings at the Washington Internship Institute. Recent course offerings have included Modern American Society, Inside Washington, and Foreign Policy. All seminars incorporate discovery of the city as much as possible into the curriculum. Upon completion, students will demonstrate an understanding of the substance of the material in their particular course.

PSI 496 - Seminar (3)

Prerequisites: Major in political science and junior or senior standing. A comprehensive essay examination covering the courses the student has taken in the major, with an oral defense before a panel of faculty. The questions for this exam will cover broad themes in the student's undergraduate political science work, with the aim of providing a vehicle for the student to take a holistic approach to the global political system and its major sub-systems within the sub-disciplines of American government, comparative government, international relations, and political theory. The panel will consist of three faculty members relevant to the student's undergraduate work in political science and shall be chosen in consultation with the student.

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 216 - Public Opinion and Citizen Action (3)

(Cross-referenced with PSI 216.) Where do our political attitudes come from? How do they affect our participation in the political system? In this class, we will explore the biological, psychological, and sociodemographic roots of public opinion, and how those attitudes result in citizen behaviors from voting to protests. Specific topics may include public opinion, political participation, voting behavior, candidate selection, media influence, and campaigns. Upon completion, students will demonstrate an understanding of the attitudes and behaviors of the American electorate and the basics of public opinion polling.

PSY 219 - Addiction (3)
Prerequisite: PSY 117 or permission. 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.

PSY 230 - Social Problems (3)
(Cross-referenced with SOC 230.) 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.

PSY 234 - Introduction to Counseling Theories and Techniques (3)
Prerequisites: PSY 117, declared major or minor in education or psychology or declared major in sociology with criminal justice emphasis, or permission. A course 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.

PSY 245 - Career Planning for Psychology Majors (1)
An examination of psychology related careers and areas of study. Upon successful completion of this course, students should be able to identify careers and specialties within and relating to the field of psychology; increase awareness of their own career interests, values, and skills; and gain information to prepare for entrance into specific psychology careers such as graduate/professional school preparation.

PSY 252 - Research Method in Psychology (3)
Prerequisites: PSY 117 and SSI 217. (SSI 217 may be taken concurrently.) An introduction to research methodology, with an emphasis on the advantages and disadvantages of experimental, correlational, and case study methods. Students who successfully complete this course will be able to explain how studies are designed with each approach. They will also demonstrate their understanding of independent variables, dependent variables, random assignment to conditions, the third variable problem, reverse causation, and other methodological concepts that are essential to the discipline.

PSY 255 - Child and Adolescent Development (3)
Prerequisite: PSY 117 or EDU 221 (EDU 221 may be taken concurrently), or permission. 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.

PSY 256 - Adult Development (3)
Prerequisite: PSY 117 or EDU 211, or permission. 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.

PSY 259 - Lifespan Development (3)
Prerequisite: PSY 117. 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 271/371/471 - Selected Topics (1-3)
Prerequisites: for 271, one course in psychology; for PSY 371, two courses in psychology; for PSY 471, three courses in psychology. An investigation of topics not offered in other courses, selected by the instructor on the basis of student interest.

PSY 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the ability and approval of the faculty.

PSY 305 - Principles of Behavior Modification (3)
Prerequisite: PSY 117. 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

PSY 310 - Human Sexuality (3)
Prerequisite: PSY 117 or permission. A study of the psychological, biological, social, cultural, anthropological, and ethical aspects of human sexuality. Students successfully completing this course will be able to critically discuss multiple domains of human sexuality from several theoretical and empirical perspectives. Furthermore, students will also demonstrate an increased awareness and appreciation of different views concerning sexuality in relation to one's gender, age, sexual orientation, and religious, racial and/or ethnic background.

PSY 314 - Physiological Psychology (3)
Prerequisite: PSY 117. The study of human cognition, emotion, and behavior as it is influenced by factors such as brain structures, neurotransmission, genetics, and hormones. Topics typically covered include gene-environment interactions in selected psychological disorders and behaviors, stress as a psychological and physical phenomenon, the relationship between brain development and cognitive activity, and the relationship between neurotransmission and addictive behaviors. Students successfully completing the course will demonstrate an understanding of the empirical findings in the topics mentioned, the major theoretical explanations for these findings, and in general, the degree to which current psychological explanations of human behavior can be related to biological factors.

PSY 336 - Social Psychology (3)
Prerequisites: PSY 117 (or SOC 109) and sophomore standing. (Cross-referenced with SOC 336.) 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.

PSY 344 - Memory and Cognition (3)
Prerequisite: PSY 117. This course explores the fundamental processes of memory and cognition. Topics include attention, short-term/working memory, long-term memory, and retrieval. Students who successfully complete this course will demonstrate their knowledge of these topics, the research methods by which such knowledge is obtained, and the practical implications of this knowledge for settings such as school and work.

PSY 345 - Tests and Measurement in Psychology (3)
Prerequisites: PSY 117 and SSI 217. Psychological tests attempt to assess a wide range of intangible constructs in order to describe, explain, and predict multiple aspects of human nature. The increased use of psychological tests in mental health, education, and other areas has resulted in substantive controversies as well as misunderstandings about testing in general. This course will address strengths and weaknesses in psychological testing in domains such as intelligence, personality traits, psychological disorders, personnel selection, and academic achievement. Students successfully completing this course will demonstrate their understanding of the methods by which such tests are initially developed; the strategies for assessing test validity and reliability; the nature of test bias and measurement error; the nature of empirical prediction; and the historical, political, and social contexts in which testing occurs.

PSY 346 - Multicultural Psychology (3)
Prerequisite: PSY 117 or permission. This course explores the role culture plays in explaining human behavior and examines the cultural bias that is inherent in many of the psychological constructs and content areas of psychology. Students will gain an awareness of how their own values and behaviors have been shaped by cultural factors. Upon successful completion of this course, students will be able to: a) identify psychological aspects of culture and how they affect behavior; b) recognize the role of culture and cultural bias in psychology; c) understand cultural practices and challenge the notion that psychological principles of human functioning are universal.

PSY 348 - Psychology of Gender (3)
Prerequisite: PSY 117 or permission. An examination of topics and theories relating to the psychology of gender. The construction of gender and gender bias in traditional research, theories and perspectives in psychology will be investigated. Students successfully completing this course will demonstrate an understanding of: a) the psychological, biological, sociological, and cultural influences on gender development and identity; b) the influence of race, class, culture, ethnicity, sexism, ageism and other areas of privilege in relation to gender; c) current literature and research in the field of the psychology of gender.

PSY 355 - Applied Psychology and Sociology (0-1)
Prerequisites: PSY 117 or SOC 109, and one additional course in psychology or sociology, or permission.
Corequisite: PSY 421 or SOC 421. (Cross-referenced with SOC 355.) An integrative proseminar with special attention given to the relationship between theory and practice. Students will enroll concurrently in PSY 421 - Psychology Internship (0-12) or SOC 421 - Sociology Internship (0-12) for 2-3 credits. Students successfully completing this course should be able to: a) articulate ways in which psychological and sociological theories apply in field settings; b) apply knowledge gained in the classroom to field settings; c) utilize empirical research and evidence in field settings.

PSY 365 - Psychology of Personality (3)
Prerequisites: PSY 117 and sophomore standing, or permission. 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.

PSY 380 - Psychology Research Assistantship (0-3)
Prerequisite: Instructor permission. Students will assist a supervising faculty member with ongoing research projects. The specific responsibilities (and thus the learning outcomes) of the student will vary as a function of the project, but may include project design, data collection, data analysis, library research, writing, or other activities as necessary.

PSY 396 - Pre-seminar (3)
Prerequisite: PSY 252. Students will begin working on their senior research project under the supervision of the instructor. Upon completion of the course, students will have conducted a literature review on a topic of their choice, identified possible hypotheses to be tested, and designed an appropriate method for carrying out the project. The study will be completed the following semester in PSY 496.

PSY 416 - Abnormal Psychology (3)
Recommended: Two courses in psychology and junior standing. 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.

PSY 421 - Psychology Internship (0-12)
See page 47 for course description.

PSY 445 - History of Psychology (3)
Prerequisite: Three courses in psychology or permission. Study of historical events, dominant figures, and systems of thought in modern psychology. Special emphasis is placed on the historical development of modern psychology. Students who successfully complete the course will demonstrate their understanding of how major emphases in psychology such as behaviorist, cognitive, biological, psychoanalytic, and others developed within a historical context and how that history continues to influence contemporary psychology.

PSY 496 - Senior Research Seminar (3)
Prerequisites: SSI 217, PSY 252 and PSY 396. An in-depth investigation of a psychological phenomenon. Students who successfully complete this course will be able to design and conduct studies dealing with human behavior, as well as write up the results of their research in a manner consistent with the American Psychological Association Publication Manual.

Religious Studies
RST 305/405 - Christianity (3)
This course is an introduction to Christian history, religious thought, culture, practice, and belief, focusing on three geographical contexts: the ancient Mediterranean, China, and the United States. Students will consider how Christianity understands the importance and significance of what it means to be human.

RST 310 - Jesus: History and Afterlives (3)
The first half of this course will focus on a) the historical and religious context of Jesus' life and teachings; b) the primary texts about Jesus; and c) scholarly reconstructions of Jesus' life and teachings. The second half of this course will examine how Jesus has been interpreted in cultural discourses such as art, literature, film, and other popular cultural genres. Upon successful completion of the course, students will a) be conversant with the primary texts about Jesus; b) have engaged various scholarly understandings of Jesus' life and message; c) have examined the continuing reciprocal influence that exists between Jesus and the western aesthetic tradition; and d) have started to form their own informed view(s) of the subject matter through reading primary and secondary sources, in-class discussion, firsthand experience, and independent research.

RST 315/415 - Buddhism (3)
This course is designed as an introduction to Buddhist history, religious thought, culture, practice, and belief. We will survey the history of Buddhism in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: a) gain an appreciation for and understanding of Buddhism through examining its historical development; b) discuss various religious views, beliefs, values, self-understandings, aesthetic expressions, and intellectual claims of Buddhists and Buddhist thinkers throughout the ages; c) experience Buddhist practice through reading and discussion, as well as a field trip and other practical experiences; d) engage how Buddhism has impacted and continues to impact our world today; e) engage Buddhism via fictional representations; f) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of Buddhist thought and history, the influence of Buddhism on the arts and history, and Buddhist practice.

RST 318/418 - Islam (3)
This course is designed as an introduction to Islamic history, theology, culture, practice, and belief. We will survey the history of Islam in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: a) gain an appreciation for and understanding of Islam through examining its historical development; b) discuss various theologies, beliefs, values, self-understandings, aesthetic expressions, and intellectual claims of Muslims and Islamic thinkers throughout the ages; c) experience Islamic practice through reading and discussion, as well as guest speakers and other practical experiences; d) engage how Islam has impacted and continues to impact our world today; e) engage Islam via fictional representations; f) develop students' own informed view(s) of the subject matter through reading primary and secondary sources, in-class discussion, first-hand experience, and independent research. Upon successful completion of the course, students will have an understanding of Muslim thought and history, the influence of Islam on the arts and history, and Muslim practice.

RST 319/419 - Gender, Sexuality, Race, and the Bible (3)
This course examines the presence(s), result(s), and interpretation(s) of gender and race in biblical literature and the issues and problems those categories present to the reader. The objectives of the course are: a) to alert ourselves to implicit and/or explicit ideologies of race and/or gender in biblical literature; b) to awaken ourselves to various ways in which those ideologies have been and continue to be used to maintain various politics of oppression, as well as the status quo in differing contexts; c) to engender critical reflection on and academic study of biblical literature, as well as challenge students to reflect upon their own position(s) within the ideologies of race found therein; d) to reflect upon the way(s) in which these ideologies have contributed to both gender and racial inequalities, and in so doing examine how biblical literature has influenced our various modern understandings of race

and gender; e) for students to develop their own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

RST 325/425 - Religion and Popular Culture (3)

This course is designed as an introduction to the reciprocal relationship of religion and popular culture. More specifically, we will address the influence and impact religious ideas, themes, and texts have had on four species of media within our North American context: film, television, literature, and music; and also discuss how various spaces, places, and groupings function religiously. For students, the objectives of the course are: a) to develop a critical vocabulary to examine and understand both religion and popular culture through reading and engaging theoretical writings; b) to become familiar with selected central and/or current examples of popular culture influenced by religion; c) to develop their own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

Research

RES 495 - Research II (1-4)

A two-semester, interdisciplinary, laboratory or field research project to be used for partial completion of the senior research requirement for majors within the Math, Science and IST Division, as part of the major requirements. RES 495-RES 496 is an option for those research areas that are interdisciplinary. Specific requirements for completion of the courses will be at the discretion of the research advisor but are intended to follow as closely as possible the specific requirements as stated elsewhere in the catalog within the major requirements.

RES 496 - Research III (1-4)

A two-semester, interdisciplinary, laboratory or field research project to be used for partial completion of the senior research requirement for majors within the Math, Science and IST Division, as part of the major requirements. RES 495-496 is an option for those research areas that are interdisciplinary. Specific requirements for completion of the courses will be at the discretion of the research advisor but are intended to follow as closely as possible the specific requirements as stated elsewhere in the catalog within the major requirements.

Science

SCI 343 - Instructional Methods for Teaching Secondary Science (3)

In this course, you will have multiple opportunities to explore the world of science education and to develop your skills as a secondary science educator. From understanding State Science Standards to Laboratory/Classroom Management to creating hand-on learning experience for the students, this class is designed to hone your skills as a science educator and prepare you for your own classroom. In this course, students will create lesson materials targeting specific learning tasks with an emphasis on lab development.

Service Learning

SVL 422 - Service Learning in a Democratic Society (3)

Prerequisite(s): LAR 202 or LDR 201. Students gain first-hand experience by participating in a service-learning experience with a community partner that addresses an unmet community need. Students can choose from a list of potential service-learning opportunities provided by the instructor or a student can propose their own service-learning experience to be approved by the instructor. The student chooses the opportunity based on their personal interest and ideally it is relevant to their major. The course will explore concepts related to civic responsibility, its role in a democratic society, and what it means to each individual student. Students draw upon their service experiences to inform discussion, written assignments, and research. The class will meet 1-2 times a week. Students will be expected to volunteer at least 4-5 hours/week with the selected Community Partner.

Social Science

SSI 201 - Archival and Museum Studies (2)

Prerequisite: Permission. (Cross-referenced with HUM 201.) This course provides an introduction to the field of archival work that includes the related areas of museum studies, historic preservation, and conservation utilizing the Doane University Archives and Collections housed in Perkins Library. Students will gain hands-on experience in working with manuscripts, photographs, rare books, and other historical artifacts. The practical experience will include collecting, organizing, and cataloging items. Other work may include answering research requests from patrons and preparing exhibits. Students will meet professionals working in these disciplines via site visits to area museums and archives, including the Nebraska State Historical Society collections, archival and historic preservation departments, the Nebraska State Capitol Archives, and the local Benne Memorial Museum. Readings in archival and museum practices and Doane history will be included. Upon completion of the course, students will understand basic skills in researching and handling historical collections, and will understand career opportunities available in the above fields. The course can be tailored to give focus in the above-listed subjects that directly interest the individual student, and subsequently, internships can be arranged.

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

SSI 322 - Integrating Economic Principles into Middle School Social Studies Instruction (0)
This course contributes to the transition from student of social sciences to teacher of social sciences. Its major emphasis is on developing competency in a) basic economics as it relates to economic decisions and impact within local, state, national and international levels, including marketplace operation, economic structure, role of government and personal finance; b) developing teaching strategies that tie the content to excellent middle level instruction.

SSI 343 - Instructional Methods for Teaching Secondary Social Science I (2)
An examination of topics in the teaching and evaluation of the secondary social science curriculum with particular focus on United States history and government. Students will apply their learning by developing materials for teaching United States history and government in the secondary classroom along with the methods and procedures for evaluating student learning.

SSI 344 - Instructional Methods for Teaching Secondary Social Science II (2)
Prerequisite: SSI 343. This is the second social studies methods course and will focus specifically on the importance of ninth grade as it relates to academic success in high school and eventual graduation. As such, it will examine what issues complicate the ninth grade year for many students and how best to help each grow academically while being conscious of their personal development. Particular focus will be made toward merging the content for ninth grade civics, and geography with key academic, social and personal development skills. Students will develop teaching materials reflective of these intersections.

Sociology
SOC 109 - Introduction to Sociology (3)
An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships among individuals and groups.

SOC 215 - Introduction to Criminology (3)
Prerequisite: SOC 109. 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, 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.

SOC 230 - Social Problems (3)
(Cross-referenced with PSY 230.) 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 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.

SOC 285 - Social Research (4)
Prerequisite: SOC 109. An introduction to research in social phenomena as a science and craft, formulation of research problems, data gathering, analysis, and statement of findings.

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

SOC 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

SOC 298 - Honors in Sociology (1-3)
Opportunities for enrichment are offered to students who have demonstrated outstanding academic performance in the discipline. These opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students may complete two courses at each level.

SOC 308 - Cultural Anthropology (3)
(Cross-referenced with ANT 308.) An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society.

SOC 310 - Corrections (3)
A course including the historical development of corrections in Europe and America. Theories of punishment, prison development, administration and programming of corrections, and probation and parole will be discussed. In addition, contemporary institutions and treatment styles are examined by touring correctional institutions.

SOC 312 - Juvenile Delinquency (3)
Prerequisite: SOC 109. A course examining the historical societal response to delinquency and the types of behavior defined as delinquent. Also examined are theories of causation, the family and delinquency, gang delinquency, the school and delinquency, police handling of delinquency, detention, and juvenile court treatment.

SOC 314 - Criminal Law and Procedure (3)
Prerequisite: SOC 109 or LPS 101. This course will examine the socially constructed nature of legal proceedings with the help of real life court cases. The US legal system often provides a path for justice and reconciliation, yet this formal institution is not impervious to human sentiment and error. Students will leave this course with a more nuanced interpretation of the phrase, "Innocent until proven guilty.

SOC 316 - Sociology of Sport (3)
Prerequisite: SOC 109. Sports represent much more than athletic competition. A sociological study of sports allow students to better understand issues of power, group cohesiveness, fairness and justice as they are manifested in class, race and ethnicity, sex and gender. The Sociology of Sport will be explored in a range of global and local contexts including topics like the World Cup, professional and collegiate athletics, and pick-up basketball.

SOC 318 - The Sociology of Health and Health Care (3)
Prerequisite: SOC 109 or PSY 117. This course is a systematic exploration and analysis of the social, cultural, political, and economic forces which shape health and illness in the United States. We will focus on the distribution of morbidity and mortality (i.e., who gets sick and why), the experience of illness (i.e., how people make decisions about illness and treatment), and the social organization of the healthcare field (e.g., health care policies and health care reform). An examination of ethical considerations within the health care field will also be discussed.

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

SOC 336 - Social Psychology (3)
Prerequisites: PSY 117 (or SOC 109) and sophomore standing. (Cross-referenced with PSY 336.) 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.

SOC 355 - Applied Psychology and Sociology (0-1)
Prerequisites: PSY 117 or SOC 109, and one additional course in sociology or psychology, or permission.
Corequisite: SOC 421 or PSY 421. (Cross-referenced with PSY 355.) An integrative proseminar with special attention given to the relationship between theory and practice. Readings, discussion, and written assignments are used to develop an understanding of a field agency in which students are completing an internship. Students will enroll concurrently in PSY 421 - Psychology Internship (0-12) or SOC 421 - Sociology Internship (0-12) for 2-3 credits. Students who successfully complete this course will be able to articulate ways in which psychological and sociological theories apply in field settings.

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.

SOC 370 - Social Stratification (3)
Prerequisite: SOC 109. The study of dimensions of social stratification, including theories of social class, social mobility, the structural determinants of social inequality, and the relationship of stratification to issues such as gender inequality, poverty, ageism and elitism.

SOC 398 - Honors in Sociology (1-3)
Opportunities for enrichment are offered to students who have demonstrated outstanding academic performance in the discipline. These opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students may complete two courses at each level.

SOC 405 - Complex Organizations (3)
Prerequisite: SOC 109. All people in modern society interact with organizations on a daily basis. We take for granted our relationships with the institutions that allow society to accomplish great feats, yet many of us are frustrated by the impractical, impersonal, and sometimes regressive and repressive nature of organizations. This course will investigate the best and worst of organizations by understanding issues related organizational culture, size, technology, market forces, leadership, processes, and institutional bureaucracy. Students will understand the multiple ways in which organizations both shape and can be shaped by internal, organizational forces and the external environment.

SOC 415 - Social Theory (3)
Prerequisite: SOC 109. A course concentrating on the history of sociological thought from the 19th century to the present day. The focus is on major sociological theories including functionalism, conflict, exchange, interactionism, ethnomethodology, and feminist and post-modernist thought.

SOC 421 - Sociology Internship (0-12)
See page 47 for course description.

SOC 496 - Seminar in Sociology (3)
Prerequisite: Senior major in sociology or permission. A terminal and integrating course for majors in the discipline.

SOC 498 - Honors in Sociology (1-3)
Opportunities for enrichment are offered to students who have demonstrated outstanding academic performance in the discipline. These opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students may complete two courses at each level.

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 102 - Elementary Spanish (3)
Prerequisite: SPA 101 or one year of high school Spanish. 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 120 - Spanish for Educators (3)
This course is an introductory Spanish language course designed for future and current teachers who work in United States school systems. During the course, students will participate in a communicative learning environment in which they will practice conversing with other people in a creative way, reading authentic language and writing text needed as teachers. Much attention will also be given to cultural practices in Spanish-speaking communities as they relate to education.
SPA 203 - Intermediate Spanish (3)
Prerequisite: SPA 102 or equivalent. Intermediate conversation and reading combined with a review and continuation of grammar study. Upon completion, the student will be able to communicate at an intermediate level in spoken and written Spanish and will demonstrate enhanced understanding of Spanish-speaking cultures.
SPA 204 - Intermediate Spanish (3)
Prerequisite: SPA 203 or equivalent. Intermediate conversation and reading combined with a review and continuation of grammar study. Upon completion, the student will be able to communicate at an intermediate level in spoken and written Spanish and will demonstrate enhanced understanding of Spanish-speaking cultures.
SPA 210 - Medical Spanish (3)
Prerequisite: SPA 203 or equivalent. This course will involve intermediate conversation and reading with review of grammar focusing on medical terminology. Upon completion of the course, students will be able to engage in translation and interpretation relative to various health issues.
SPA 215 - Spanish for Spanish Speakers (3)
Prerequisite: Permission. This course is designed for students who were raised in Spanish-speaking homes but have had little to no formal training in the language. The course is designed to build upon what students already know and continue to develop their linguistic skills by acquiring new ones. While all conversational and literary skills will be addressed, particular focus will be placed on reading and writing via cultural and community activities. Upon course completion, students will be able to use level-appropriate Spanish, especially in reading and writing, speak about Spanish grammar using terminology and further understand cultural characteristics of the Spanish-speaking world.
SPA 225 - Spanish for Healthcare (3)
Prerequisite: SPA 204 or permission. This course is designed to introduce students to Spanish used in healthcare settings, as well as improve students' reading, writing, listening and communication skills at the intermediate level. Students will review grammar structures and vocabulary taught in elementary and intermediate Spanish courses along with expanding their vocabulary and ability to express themselves on a range of topics associated with healthcare. The course will emphasize improving speaking skills through experiential learning. Upon course completion, students will demonstrate increased language proficiency over the subject matter, as well as deepen their knowledge regarding healthcare in the Spanish-speaking world and in the local Crete community through experiential learning.
SPA 230 - Spanish for Business (3)
Prerequisite(s): SPA 203. This course is designed to introduce students to Spanish used in the professional setting and business world, as well as improve students' reading, writing, listening, and communication skills at the intermediate level. Through a communicative methodology in Spanish, students will expand their vocabulary and ability to express themselves over a range of topics associated with business. In addition to the emphasis on linguistic competency, the course will cover cultural similarities and differences regarding business in the Spanish-speaking world.
SPA 271/371/471 - Selected Topics (1-3)
An investigation of topics not covered in other courses, selected on the basis of student interest and available instruction.
SPA 290/390/490 - Directed Study (1-3)
An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.
SPA 302 - Spanish Language Enrichment (1)
Prerequisite: Permission of both faculty involved. A course designed to encourage interdisciplinary study in Spanish. It is taken in conjunction with a second course in a discipline other than Spanish. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student also reads additional material in Spanish, under the guidance of a

faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in Spanish, based on the reading.

SPA 305 - Spanish Conversation (3)

Prerequisite: SPA 204 or equivalent or permission. (May be taken in reverse sequence with SPA 306.) This course is primarily designed to increase the student's ability to communicate orally at an advanced level. Upon completion, the student will demonstrate marked improvement in vocabulary, Spanish pronunciation, and oral proficiency over a variety of subjects and themes.

SPA 306 - Spanish Composition (3)

Prerequisite: SPA 204 or equivalent or permission. (May be taken in reverse sequence with SPA 305.) This course is primarily designed to increase the student's ability to communicate in writing at an advanced level. Upon completion, the student will demonstrate the ability to write narrative, letters, and expository and argumentative essays with increased accuracy in vocabulary use and grammar structures.

SPA 312 - Spanish Civilization and Culture (3)

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

SPA 314 - Latin American Civilizations and Cultures (3)

Prerequisite: SPA 305 or SPA 306. Survey of Latin American cultures and civilizations from 1492 to the present. This class gives students a broader knowledge of the Hispanic world. Upon completion the course, students will demonstrate knowledge over the histories, cultural production, geography, nationality identities, and religious practices in pre-Colombian, colonial, and modern Latin America.

SPA 315 - Spanish Linguistics (3)

Prerequisite: SPA 305 or SPA 306 or equivalent or permission. This introductory course on Spanish linguistics introduces students to the formal study of characteristics of the Spanish language. Students will gain a better understanding of how Spanish is pronounced and how its words and phrases are constructed. Using these basic building blocks of linguistic analysis, students will investigate the history of the language, how it varies across the Spanish-speaking world and how it is learned and used by people who speak it as a second language. In addition, students' increased knowledge about how the language works will heighten their awareness about their own linguistic capabilities in Spanish.

SPA 317 - The Teaching of World Languages - Spanish I (0-2)

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

SPA 321 - The Teaching of World Languages - Spanish II (0-2)

Prerequisite: SPA 317 or permission. Generally taken during the junior year. This course continues the transition from student of Spanish to teacher of Spanish. Topics focus on the teaching of Spanish in both middle school and high school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students.

SPA 330 - Latinxs in Nebraska (3)

Prerequisite(s): SPA 305 or SPA 306 or instructor permission. This course gives students a broader knowledge of Latinx studies related to Nebraska. In addition to course readings, students will have the opportunity to learn from guest speakers and experiential learning opportunities. The course will also include emphasis on developing linguistic proficiency in Spanish, focusing on listening, reading, writing, and speaking skills.

SPA 402 - Spanish Language Enrichment (1)

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

SPA 405 - Advanced Spanish Grammar (3)

Prerequisite: SPA 305 and SPA 306 or permission. Advanced Spanish Grammar is an advanced-level course meant to build upon and expand students' grammatical understanding of the Spanish language at a high level. Particular focus will be placed on those structures that are commonly difficult for non-native and heritage speakers of Spanish (e.g., complex sentence structure, verb morphology, prepositions, and articles, among others). By the end of the course, students will be able to use the selected Spanish grammatical structures in oral and written form which will be evaluated through a variety of practical and creative activities.

SPA 421 - Spanish Internship (0-12)

See page 47 for course description.

SPA 424 - Literature and Film of Spain (3)
Prerequisite: SPA 312 or SPA 314 or permission. A study of Spanish cultural production from the Golden Age to the modern period. Upon completion of this course, the student will be familiar with literary works, authors, films, and filmmakers from Spain, and will be able to discuss and analyze fiction, poetry, drama, and film in Spanish.

SPA 425 - Latin American Literature and Film (3)
Prerequisite: SPA 312 or SPA 314 or permission. A study of Latin American cultural production focusing mainly on the modern period. Upon completion of this course, the student will be familiar with literary works, authors, films, and filmmakers from Latin American countries and Hispanic U.S., and will be able to discuss and analyze literary works and film in Spanish.

Theatre

ATV 173 - Theatre (0-1)
Graded as pass/fail.

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

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

THE 108 - Introduction to Stagecraft (3)
A study of the basic technical theatre practices with regard to scenery construction and painting, properties, lighting and sound. Practical experience with productions.

THE 109 - Introduction to Costumes (3)
Concentration in history of costuming and basic construction techniques. Also includes crafts for the costumer. Practical experience with productions.

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

THE 115 - Makeup for the Stage (1)
Design and process of makeup application for the theatre. Also includes wig and hair techniques. Students are required to supply their own makeup.

THE 207 - Advanced Acting (3)
Prerequisite: THE 103 or permission. A concentration on the acting process and character interpretation. The course builds on the skills that have developed in THE 103. Recommended for students majoring in theatre or with a strong desire to develop their acting skills.

THE 210 - Script Analysis (3)
Prerequisite: THE 101. In this course, students will survey some diverse ways of analyzing scripts for dramatic production. This class focuses on reading a script theatrically with a view to mounting a coherent production. Through careful, intensive reading of a variety of plays from different periods and different aesthetics, a pattern emerges for discerning what options exist for interpretation of a script. Upon completion of the course, the student will be able to assess a script's components, develop critical thinking skills in the analysis and interpretation of scripts, and use script analysis techniques.

THE 212 - Scenic Design (3)
Prerequisites: THE 101 and THE 108. This course will examine the principles, stylistic considerations, and process of designing scenery for the stage. Work includes hand drafting, model building, portfolio preparation, and image editing via computer graphics programs. Upon completion of the course, the student will be able to understand the principles of two-dimensional and three-dimensional design aesthetics as applied to the theatre art of scenic design; demonstrate sensitivity to, knowledge of, and aptitude for the art, craft, and process of moving the script onto the stage; and demonstrate the ability to apply a conceptual approach to production.

THE 217 - Fundamentals of Play Directing (3)
Prerequisite: THE 101 or permission. An introduction to the basic elements and strategies of directing through discussion and scene work.

THE 224 - Summer Stock Experience (3)
Prerequisites: Permission of the theatre faculty and acceptance into summer stock auditions. Deadlines for acceptance vary (usually February and March). Provides an introduction to working professionally in theatre. Depending upon the strengths of the students, they will be either acting or doing technical work with a company for the length of the summer season. Some companies will ask students to perform in both areas. Students will have various opportunities to audition for companies during the academic year. Upon completion of this experience, students will have a firm grasp of the expectations for entering the professional market. Theatre majors are highly encouraged to take the summer stock experience during their first year or as sophomores or juniors. Students need permission from the theatre faculty to participate in the summer stock experience.

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

THE 290/390/490 - Directed Study (1-3)
Supervised, independent study of a particular topic based on interest of the student and availability and approval of the faculty.

THE 303 - History of the Theatre I (3)
Prerequisite: THE 101. A survey of early theatre history and its drama to 1640. Students develop critical thinking skills in an aesthetic perspective. Through course assignments, students develop research techniques and reading and writing skills in the context of drama.

THE 304 - History of the Theatre II (3)
Prerequisite: THE 101. A survey of the development of theatre history from 1640 to the present. Students apply critical thinking skills in an aesthetic perspective. Through course assignments, students enhance research techniques and reading and writing skills in the context of drama.

THE 307 - Advanced Acting (3)
Prerequisites: THE 103 and THE 207 or permission. A concentration on the acting process and character interpretation. The course builds on the skills that have developed in THE 103 and THE 207. This course is recommended for students majoring in Theatre or with a strong desire to develop their acting skills.

THE 309 - Theatre Management (3)
Prerequisites: Junior standing, THE 103, and THE 108; or permission of instructor. A study of a variety of areas relating to front-house management, including: advertising, marketing, crisis management, ticket sales, working with volunteers, communication among production staff members, and techniques for developing leadership and effective managing skills. Upon completion of this course, students will have a greater understanding of how publicity works in the theatre, how an efficient box office operates, the role of marketing in the financial success of the production, how effective leadership facilitates structure and organization, and relationships between commerce and artistic product. Students begin to develop the knowledge and skills needed for a career in theatre management.

THE 311 - Advanced Scenic and Costume Design (3)
Prerequisites: THE 108 and THE 109, or permission. A practical exploration of stage set and costume design. Work includes rendering, model building, drafting, and portfolio preparation. Practical experiences with productions.

THE 312 - Light and Sound for the Stage (3)
Prerequisite: THE 108 or permission. A concentration on specific materials and methods employed in the design, production and management of theatrical lighting and sound. Practical experience with productions.

THE 313 - Screenwriting and Film Production (3)
Prerequisite: CMM 238. (Cross-referenced with CMM 313.) This course provides students with screenwriting and filmmaking opportunities beyond the basic level, using more advanced visual storytelling devices, lighting, and equipment in producing film projects. Students will apply concepts and practices from CMM 238--a prerequisite for this class--and will demonstrate the ability to proceed through the stages of preproduction, production, and post-production in developing their projects. Students will be provided with information regarding career opportunities in the film and video production business.

THE 314 - Actors and Playwrights (3)
Prerequisite: THE 101 or THE 103 or permission. An investigation of playwriting from an actor's point of view. Students create a variety of scenes, monologues, and dialogue from sources including adaptation of non-dramatic text, improvisation, and creative dramatics. Students participate in all written and performance activities and begin to identify a personal technique and writing style. A 10-minute play is completed, edited through a series of drafts, and submitted as a final project.

THE 318 - Advanced Directing (3)
Prerequisites: THE 103, THE 108, and THE 217, or permission. A course expanding and clarifying the basic techniques learned in the fundamentals course through discussion, reading, advanced scene work, and the staging of a one-act play.

THE 328 - Field Experience for Teaching Theatre (2)
Prerequisite: By permission. A study of building an effective theatre classroom and/or theatre activity in junior and senior high schools. Emphasis is on the production and direction of plays and theatre activities.

THE 407 - Advanced Acting (3)
Prerequisites: THE 103, THE 207, and THE 307, or permission. A concentration on the acting process and character interpretation. The course builds on the skills that have developed in THE 103, THE 207, and THE 307. This course is recommended for students majoring in Theatre or with a strong desire to develop their acting skills.

THE 421 - Theatre Internship (0-12)
See page 47 for course description.

THE 495 - Senior Project (1-3)
Prerequisites: Senior theatre major and permission. The student initiates and develops a project in one of the following areas: acting, design (scenic, costume, or lighting), directing, or research. The student works closely with a faculty adviser in researching, designing/writing, and completing the project. Evaluation includes a public presentation or performance in Crete, a post-presentation discussion with the theatre faculty and other appropriate cross-disciplinary faculty, and final assignment of grades by the project adviser. Planning should begin in the junior year and application must be made in writing within the first four weeks of the semester preceding the project. Three credits are required.

Travel

TVL 300 - The Travel Course Experience (1)

Prerequisite: Must be in good academic standing. This two-part course, taught by faculty sponsoring off-campus trips, prepares students for the Travel Course experience in either January or May. The first part, the on-campus portion of this course, takes place during the semester before the travel portion of the course, and will introduce students to the scope of the course content including cultural experiences and the logistics and realities of the travel process. This time should be used to complete all pre-travel paperwork that is required by the college. This course also provides time for the faculty sponsor and the students to get to know each other and to build a sense of community before the travel experience occurs. The second part, the off-campus travel portion of the course, follows the on-campus experience and will include guided reflection activities and assignments for student participants.

Through the Travel Course Experience, students will work to understand and articulate how the travel experience helped achieve the essential learning-outcomes of the Experiential Learning component of the Doane University Core Curriculum as well as other learning-outcomes of the Foundational Areas of Knowledge or Fields of Specialized Studies, as appropriate. Graded as pass/fail.

Doane Learning Center

The Academic Success Center consists of two separate programs--The Doane Learning Center (DLC) and Doane Student Support Services (DSS)--to provide instruction in college reading efficiency and writing. A student may register for any DLC course at the beginning of a term or any time prior to the first day of each session. Any student may enroll in the DLC program offerings. Excluding DLC 090/DSS 090, up to nine DLC/DSS credits may be counted toward graduation. Students receive letter grades in these courses.

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

DLC 090 - Computational Skills (3)

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

DLC 101 - Reading Skills Development (3)

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

DLC 110 - College Reading and Writing Techniques I (3)

This is the first of a two-semester course designed to improve reading and writing skills through intensive writing practice and individualized reading support. Emphasis is on analyzing arguments, applying active reading techniques to texts used in college courses, and writing essays related to readings that required advanced thinking skills which underlie college-level writing and reading. Upon completion of this course, students will have the foundational skills preparing them for academic success.

DLC 111 - College Reading and Writing Techniques II (2)

Prerequisite: DLC 110. A continuation of DLC 110 designed to improve reading and writing skills through intensive writing practice and individualized reading support. Emphasis is on analyzing arguments, applying active reading techniques to texts used in college courses, writing essays related to readings that required advanced thinking skills which underlie college-level writing and reading. Upon completion of this course, students will have strong foundational skills leading to academic success in all undergraduate level college courses.

DLC 116 - Writing Skills (3)

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

DLC 119 - Communication Skills (3)

(Cross-referenced with ELS 119.) 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.

DLC 220 - Professional Experience Portfolio (0)

This course is required for students desiring to earn prior learning credit. Students will produce a professional portfolio documenting how their life and work experiences meet identified course learning outcomes. The documentation will include a narrative and authentic artifacts validating learning.

Doane Student Support Services

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

NOTE: All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above. This requirement is met in one of the following ways: a) By attaining an Enhanced ACT math score of 19 or higher; b) By attaining an SAT math score of 530 or higher; c) By passing Doane's Computational Skills Test; d) By completing DSS 090 with a grade of C- or higher; e) By transferring credits that are equivalent to DLC 090/DSS 090 or college-level mathematics.

DSS 090 - Pre-Algebra (3)
Requirement: DSS program eligibility. An introductory algebra course that takes students' basic skills to the level of beginning college algebra. Does not count toward minimum degree requirements.

DSS 110 - Effective Reading & Writing I (3)
Prerequisite: DSS eligibility. This is the first of a two-semester course designed to improve reading and writing skills through intensive writing practice and individualized reading support. Emphasis is on analyzing arguments, applying active reading techniques to texts used in college courses, and writing essays related to readings that require advanced thinking skills which underlie college-level writing and reading. Upon completion of this course, students will have the foundational skills preparing them for academic success.

DSS 111 - Effective Reading & Writing II (2)
Prerequisites: DSS eligibility and DSS 110. A continuation of DSS 110 designed to improve reading and writing skills through intensive writing practice and individualized reading support. Emphasis is on analyzing arguments, applying active reading techniques to texts used in college courses, and writing essays related to readings that require advanced thinking skills which underlie college-level writing and reading. Upon completion of this course, students will have strong foundational skills leading to academic success in all undergraduate level college courses.

DSS 118 - College Reading and Study Techniques (3)
Requirement: DSS program eligibility. An introduction to the active learning techniques and critical thinking skills fundamental to college success. Topics include: establishing academic goals, managing time, preparing for exams, using active reading and study strategies, analyzing arguments, writing essays, and coping with stress. Study techniques are applied to courses in which students are enrolled.

Open Learning Academy

ASTR 103 - Introductory Astronomy (4)
A study of the structure and evolution of the universe with emphasis on the solar system, stellar evolution, galaxies, cosmology, and planetary systems. The laboratory work includes telescope operations and viewing and laboratory experiments illustrating the physical principles of astronomy.

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)
Knowledge of Biology I or equivalent is recommended to successful in this course. 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)
For successful completion of this course, it is recommended that students are familiar with Biology I or its equivalent. (Cross-referenced with HSI 212.) 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.

BIOL 212 - Introduction to Lifestyle Medicine (3)
For successful completion of this course, it is recommended that students are familiar with Biology I or its equivalent. 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.

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)
For successful completion of this course, it is recommended that students are familiar with Human Anatomy and Physiology I or its equivalent. 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)
Knowledge of Human Anatomy & Physiology I & II or their equivalent is recommended to be successful in this course. 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.

BIOL 225 - Genetics for Health Professions (3)
Knowledge of Biology I & II or their equivalent is recommended to be successful in this course. 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.

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 323 - Human Anatomy for Health Professions (4)
Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIOL 125: Biology I, BIOL 126: Biology II or their equivalents. In this system-based, anatomy course, students will examine the foundations of basic human anatomy for every major organ system and the relationships between systems; categorize the major functions and significance of each system, particularly from the perspective of a future healthcare worker; compare the relevance of organ system features in wellness and pathology; and engage in the study of anatomy from a system-based approach. By the end of this course, students will be able to describe the major structures of the human body and their functions as part of the major organ systems.

BIOL 324 - Human Physiology for Health Professions (4)
Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIOL 125: Biology I, BIOL 126: Biology II or their equivalents. This course offers a systems-based approach to examine the processes that determine body function. An emphasis on shared cellular and molecular mechanisms underlying the functions of each organ system will allow in-depth explorations of the control processes that regulate them as well as applied inquiry in clinical and pathological contexts, providing practical insight for future health professionals. At the conclusion of the course, students will be able to explain the basic components of systems physiology, particularly those associated with the neuromuscular, cardiovascular, respiratory, renal, and endocrine structure and function.

BIOL 330 - Zoology (4)
Knowledge of Biology I & Genetics for Health Professionals or their equivalent is recommended to be successful in this course. The course offers a survey of the animal kingdom and animal-like protists from an evolutionary perspective. Major lines of evolution will be traced as characteristics of each animal group are compared and contrasted. The taxonomy, diversity, behavior and ecology of all animal phyla will be studied with an emphasis on the functional anatomy of the major groups. Upon completion of this course, students will be proficient in classifying animal taxonomy and phylogeny, distinguish between major animal phyla and will be able to provide examples of major theories of evolution within the animal kingdom. This course includes a laboratory portion.

BIOL 333 - Microbiology for Health Professionals (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 heath 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)

Knowledge of Biology I & II or equivalent is recommended to be successful in this course. 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.

BIOL 353 - Histology for Health Professions (3)

Knowledge of Biology I & II or their equivalent is recommended to be successful in this course. 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.

BIOL 363 - Molecular Biology for Health Professions (4)

Knowledge of Biology I & II, or equivalent, and Organic Chemistry I is recommended to be successful in this course. 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.

BUSN 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: a) demonstrate a basic understanding of business; b) define capitalism and explain the basics of how free markets work; c) discuss the forces that affect trading in global markets; d) define corporate social responsibility and its impact upon various stakeholders; e) discuss the importance of small business in the American economy. This course is intended for non-business majors and does not count toward the Business Administration major.

BUSN 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: a) identify the four management functions and the related skills that ensure managerial success; b) explain the concept of organizational mission and its influence on strategic goal setting and planning; c) discuss the importance of leadership within organizations facing an ever-changing global business environment; d) discuss motivation theory and its link to organizational success; e) explain the process of organizational control.

BUSN 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.

CANN 105 - History of Cannabis (3)

The course focuses on hemp origin and importance of the plant from a historical context. Topics will include the history of cannabis from ancient India to its place in the modern globalized 21st Century World. The course will include political aspects, religious rituals, biblical and historical scriptures, describing the evolution of cannabis in ancient and modern society. The course will lead to an understanding of the impact of historically important events relating to hemp agronomy and product/industrial applications. Students will also explore how federal law and policy relating to medical and non-medical use of cannabis has evolved in the United States, and discuss ethical issues related to cannabis.

CANN 210 - The Cannabis Industry (3)

This course will provide a general overview of cannabis, marijuana, hemp, cannabinoids, and effects on humans and animals. Topics will include, horticulture, seed genetics, cultivation, farming, and harvesting techniques of cannabis. Furthermore, the course discusses different processing and extraction methods for marijuana, and industrial hemp used for fiber and CBD. The course will cover product safety, regulations, compliance, legalities, and testing in farming, processing, and consumer facing products. The current state of research, US and global impact, as well as professional opportunities of the cannabis industry will be discussed.

CANN 215 - Agronomy of Hemp (3)
This course provides an in depth investigation of hemp as an agronomic and horticultural crop. Agronomic principles pertaining to industrial hemp as a field crop are explored, including the cultivation, management, and harvesting of hemp for fiber and seed production. Growing hemp under controlled environments for flower production will also be discussed. Cultivation practices including irrigation, fertilization, integrated pest management (IPM), air circulation, and light control are examined for optimal crop quality and yield.

CANN 230 - Medicinal Cannabis (3)
In this course, medical and scientific topics related to therapeutic uses, delivery methods, and bioavailability of medical cannabis will be covered. Topics include how major and minor cannabinoids interact with the endocannabinoid system. Furthermore, the entourage effect, dose-response relationships, drug tolerance, side effects, and dependence will be discussed. The medicinal, health, and wellness benefits of major and minor cannabinoids, terpenes, and endocannabinoids and how these relate to adaptomers and homeostasis will be covered.

CANN 240 - Cannabis Processing (3)
This course will examine all processing and refinement methods of cannabis, including marijuana and hemp. Students will learn about extraction methods, distillation techniques, and purification methods. Differences between cannabis products, such as the major and minor cannabinoids, full spectrum versus broad-spectrum extracts, distillates, isolates, and nano-encapsulated cannabinoids and their applications will be discussed. Students will also learn about THC remediation and how these processing methods relate to the environmental and economic benefits and challenges that a hemp industry might create in the U.S. Newly emerging technologies like biomimetics, fermenations and catalytic enzyme conversions to source cannabis will also be discussed.

CANN 335 - Cannabis Testing Methods (3)
This course covers all analytical and microbial testing methods of cannabis that are required by federal and state regulation laws. Chemistry testing methods include High Performance Liquid Chromatography (HPLC) for potency testing, Gas Chromatography (GC) for terpene profiling, various instrumentations for pesticides and heavy metals analysis. Microbiology testing includes polymerase chain reactions (PCR) for E.coli and salmonella and total yeast and mold determination. Instrumentation for structural characterization of cannabinoids will also be covered and include nuclear magnetic resonance Spectroscopy (NMR), Infrared Spectroscopy (IR), and Mass Spectrometry (MS). Federal and State regulations for testing will also be covered.

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)
Knowledge of General Chemistry I or its equivalent is recommended to be successful in this course. 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)
Knowledge of General Chemistry I & II or their equivalent is recommended to be successful in this course. 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 everyday 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.

CHEM 206 - Organic Chemistry II (4)
Knowledge of Organic Chemistry I or its equivalent is recommended to be successful in this course. 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 characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy.

CHEM 260 - Pharmacology (3)
For successful completion of this course, it is recommended that students are familiar with General Chemistry and General Biology or their equivalents. This pharmacology course will explore the mechanism of action of pharmaceutical drugs on a molecular level. We will delve into various drug classes and decipher how they affect systems within the human body. Students who successfully complete this course will demonstrate increased knowledge in pharmacokinetics, drug toxicity, therapeutics, and drug discovery.

CHEM 330 - Biochemistry I (4)
Knowledge of Organic Chemistry I & II or their equivalent is recommended to be successful in this course.
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.

COMS 210 - Public Speaking (3)
This course focuses 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.

COMS 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 and friendships, as well as romantic and family relationships.

COMS 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.

CPST 210 - Fundamentals of Computational Science (3)
For successful completion of this course, it is recommended that students are familiar with Precalculus or its equivalent. Computational science lies at the intersection of the natural/social sciences, mathematics, and computer science. It involves using computational tools such as numerical computing/analysis, computer simulations, scientific visualization, symbolic computing, statistical analysis, and mathematical modeling to solve problems in the sciences. This course introduces students to the modeling process, methods of solving or simulating models using a computer, methods of statistical analysis for validating models, visualization techniques, basic programming, and elements of good programming practice. Open source computational tools will be used. Students who complete the course will be able to work through the process of designing, coding, and debugging a computer program; use a general approach to creating mathematical models in a variety of disciplines; map scientific or mathematical modeling problems to a computational framework; implement solutions or simulations of models using appropriate Python code; use basic statistical tools to assess reliability of models; use computer graphics tools to visualize model solutions or simulations; and collaborate successfully in a team working on a project.

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)
Knowledge of Macroeconomics is recommended to be successful in this course. 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.

ENGL 101 - English Composition 1: 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.

ENGL 102 - English Composition II: Writing in Context (3)
Knowledge of English Composition I or their equivalent is recommended to be successful in this course. This course will engage students in the process of writing as a purposeful interaction with diverse audiences in distinct settings. Through analysis and practice, students will learn to approach writing as a rhetorical transaction and thus build a foundation of principles and techniques that enable them to serve the needs and values of local and global users in the contemporary public space. They will learn to construct cogent stances based on careful inquiry. They will learn to gather technical information about complicated subjects and translate it into usable forms for busy decision makers. Along the way, they will identify and apply the theoretical underpinnings of effective written argument, thus preparing them to operate in a wide range of fields where competency is defined by accuracy, efficiency, and situational awareness. This rhetorical knowledge promotes empathy, connection, and thus equity between writers and their readers.

GEOL 101 - Environmental Geology (4)
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. Includes integrated laboratory.

GEOL 107 - Introduction to Meteorology (4)
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.

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.

IDST 206 - Introduction to Research Methods (3)
Familiar with Biology I or its equivalent. 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.

MATH 105 - College Algebra (3)
This course will cover fundamental concepts of algebra required to interpret a variety of functions and equations. Topics within this course include linear, quadratic, polynomial, rational, exponential, inverse functions and their graphs; linear inequalities; and linear systems of equations. Students who successfully complete this course will demonstrate increased ability in problem solving and logical thinking.

MATH 110 - Introductory Statistics (3)
This course will serve as an introduction to the many uses of statistics. Upon successful completion of this course, students will understand the basics of descriptive statistics, graphical presentations, the normal distribution, simple linear regression, confidence intervals, and hypothesis tests as they apply to real-world situations.

MATH 125 - Precalculus (4)
Two years of high school algebra or knowledge of College Algebra is recommended to be successful in this course. 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.

MATH 235 - Calculus I (4)
Knowledge of Precalculus at the high school or college level is recommended to be successful in this course. An examination of the fundamentals of limits and differentiation and an introduction to integration. Students successfully completing this course will be able to: a) conceptually understand the definitions of limit, derivative, and integral; b) apply the concepts of limits and differentiation to a variety of theoretical and real-life questions; c) decisively utilize paper/pencil and technology-based problem-solving techniques.

MATH 236 - Calculus II (4)
Knowledge of Calculus I is recommended to be successful in this course. A continuation of MATH 235 focusing on integration and infinite series. Students successfully completing this course will be able to: a) solve integration problems using a variety of techniques; b) conceptually understand infinite sequences and series; c) apply these concepts to a variety of theoretical and real-life questions; d) decisively utilize paper/pencil and technology-based problem-solving techniques.

PHRE 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.

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)
Knowledge of Introductory Physics I and College Algebra is recommended to be successful in this course. 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)
Knowledge of Calculus I is recommended to be successful in this course. 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.

PHYS 202 - General Physics II (4)
Knowledge of General Physics I and Calculus II is recommended to be successful in this course. 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.

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

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)
Knowledge of Psychology is recommended to be successful in this course. 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.

SOCI 109 - Sociology (3)
An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships.

SPAN 210 - Medical Spanish (3)
This course will involve intermediate conversation and reading with review of grammar focusing on medical terminology. Upon completion of the course, students will be able to engage in translation and interpretation relative to various health issues. Knowledge of Intermediate Spanish II or its equivalent is recommended to be successful in this course.

Special Programs and Opportunities

Doane University Honors Program

The Honors Program is designed to enrich, in a variety of ways, the educational experience of selected Doane students. Specialized, interdisciplinary, three-credit honors (HNR 302) seminars form the intellectual core of the program. One other important component of the Honors Program is an experiential learning experience undertaken during the junior or senior year. The culminating experience is HNR 402 , a collaborative research project carried out by all honors students during their final spring semester at Doane. Student initiative, creativity, and leadership are expected in all phases of the program.

Honors students must take an HNR 200 seminar during the spring semester of their first year and HNR 302 during three out of the following five semesters. The experiential learning project should occur during a semester in which students are not taking an HNR 302 seminar. During their final spring semester, all honors students must take HNR 402 , a collaborative research project.

Application

All first-year students will be invited to apply for the Honors Program during their first fall semester at Doane University. Students must fill out an application, submit two essays, and secure a letter of recommendation from a professor at Doane. The selection process will take place during the fall semester. The new honors cohort will begin the Honors Program in the following spring semester with the HNR 200 course.

Criteria for Admission

Students will be selected for entry into the Honors Program by the Honors Program Committee and the Chief Academic Officer. Talented students will be screened according to their academic potential, written and oral communication skills, accomplishments and talents, leadership, and commitment to academic excellence.

Criteria to Remain in the Honors Program

Once in the Honors Program, the student must maintain a minimum cumulative grade point average of 3.50. A student whose grade point average falls below 3.50 may appeal to the Honors Program Committee to continue in the program.

Criteria to Graduate from the Honors Program

In addition to the graduation requirements for all students, the Honors students must

1. fulfill the requirements of the program as specified in the Honors Handbook and
2. have a cumulative GPA of at least 3.50

If these criteria are met, an honors designation will appear on the student's transcript after graduation.

Outcomes

1. Students will demonstrate an understanding of the global dimension of each theme studied.
2. Students will produce a collaborative cross-discipline final project.
3. Students will demonstrate the ability to participate in an immersive experiential learning activity.
4. Students will demonstrate a commitment to intellectual endeavor as a lifelong learning goal.
5. Students will show evidence of having completed an intellectually challenging curriculum.
6. Students will demonstrate an appreciation of cultural and artistic performance.
7. Students will develop a sense of social responsibility toward their community.
8. Students will demonstrate leadership in academic endeavors, service learning and/or co-curricular activities.

For further information concerning the Honors Program at Doane University, contact the Honors Program Director or Chief Academic Officer.

Pre-Professional Programs

Doane University does not offer majors in many of the pre-professional programs, but it does provide foundation courses for future study at other institutions. Students who are enrolled in pre-professional programs at Doane for two or three years and complete their Doane degree elsewhere must complete all Doane Core Connection courses prior to transferring.

Engineering

Students may pursue an engineering degree at Doane through the B.S. Engineering major offered at Doane or by participating in the Doane University Dual Degree Program. This program allows students to earn two degrees: a B.A. or B.S. from Doane and a B.S. in engineering or applied science from an engineering school.

Students completing the three-year pre-professional program at Doane before transferring to the engineering school of their choice may graduate from Doane by successfully completing the first year of engineering school and all other Doane graduation requirements. Students maintaining a 3.0 GPA at Doane are guaranteed admission into the affiliated program at Washington University in St. Louis. Students are also prioritized in the admission process through the affiliated Combined Plan program at Columbia University. Students also have the option of pursuing a graduate degree in engineering. Participants in the dual degree program can often complete the M.S. degree with one additional year of study at the engineering school.

Pre-Health Professions

Doane offers pre-professional coursework in a variety of pre-health professions. Pre-health emphasis options and advising are available for, but not limited to, Pre-Athletic Training, Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physician's Assistant, and Pre-Physical Therapy.

Doane students can complete their professional education in these health programs at colleges and universities across the United States and may qualify for graduation from Doane by successfully completing the first year of an approved professional program, as well as all other Doane graduation requirements. For these students, the 30-hour residency requirement is waived.

Register of Trustees, Faculty & Administration

Board of Trustees (BOTs)

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, with Division operations performed by members of the Executive Council.

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Troy Kanter ('90), 2005-2008, 2009-, Chair, BOT Enrollment Services Committee, Private Investor, Former CEO & President, Kenexa, Inc., Lincoln, NE
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Tony Sorrentino, J.D., 2016-, Chair, BOT Governance and Nominations Committee, Shareholder/General Counsel, Silverstone Group, Omaha, NE
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Linda Scholting, 2021-, Treasurer, Vice President for Finance and Administration, Doane University, Crete, NE
Jenei Skillett ('19), 2011-, Assistant Secretary, Senior Executive Assistant to the President, Doane University, Crete, NE

Trustees

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Barbara R. Cole M.D. ('63), 2008-, Director of Pediatric Nephrology (Retired), Washington University, Mt. Pleasant, SC
Kenneth E. Fridrich ('59), 1969-, Senior Vice President, INVISTA Capital Management (Retired); Managing Director-Marketing/Pension Services (Retired), The Principal Financial Group, Omaha, NE
Richard Held ('70), 2007-, Real Estate Investor, Los Angeles, CA
Jane Renner Hood, Ph.D. ('66), 2011-, Ph.D. (Retired) Executive Director of the Nebraska Humanities Council (Retired), Lincoln, NE
James Keck, Reverend, 2011-, Senior. Minister, 1st Plymouth Congregational Church (UCC), Lincoln, NE
Jody King, ('85), 2020-, Vice President and Director of Financial Planning, Fiduciary Trust Company, Beverly, MA
Lonnie Mahrt, ('86), 2018-, Senior Vice President, Head of Customer Experience Business (Retired), CSG, Fremont, NE
Carrie Morton, ('98), 2019-, Actuary, Principal Financial Group, Waukee, IA
Mark Mulkey, M.D. ('82), 2017- , Plastic and Reconstructive Surgeon, Mason City Clinic, Mason City, IA
Bill Pallett, Ph.D.('71), 2018-, President, The Individual Development and Educational Assessment Center (IDEA) (Retired), Manhattan, KS
Enrique E. Sanchez ('74), 2005-, Executive Manager, Purchasing Warehouses, and Inventories (Retired), Republic of Panama
Dick Shoemaker, ('72), 2022-, Chairman Pinpoint Holdings, Cambridge, NE
Jill Smith, J.D. ('74), 1997-, Senior and General Counsel (Retired), Mayo Clinic, Eden Prairie, MN
Betsy Tonniges, Ed.D., (06, '08E, '11E), 2022-, Alumni Council Representative, Primrose of Lincoln Wilderness Hills Owner, Lincoln, NE

Emeriti Trustees

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Dennis E, Nelson ('67), 1992-2015, DENCO Group, Marblehead, MA
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Lois Weyers ('67), 2004-2017, Educator, Green Bay Public Schools (Retired), DePere, WI
Earl L. Wright, 1987-2010, President and CEO, AMG National Trust Bank, NA, Englewood, CO

Administration

Leadership Team

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Derek Bierman, 2020-, B.S., Chief Information Officer
Lorie Cook-Benjamin, 2017-, B.S., M.Ed., Ed.D., Chief Academic Officer
Marty Fye ('83), 2016-, B.S., Vice President for Institutional Advancement
Judy Kawamoto, 2022-, Ph.D., Vice President of Student Affairs
Linda Scholting, 2021-, B.S., M.B.A., Vice President for Business and Finance, Chief Financial Officer
Jenei Skillett ('19), 2011-, B.S., Senior Executive Assistant to the President and Assistant Board Secretary
Luis Sotelo, 2017-, B.S., Vice President for Diversity, Equity and Inclusion
Mark Wateska, 2021-, B.S., M.S., Director of Athletics
Kristopher Williams, 2011-, B.A., M.A., Ph,D., Director of Institutional Effectiveness
Anne Ziola ('04, '09A), 2009-, B.A., M.A.M., Director of Human Resources

Presidents Emeriti

Frederic D. Brown, 1987-2005, B.A., M.A., Ph.D.

Academic Deans

Jennifer Bossard, 2007-, B.S., B.A., M.A., Ph.D., Dean, College of Business
Timothy Frey, 2013-, B.A., M.Ed., Ph.D., Dean, College of Education
Pedro Maligo, 2018-, B.A., M.A., Ph.D., Dean, College of Arts and Sciences

Professor and Dean of the Faculty Emeriti

Maureen Franklin, 1984-2014, B.A., M.A., Ph.D.

Faculty Emeriti

Barbara Clement, 1989-2017, B.S., M.S., Ph.D.
Frank Daniels, 1993-2013, B.S., M.S., Ph.D.
Richard E. Dudley, 1966-1996, A.B., M.A., Ph.D.
David Dunnigan, 1986 - 2018, B.S., M.S.S.
Lyn Forester, 1992-2019, B.A., M.Ed., Ed.D.
Dianne Ferguson, 1977-2016, B.M.E., M.M.
Evelyn Haller, 1969 - 2018, A.M., Ph.D.
Kay Hegler, 1974-2015, B.S., M.S., Ph.D.
Tom Hood, 1979 - 2018, B.A., M.P.Ed.

James Johnson, 1986-2016, B.A., M.S., Ph.D.
Tom King, 1992 - 2018, B.A., M.Ed., Ed.D.
Betty Levitov, 1983-2013, B.A., M.A., Ph.D.
Gary Martin, 1984-2009, B.A., M.F.A.
Chris Masters, 1968-2008, B.A., M.S., D.A.
Edward J. McPartland, 1970-2003, B.A., M.A., Ph.D.
Deryl Merritt, 1996-2018, B.S., M.B.A., Ph.D.
Larry L. Monson, 1989-2004, B.A., M.A.
Robert D. Muckel, 1968-2000, A.B., M.S., Ph.D.
Rodney Peters, 1986-2013, B.A., M.S., Ph.D.
Carroll D. Peterson, 1964-2001, A.B., A.M., Ph.D.
Peter Reinkordt, 1984-2011, B.A., M.A., Ph.D.
Roy Scheele, 1985 - 2018, B.A., M.A.
Richard Terrell, 1970-2009, B.F.A., M.F.A.
L. Lee Thomas, 1995-2015, B.S., M.A., Ph.D.
C. Robert Wikel, 1979-2003, B.A., M.S., Ph.D.

Doane University Faculty

Shandi Anderson, 2021-, *Assistant Professor of Practice in Theatre*
Doane University, B.A.

Matthew Beio, 2018-, *Assistant Professor of Practice in Biochemistry*

Cali Biaggi, 2018-, *Online Learning Librarian*
Doane University, B.A.; University of Denver, M.L.I.S.

Dane Bowder, 2017-, *Assistant Professor of Biology*
Doane University, B.S.; University of Nebraska-Lincoln, Ph.D.

Paul Breitkreutz, 2021-, *Assistant Professor of Practice Pre-Health Sciences*
University of Nebraska-Lincoln, B.A., M.A.

Tessa Durham Brooks, 2009-, *Associate Professor of Biology*
University of Nebraska, B.S.; University of Wisconsin, Ph.D.

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

Amit Chauradia, 2021 -, *Assistant Professor of Business*
University of Miami, B.B.A.; University of Illinois Urbana-Champaign, Ph.D.

Dan Clanton, 2008-, Associate *Professor of Religious Studies; Chair, Fine Arts and Humanities Division*
Hendrix College, B.A.; Iliff School of Theology, M.A., Ph.D.

David J. Clevette, 1989-, *Professor of Chemistry*
Gustavus Adolphus College, B.A.; University of Missouri, Ph.D.

Blake Colclasure, 2019-, *Assistant Professor of Environmental Science*
University of Illinois at Urbana-Champaign, B.S., M.S.; University of Florida, Ph.D.

Jared Cook, 2020 -, *Assistant Professor of Leadership*
Rochester Institute of Technology, B.S.; Fort Hays State University, M.S.; University of South Dakota, Ed.D.

Karla Cooper, 2004-, *Assistant Professor of Practice in Education*
Southeast Missouri State University, B.A.; Eden Theological Seminary, M.Div.; Doane University, Ed.D.

Tracy Corr, 2021-, *Assistant Professor of Practice in Accounting*
Lincoln School of Commerce, A.A.S.; Doane University, B.A.; University of Nebraska-Lincoln, M.P.A.

Erin Cross, 2017-, *Assistant Professor of Art*
Old Dominion University, B.F.A.; Norfolk State University, M.F.A.

Danelle DeBoer, 2001-, *Professor of Sociology*
Bellevue University, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

Terri Deems, 2021-, *Visiting Assistant Professor of Business*
University of Nebraska-Lincoln, B.S., M.A., Ph.D.

Rodney Diercks, 1997-, *Professor of Education, Co-Chair Undergraduate Education*
Chadron State College, B.S.; Doane University, M.Ed., University of Nebraska-Lincoln, Ed.D.

Geraldine Dobos, 2022-, Visiting Assistant Professor
University of Nebraska-Lincoln, B.A, M.A.

*__Erin Doyle__, 2013-, *Associate Professor of Biology*
The University of Tulsa, B.S.; Iowa State University, Ph.D.

Joel Egger, 2017-, *Assistant Professor of Theatre*
University of Nebraska-Lincoln, B.A.; California Institute of the Arts, M.F.A.

Bradley Elder, 2004-, *Professor of Biology*
Adrian College, B.A.; Kansas State University, Ph.D.

Alec J. Engebretson, 1990-, *Professor of Information Science and Technology*
Buena Vista College, B.S.; University of Nebraska-Lincoln, M.S., Ph.D.

Nathan Erickson, 2011-, *Associate Professor of Sociology*
Augsburg College, B.A.; University of Oregon, M.A., Ph.D.

Tracee R. Fairbanks, 1998-, *Assistant Professor of Mathematics; Academic Advisor*
Doane University, B.S., M.Ed.

Andrew Feyes, 2022-, *Assistant Professor of Music; Director of Instrumental Music*
Bowling Green State University, B.M.E., Kansas State University, M.M., PhD.

Tim Frey, 2013-, *Professor of Education; Dean, College of Education*
Doane University, B.A., M.Ed.; Indiana University, Bloomington, IN, Ph.D.

Asher Gelzer-Govatos, 2020-, *Visiting Assistant Professor of English*
University of Tulsa, B.A.; Washington University, St. Louis, M.A., Ph.D.

*__Kari Gentzler__, 2014-, *Associate Professor of Sociology*
Doane University, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

Jayne Germer, 2007-, *Collection Development Librarian with rank of Associate Professor of Practice in Library Science*
Doane University, B.A.; Emporia State University, M.L.S.

Roger Getz, 2021-, *Director of the Perkins Library with rank of Associate Professor of Practice in Library Science*
York College of Pennsylvania, B.A.; Clarion University, M.S.L.S.

Julianna Grabianowski, 2019-, *Assistant Professor of Business*
University Duisburg-Essen, M.S., B.A.; Bellevue University, Ph.D.

Cindy Gray, 2022-, *Associate Professor of Practice; Director of the Education Specialist Program*
Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

Emily Griesch, 2014-, *Assistant Professor of Education, Certification Officer*
University of Nebraska-Lincoln, B.S.; Doane University, M.Ed., Ed.D.

Margaret "Peg" E. Hart, 1992-, *Associate Professor of Mathematics; Chair, Science, Mathematics, and Information Science and Technology Division*
University of Nebraska-Lincoln, B.S., M.S., M.S.

Mohammad Hasan, 2019-, *Assistant Professor of Business*
University of Dhaka, BBA, MBA; Central Michigan University, M.A.; Iowa State University, M.Fin.

Barbara Jennings-Herzog, 2012-, *Associate Professor of Mathematics*
Northern Arizona University, B.S., M.S.; University of California, Riverside,Ph.D.

Timothy Hill, 2003-, *Professor of Political Science*
Furman University, B.A.; The Ohio State University, M.A., Ph.D.

Eric Holley, 2021-, *Assistant Professor of Practice of Exercise Science*
University of Nebraska-Lincoln, B.S., M.S., Ph.D.

Andrea Holmes, 2005-, *Professor of Chemistry*
University of North Florida, B.S.; New York University, M.S., Ph.D.

Christopher Huber, 2016-, *Associate Professor of Chemistry*
University of Wisconsin-La Crosse, B.S.; University of Minnesota, M.S., Ph.D.

Amanda Irions, 2018-, *Assistant Professor of Communication*
University of Maryland, Ph.D.

Kimberly A. Jarvis, 2003-, *Professor of History; Chair, Social Science Division*
University of Connecticut, B.A.; Southern Connecticut State University, M.S.; University of New Hampshire, M.A., Ph.D.

Bradley A. Johnson, 2001-, *Professor of English*
St. Olaf College, B.A.; Duke University, M.T.A.; University of Connecticut, M.A., Ph.D.

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

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

Lucas Kellison, 2017, *Undergraduate Faculty Coordinator; Assistant Professor of Practice*
Doane University, B.A., M.Ed., Ed.D.

Heather Lambert, 2003-, *Professor of Psychology*
Nebraska Wesleyan, B.A.; University of Kansas, M.S.; University of Nebraska-Lincoln, Ph.D.

Jared List, 2013-, *Associate Professor of Spanish*
Augustana College, Rock Island, Illinois, B.A.; The Ohio State University, M.A., Ph.D.

Carol Mack, 2021-, *Instructor of Practice in Education*
Doane University, B.A.; University of Nebraska-Lincoln, M.A.

Ather Mahmood, 2021-, *Visiting Assistant Professor of Physics and Engineering*
Forman Christian College, B.S.; Government College, M.S.; University of Toulouse III, M.S., Ph.D.

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

Katherine E. Marley, 2001-, *Professor of Biology; Chair, Science, Mathematics, and Information Science and Technology Division;*
Southwestern University, B.S.; Florida State University, Ph.D.

Robin McKercher, 2005-, *Professor of Theatre, Director of Theatre*
Peru State College, B.S., B.A.; University of Nebraska-Lincoln, M.F.A.

Cindy L. Meyer, 1987-, *Associate Professor of Education*
Wayne State College, B.A.; Kearney State College, M.A.

Mark M. Meysenburg, 1998-, *Professor of Information Science and Technology*
Rose-Hulman Institute of Technology, B.S.; University of Idaho, M.S., Ph.D.

Charlena Miller, 2022-, *Assistant Professor of Practice in Business*
University of Central Oklahoma, B.S., Portland Seminary, M.A.

Kathleen Ohlman, 2007-, *Assistant Professor of Practice in Music, Director of Music Education*
Concordia University, B.S., M.Ed.

Mark A. Orsag, 1998-, *Professor of History*
Carnegie-Mellon University, B.A.; Pennsylvania State University, M.A.; Michigan State University, Ph.D.

Brian Pauwels, 2002-, *Associate Professor of Psychology*
Saint Norbert College, B.A.; University of Iowa, Ph.D.

Teresa Perkins, 2020 -, Assistant Professor of Education
University of Nebraska, B.S., MED, Ed.D.

Trina Pettit, 2021 -, *Assistant Professor of Education*
University of Wisconsin, B.S.; University of Nebraska-Lincoln, M.A., Ed.D.

Nikki Piper, 2013-, *Instructor of Practice in Education*
Doane University, B.A., M.A., Ed.S.

Joshua Pope, 2015-, *Associate Professor of Modern Languages; Chair, Fine Arts and Humanities Division;*
Drury University, B.A.; Bowling Green State University, M.A.; University of Wisconsin-Madison, Ph.D.

Glen "Pete" Poppert, 2020 -, *Assistant Professor of Practice in Agribusiness*
University of Nebraska, B.S., M.S., JD

Kurt Runestad, 2004-, *Professor of Music; Director of Choral Activities*
St. Olaf College, B.A.; University of Iowa, M.A., Ph.D.

Mitchell Sasek, 2022-, *Assistant Professor of Practice of Exercise Science*
University of Nebraska at Kearney, B.S., M.A.E.

Jocelyn Schock-King, 2017-, *Assistant Professor of Psychology*
Nebraska Wesleyan University, B.S.; University of Nebraska-Omaha, M.A., Ph.D.

Greg Seier, 2019-, *Assistant Professor of Practice of Exercise Science*
Doane University, B.S.; Wayne State College, M.S.E.

Sharmin Sikich, 2013-, *Associate Professor of Chemistry*
University of Nebraska, Lincoln, B.S.; University of California, San Diego, La Jolla, CA, M.S., Ph.D.

Russell D. Souchek, 1996-, *Professor of Environmental Science*
Doane University, B.A.; Texas A & M University, M.S., M.S., Ph.D.

Jeffrey Stander, 2006-, *Professor of Theatre*
University of Nebraska-Lincoln, B.F.A.; San Diego State University, M.F.A.

Eric Stearns, 2010-, *Associate Professor of Art*
Doane University, B.A.; Fort Hays State University, M.F.A.

Cale Stolle, 2017-, *Assistant Professor of Engineering*
University of Nebraska-Lincoln, B.S., M.S., Ph.D.

Joel TerMaat, 2018-, *Assistant Professor of Engineering*
University of Nebraska-Lincoln, B.S., Ph.D.

William Truran, 2021-, *Assistant Professor of Graphic Design*
Sussex County Community College, A.A.S.; William Paterson University, B.A.; Rochester Institute of Technology, M.A.

Lisa Tschauner, 2022-, *Assistant Professor of Practice in Entrepreneurship*
Doane University, B.A.; Peru State College M.S.

Eric Tucker, 2020-, *Visiting Assistant Professor of Journalism*
University of Illinois at Urbana-Champaign, B.A.; University of Oregon, M.S.; University of Nebraska - Omaha, M.F.A.

James L. Vertin, 2001-, *Assistant Professor of Practice in Mathematics*
Doane University, B.S., M.Ed.

Jean Walkenhorst, 2018-, *Assistant Professor of Practice in Accounting*
Doane College, B.A., University of Nebraska-Lincoln, MPACC

Margaret Watts, 2016-, *Associate Professor of Mathematics*
Spring Hill College, B.S.; Florida State University, Ph.D.

Philip Weitl, 2005-, *Professor of English*
Hastings College, B.A.; Kansas State University, M.A.; University of Nebraska-Lincoln, M.F.A.

William Whipple, 2021 -, *Assistant Professor of Music*
Manhattan School of Music, D.M., M.M.; University of Iowa, D.M.A.

Kris Williams, 2011-, *Associate Professor of Mathematics*
Luther College, B.A.; University of Iowa, M.A., Ph.D.

Nathaniel Wilson, 2012-, *Assistant Professor of Practice in Communication, Director of Forensics*
Hastings College, B.A.; George Mason University, M.F.A.

Tiffany Young, 2019-, *Assistant Professor of Education*
University of Nebraska-Lincoln, B.S., M.A., Ph.D.

Lavi Zamstein, 2022-, *Assistant Professor of Engineering*
Tulane University, B.S.E.; University of Florida, M.E., Ph.D.

Kathleen Zumpfe, 2007-, *Associate Professor of Practice in Business*
University of Nebraska-Lincoln, B.S., M.A.

Adjunct Faculty

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

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

Chris Brady, 2017-, *Adjunct Instructor in Liberals Arts Studies and History*
Doane University, B.A., University of Nebraska-Kearney, M.A

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*
Southern Illinois University, B.A., M.A.; Doane University, Ed.D

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

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.

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

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.

Tom King, 1992-, *Adjunct Instructor*
Westminster College, B.A.; Phillips University, M.Ed.; Oklahoma State University, Ed.D.

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.; University of Nebraska-Lincoln, PhD.

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

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

Lance Nielsen, 2012-, *Adjunct Instructor in Music*
University of Nebraska-Lincoln, B.S., M.M., Ph.D.

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

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.

Kelsey Pruss, 2017-,
University of Nebraska - Lincoln, B.S., M.S.

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

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

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.

* On leave Fall 2022 **or** Spring 2023 ** On leave 22-23 academic year (half-time) ***On leave 22-23 academic year (full-time)

Honors and Awards 2021-22

Crete Campus Honors and Awards

Doane Scholar

Students who were awarded the title of Doane Scholar for three and half years of high scholarship at Doane include:

- Trevin Alberts
- Sarah Daly
- Travis Handler
- Leah Johnson
- Myah Keenportz
- Joshua Lasauskas
- Ryan Lasauskas
- Aztryd Lima
- Sean Murray
- Emma Ryan
- Delainey Stewart
- Tyler Sullivan
- Madisyn Warrelmann

Honors and Awards

Alpha Lambda Delta Katherine Buell Award: Makenna Bird
Alumni Senior Award: Bobby Mercier, Haley Miller
Bob Palensky Award: Olivia Kreikemeier
The Commander & Mrs. E.J. Fridrich Achievement Scholarship: Zane Boudreau
Dr. David H. Smith Memorial Research Award: Kade Wehrs
Dawes Oratorical Award: Walker Stuhr
Doane Band Award: Bailey Bagnell
Doane Theatre Award: Lauren Walther
Excellence in Education Scholarship: Brittany McCleery
John E. Makota, Jr. Information Science & Technology Excellence Award: Kamryn Plock
Joseph & Nancy Chapman Music Education Scholarships: Maddy Hickok, Mya Williams
Kaitlyn Erickson Pro-Musica Award: Alexa Thompson
Kenneth R. Rossman Prize: Anabelle Daugherty, Johann Ott
Kerry Strayer Memorial Scholarship: Jessica Jensen
Levi & Hazel Wilson Fellowship: Travis Handler, Samantha Urena
Lumir C. Havlicek Concert Band Scholarship: Erik Rodriguez, Stephanie Wright
Marianne Clarke Writing Excellence Awards At Large: Jean Chevalier, Jaden Hilkemann, Blair Kampovitz, Elsy Sierra-Valle
Marianne Clarke Writing Excellence Awards First-Year: Ashton Brewer, Jaina Morgan, Abby Reedy
Marianne Clarke Writing Excellence Awards Owl: Abrianna Miller
Marianne Clarke Writing Excellence Awards Xanadu: Blair Kampovitz, Alexa Munsinger
Mary L. Chapin Art Award: Emma Ryan
Mathematics Excellence Award: Kelvin Mitchell
M. David Osterhout Human Relations Award: no 2021-22 recipient
Modern Languages Award: Travis Handler, Aztryd Lima
Natural Resources and Environmental Sciences Achievement Award: Brandon Rezac
The Nebraska Society of CPA's Foundation General Scholarship Fifth-Year Scholarship: Joe Burt
The Nebraska Society of CPAs Foundation General Scholarship: Arath Chairez
Novice Speaker Award: Olivia Vore
Noyce Project SERVE Scholar: Jazzmyn Boucher
Outstanding 1st Year Chemistry Award: Lindsay Adams, Jacee Zoubek
Outstanding 1st Year Math Student Award: Abby Ulrich
Outstanding Engineering Achievement Award: Sean Murray
Outstanding Senior in the College of Business Award: Kalen Dockweiler
Robert C. Makosky Prize: Noah Milam
Robert D. Muckel Tri Beta Award: Katelyn Jindra, Lilly Shatford-Adams
Ruth Mary Stevens Prize: Trevin Alberts
Student Congress-Outstanding Faculty Members of the Year: Brandi Hilton-Hagemann, Nathaniel Wilson
Student Congress Outstanding Staff of the Year Awards: Anita Harkins, Luis Sotelo
Helen Doane Perry Outstanding Student Award: Travis Handler, Haley Miller
Thomas Doane Outstanding Award Faculty: Brian Pauwels
Thomas Doane Outstanding Award Staff: Kelsee Meissner

Fulbright Scholarship

Fulbright Scholarships are awarded each year for students, teachers, and scholars to study, teach and conduct research at international sites. Administered by the U.S. Information Agency, the Fulbright Program began in 1946.

The following Doane graduates are listed with their majors and place of study:
2000 Paul Barta '00, political science/Spanish, Spain
2000 Julie Mitchell '00, German/business administration, Freiburg, Germany
2000 *Jacquelyn Seitz '00, English/French
2001 Adrienne Bambach '01, honors biology/German, Berlin, Germany
2002 Jana Stangl '02, English/French, Nice, France
2002 Ginger Starks '02, German/history, Saxony, Germany
2003 Megan Nicholson '03, German/French, Tübingen, Germany
2004 Aaron Hall '04, business/German/political science, Potsdam, Germany
2004 Kari Quammen '04, French/English, Marseilles, France
2006 Kamleh Shaban '06, honors biology, Jordan
2007 Emily Jordening '07, German/Spanish, Hannover, Germany
2008 Mary Reimers '08, music, Murrhardt, Baden-Württemberg, Germany
2009 *Audrey Brydl-Andrews '09, elementary education/Spanish, Alicante, Spain
2009 Mike Guericke '09, chemistry/German, Heidelberg, Germany
2009 Rachel Rasmussen '08, history/Spanish, Dresden, Saxony, Germany
2010 Kristen Erthum '10, political science/international studies, Port Said, Egypt
2010 Tyler Jackman '10, business administration/French, Saint-Quentin, France
2010 Kara Maize '10, elementary education/Spanish, Madrid, Spain
2011 Malissie Boyer '11, German/English, Hemmingen, Germany
2011 Marcus Lyon '11, biochemistry/German, Karlsruhe, Germany
2012 Aprill Bodlak '12, English as second language/German/Spanish, Peru
2012 Rachel Kluthe '12, Elementary Education/Spanish, Madrid
2013 Ryan Corrigan '13, Environmental Science/Spanish, India
2014 Gentry Adam Doane '14 Spanish/German, Baden-Württemberg, Germany
2015 Krista Couton '15 Music, Taiwan
2015 Maggie Jo Hubbell '15 German/French, Germany
2015 Elizabeth Adele Sather '15 Elementary Education, Turkey
2015 Tyler James Strobl '15 Elementary Education, Brazil
2016 Jordyn Atwater '16 Biochemistry, Karlsruhe, Germany
2016 Amanda Petersen '16 English Language Arts, Bulgaria
2017 Hannah Dull '17 English and Spanish, Brazil
2018 * Rachel Jacobsen '18 Elementary Education, Bulgaria
2018 Elizabeth K. Kurtz '18 English, Germany
2019 Nicholas James Iwata '19 Biology, Bulgaria
2020 Colin Koehler '18 Spanish, Panama

* Received Fulbright Scholarship but did not participate in program

Lincoln and Online Honors and Awards

Senior Awards

Outstanding Graduate in Accounting: Brenda Angelica Larson
Outstanding Graduate in Agribusiness: Elliot James Erdkamp, Jaicee Lynn Sobotka
Outstanding Graduate in Business Administration: Michael Andrew Schommer, Stephanie Lynn Pankoke
Outstanding Graduate in Criminal Justice: Nicole Lezlie Cubas
Outstanding Graduate in Graphic Design: Amanda Boyer, Emily Samantha Henshaw
Outstanding Graduate in Health Sciences: Kevin J. Burns
Outstanding Graduate in Human Relations: Robert Dwight Reece II, Zachary Dylan Schilling
Outstanding Graduate in Information Systems Management: Antonio Marques Jackson, Joshua Michael Bonine
Outstanding Graduate in Liberal Arts Studies: William Dean Norris, Thomas Webster Saddler II
Outstanding Graduate in Nursing: Melissa Sue Schwabauer, Janice L. Manka
Outstanding Graduate in Organizational Communication: Kany Suleman, Adam Bakhit, Dirk Edward Rains
Outstanding Graduate in Public Administration: Melissa Kay Gross
Outstanding Graduate with a Double Major: Joshua Michael Bonine

Valedictorian

Michael Andrew Schommer
Thomas Webster Saddler II

Endowment and Resources

Loyal support for 151 years from dedicated individuals and the prudent and attentive management of funds by Doane's trustees have resulted in an endowment fund of approximately $118.8 million (as of December 2021). Net tuition paid by the Crete campus students provides less than half the necessary funds to operate the university. Income from the endowment provides scholarships to students, support for faculty, and contributes to the necessary operating budget of the university. However, the need is always great for additional gifts to meet current expenses.

Endowed Chairs

Katherine M. Buell-Carl O. Carlson Professor of Natural Science
George B. Hastings Professor of Fine Arts
Ardis Butler James Endowed Chair for the Liberal and Fine Arts
A.R. Kinney Professor of Business and Economics
Dwight E. Porter Professor of Education
Kenneth R. Rossman Professor of History

Endowment and General Funds

It is not possible to list all gifts to the endowment or restricted general funds, however, most established funds are listed below. The income from many of these, in accordance with the donors' requests, is to be used for specific purposes.

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W. Thomas & Corinne Auld
Clarinda M. Barlow
Genevieve Bartlett
Bates Binding Library Fund
Beatrice Congregational
Philip Stewart Becker Award
George Beitel
Lorntine Berg
Kathryn Bender Boekel
Charles Boswell Professorship
Charles Minor Boswell Library Fund
John Sewall Brown Professorship
James & Marlene Bruning Teaching Award (Class of 1959)
Kathryn L. Buck Library Fund
Mabel H. Buck
Louisa M. Buell
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Vance & Gladys Carns
Chadron Academy
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Mr. & Mrs. Frank H. Chickering
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Lucille S. Cobb Lectureship
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Crete Professorship
Mrs. R.W.T. Crowell
Eldon E. Darrington Estate
James W. Dawes Prize
Rev. J.B. Dawes Prize
Caroline "Carrie" Dean
Edwin B. Dean
Samuel Chase Dean Library Fund
Doane College Alumni Professorship
Doane Family
Barbara M. Doane
Stanley R. & Faye D. Doane
D. Howard Doane/Archives Fund
Nancy W. Doane Faculty Enhancement
Thomas Doane
Charles & Hazel Turner Drake
Alberta M. Dredla & Bernice D. Sanderson Research Series
Barbara Winslade Dugdale
A. James & Elouise Ebel
Elgin Congregational Church
Arthur B. Fairchild Professorship
Jason M. Farrar
Dr. Jean P. Feese
Rev. James B. Fiske Prize
H. A. French
Kenneth E. & Marjorie A. Fridrich
Improvement of Human & Planetary Health
John & Rosa Fuhrer
Homer & Marjory Gausman
Effie Geer
Mrs. Louis Gellately
Maurine Stiles Gettinger
Robert & Clarice McLeod Goodall
Helen M. Gorder
Melvin & Doreen Ostrander Gottschalg
C. Loren & Esther Barns Graham
J. Taylor & Martha Greer
Annadora F. Gregory
George & Mary Foss Gregory
Rev. Lewis Gregory
Everett & Mildred Gross
George & Sally Haddix Center Fund
Haddix Research Fund
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Gerald & Lynn Hallas
Zenon C.R. Hansen Leadership Program
Leo D. Harman, Jr.
Dr. Julia M. Hawkes
Ward H. Haylett Prize

Edward & Mary Heilman
Edward H. Hemingway
Capt. Charles L. Herman
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David & Corinne Higbee
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Duane H. Hillmer
John Hodgson
Wallace & Janet Heilman Hood
Donald M. Hosford
Eleanora F. Houser
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Mary C. Houston
Mary Ellen Ingles-Farries
Ardis Butler James
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Mary E. Jeffery
James E. Jones
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Benjamin & Cora Kemp
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Paul R. & Barbara Oppenheim
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Richard & Lois Duffy Quimby
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John C. Rapp
Lloyd & Trudy Reeves
Howard & Patricia Platt Richoux
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Kenneth R. Rossman DKP Lectureship
Kenneth R. Rossman Library Endowment in History
Kenneth R. Rossman Prize in History
Stuart S. Rough
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Elizabeth Walker
Alice E. Wallace
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Gustave F. Wildhaber
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Josephine Darrow Wolcott
Wolph Memorial
Worchester Professorship
Dr. John & June Yost
Otis Young Ethics & Religion Lectureship

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

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Dr. CC and Mabel L Criss Foundation
Dennis Daily
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Doane Family Association
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Patty Loring
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Cindy Meyer Volleyball
NE Golf Association
Nebraska Independent College Foundation
Never Too Late
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Quivey Bay State Foundation
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Songster & Cahill Family
SW Nebraska
Joan Tamkovik Veteran
UPS Educational
Vasek Travel Scholarship
Waters Family Scholarship
Rob Williams Memorial
Zenon C.R. Hansen Fellowship

Endowed Scholarships

Oliver & Blanche Adams
Adams-Dry
Frank & Lizzie Addleman Memorial
Addleman
Alpha Omega
Alpha Phi Epsilon
Anna Fay Albin Memorial
Albion Congregational Church
Lt. David F. Albrecht Memorial
Bertise & Hannah Aldrich Memorial
Ruth Marie Amen
Frank B. Anderson Memorial
Leora Carlson Anderson
Walter E. Anderson & Prudence Anderson Clem
Anderson-Fust
Gladys N. Arnold
Thomas J. & Lucille Beals Aron
Alice Bromwell Balzer
Emma C. & Louise W. Barstow
Erika R. Barton
Richard & Dena Gosch Bartlett Athletic
James G. Bastian
John H. Bath, Jr.
John & Florence Foss Bauer
Fred & Eleanor Murphey Bauer
William J. Bayer Memorial
Cherie Thomsen Bayley
Ralph W. Becker
Nancy Beggs
Fred Beile Excellence in Endeavor
Joanne Cunningham Bell Memorial
Vernon & Joanne C. Bell Memorial
Vernon Bell Memorial
Philo Sherman Bennett

Roger I. Blatter Memorial
William & Esther Bohi Excellence in Education
Amy Howlett Borland
L.Lane Boutwell Memorial
Helen Bromwell
Dorothy Catlin Brown
Dr. Fred D. Brown History
Elise M. Buchman
C. Eugene Buell Memorial
Katherine M. Buell Memorial Biology & Music
B.F. & Maudlee Butler Music
Fay Johnson Butler Memorial
Sen. Hugh C. Butler
Dr. & Mrs. M. R. Byrnes
R. M. Campbell
Rev. Randolph Campbell
Capital Alumni Chapter
Carol Olof Carlson Memorial
Marjorie A. Cass
Conan J. & Patricia Roop Castle
Mary L. Chapin
Chi Delta Founding Mother's
Robert E. & Wintha M. Christiansen
Marianne Clarke Writing Excellence Award
Clarke Memorial
Class of 1952
Class of 1958
Class of 1964
Class of 1974
William H. Collett
Robert Conner & Conner/Wettergren Human & Civil Rights
Craig J. & & Juli L. Coppersmith
Agnes Freiberg Cox Memorial
Roy & Pearl Cram Memorial
Crete News Athletic
Czech Scholarship
Michael V. Danaher Memorial
B. Wayne & Harriet Dawson
Rev. Frank Warren Dean
Delta Kappa Pi
Robert S. Dickinson
Miles C. Doan
Doane Family Association
Charles Watson Doane III
Joseph A. Doane Memorial
Winifred J. Doane Memorial
Lowell E. Dodd Memorial
Dennis P. & Juanita K. Dondlinger
Evelyn & Kristie Dorr
Ron & Jean Douglas Athletic
G. Bryant and Alberta Drake
Alberta Dredla & Bernice Dredla Sanderson
Ida Mae Whisinand DuBois
Ray & Julena Steinheider Duncombe
Ralph E. & Ida Dutch
Rev. Sandra Vasel Edwards Memorial
Brian English Memorial
Max Farver Endowment
Donald L. Fix
Allen & Ruth Osterhout Franta Memorial
Cora Lyons Free
Fremont Congregational Church
Ida M. Fuhrer Memorial
Joseph A. Galluccio
Gamma Phi Iota Impact
Franklin R. Gardner Memorial
Richard C. Gibson Athletic
Glass/Fitzgibbon Family
Burket E. Graf
Les Grant-Ron Hatchett Memorial
James M. Gray
Joe E. Green
Ben Grimes Memorial Baseball
John Fuller Hall
Charles Frederick Harrison
Marjorie Campbell Hartigan
Charles B. Hastings
Lumir C. Havlicek Concert Band
William Randolph Hearst
Philip R. Heckman
Elizabeth Anne Held
Mary L. Heuerman
G. Gordon Heyhoe
Blanche L. Hill
Amiel & Rose Hledik
Robert & Eleanora Trnik Houser
E. Belle Ingles Memorial
Desley L. Isernhagen
Jackman/Bence
Jane L. Johnson
Dr. Jim Johnson Prize Fund
Thomas B. & Fay Johnson Memorial
A. Stoddard Jones
Steve & Rosemary Cook Jones
Gerald R. & Vivian M. Kahle
Karas Family Science
Dick Katzmann
Wilbert E. Keder/Class of 1950
Ann L. Kelsall
George V. Kersenbrock
Paul D. Kersenbrock
Kiewit Foundation Scholarship
Carolyn Kollmeier
Paul & Esther Farley Korff
Michael Krantz
Kuhns Family
Patti Kahler Kundinger
Kunkel Family
Paul A. Kunzman Memorial Golf
Thomas J. Kuzelka Memorial
Thusnelda Welsch Kuzelka Memorial
LeRoy T. & Irma Nuquist Laase Memorial
Wayne & Evelyn Spadt Lambertz
Walter & Marie Lauritsen
John E. Layton Music
Sadie M. Libby
Lietsch-Ziegenbein Memorial
James C. Lindberg
Arlen Lohmeyer Memorial
Raymond Lohmeyer Memorial
Mrs. Edward E. Lorensen
Edna Cobb Lothrop
Wilfred G. Maas
Ronald C. MacDonald
William E. & Patricia A. Mazanec Mahar
Laurence P. Mains

Ada Corbitt Marcellus
Marek-Kalal
Virginia Peters Marsh
Melvin W. Mawhinney
Charlene P. McArdle
James & Mary Ann McClung
Mechanical Maintenance
Mekota Family
Mekota-Buell Music & Science
Florence & A. Max Meyer Memorial
Fred & Eleanor Smatlan Meyer
Louise Miller
Mary Herndon Miller
Marie Fritscher Mitchem
Shiro & Kiyoko Kikuchi Mori
Marilyn Morrison Memorial
Helen N. Morrow
Morten L. & Besse Potter Mortensen
Robert D. Muckel Tri Beta Prize
Dr. William E. & Dorothy J. Murphy
Raymond "Ray" Clay Munkres
W. Stewart Nelson Sigma Phi Theta
New England
Norfolk First Congregational Church
Bessie E. Norton
Clarence & Marjorie Hostetter Noyce
Loyd & Shirley Oleson Math
Omega Psi Theta
Elva Kokjer Osterhout
Justus & Barbara Dotts Paul
Perry Family
David Brainerd Perry
Gary & Allison Petersen Scholarship in memory of Alma Grosshans Daniel
Phi Sigma Tau/Alyce H. Collett
Genevieve Sack Phillips
Howard J. & Louise Platt Memorial
Platt Alumni Challenge
Frank H. Porter
P.D. & Evelyn Hawlick Pyle
Neva L. Rall Memorial Art
Liz Ridge Rawlings Elementary Education
Portia Reed & Jennifer Reed Garbin Soccer
Robert E. Reed
Seymour A. Reed
Sheila A. Reiter Writing Award
Frank and Marion Taylor Rocky Mountain Alumni Chapter
Rollin & M. Colleen Rohwer
Kenneth R. Rossman (DKP) History
J. S. & Frances Bates Rough
Charles & Mara Stewart Royce
Margaret Zeilinger Sabata Memorial
John B. & Doris Ziegler Salter Educational Endowment
Vishnu & H. Eileen Means Saran
Jeanette I. Sasek Memorial
Frank & Lillian Schmitz
Lewis & Florence Scott
Mark T. & Margaret Lowe Seacrest
Joseph W. Sedlacek
Nellie V. Sexton
Bruce & Margaret Sheffield
Dr. David H. Smith Research Award
Tillie A. Soker Memorial
Dr. Miles Spalding
Mary E. Stephens
Louise Shepherd Storer
Kerry Strayer Memorial
Harold "Jiggs" & DeLoris Summers
Florence Benton Swanson
William & Ella Swartz Scientific
Tabor College Alumni
Arthur & Bessie Craven Tarr Family
Tidball Family
Dr. Thomas & Jane Tonniges Pre-Med
Track & Field Enhancement
Marion Cass Tripp
Tritt Music
Gladys E. Trnik Memorial Music
Leo J. Trnik Memorial Music
Trobough Educational
Ralph W. Tyler
U.S.S. Doane
James H. Van Hoy
Robert Van Pelt Memorial
John & Bess Kilbourn Vance Memorial
Jerry Vanice
Emmet & Elsie Vitek Memorial Music
Loyd & Grace Andrews Wallace
Helen Bayer Wampler
Alice Ware
Dr. George & Geraldine Barber Warner
Weeping Water Academy & Church
Ronald B. Welch
Colonel William & Florence Noyce Wertz Memorial
Wayne H. Weyers
Erman & Jean Wheatcraft
Wallace & Almira Wheeler
David Whitcomb
R. A. & Lela Willeford
Harold E. Willey Memorial
Gail Ellen Williams
Dr. Levi & Hazel Wilson
Mildred P. & Neal Winn
Robert and Patricia Wissel
Donald & & Glennys Tyser Ziegler

Academic Calendar

Doane University's 151st Year
Doane University Lincoln Campus's 42nd Year
Doane University Omaha Campus's 10th Year

2022-23 16-Week Calendar - Crete Campus

FALL SEMESTER 2022 August 22 - December 16 22/FAL

August 18-21 Thurs-Sun New Student Orientation and Advising
21 Sunday Returning students Residence Hall move in
22 Monday FIRST DAY of FALL SEMESTER / Payment due date
25 Thursday Opening Convocation 11:00 a.m.
29 Monday Last day to drop/add a first 8-week session course
31 Wednesday Last day to add a semester long course

September 2 Friday Last day to drop a semester long course/**Fall Census**; Pass/Fail deadline for 8wk courses (week 2)
5 Monday Labor Day -- University CLOSED
16 Friday Final day for juniors and seniors to declare a Pass-Fail course (week 5)

October 8 Saturday Homecoming and Family Day
14 Friday Assessment work day for faculty
14-18 Fri-Tues Fall Break for students
17 Monday Second 8 week session starts
19 Wednesday MID-TERM GRADES DUE by NOON and available on WebAdvisor
28 Friday Final day to withdraw *from a course* and receive a 'W'. Pass/Fail deadline for 8wk courses (week 10)
26-11/4 Student REGISTRATION and ADVISING for Spring 2023

November 11 Friday Final day to withdraw from the University without grade responsibility. Grades received are W's. (week 12)
23-25 Wed-Fri Thanksgiving Break -- 11/25-26 University CLOSED

December 12-16 Mon-Fri FINAL EXAMS
17 Saturday DECEMBER COMMENCEMENT Ceremony Fuhrer Fieldhouse
21 Wednesday Fall Semester GRADES DUE by NOON
23 Friday Fall Semester grades available on WebAdvisor

SPRING SEMESTER 2023 January 16 - May 11 23/SPR

January 13 Friday New Student Orientation
15 Sunday Returning students Residence Hall move in
16 Monday FIRST DAY of SPRING SEMESTER / Payment due date
23 Monday Last day to drop/add a first 8-week session course
25 Wednesday Last day to add a semester long course
27 Friday Last day to drop a semseter long course/**Spring Census;** Pass/Fail deadline for 8wk courses (week 2)

February 10 Friday Final day for juniors and seniors to declare a Pass-Fail course (week 5)

March 10 Friday MID-TERM GRADES DUE by NOON and available on WebAdvisor
13 Monday Second 8-week session starts
13-17 Mon-Fri Spring Break
22-31 Student REGISTRATION and ADVISING for Fall and Summer 2023
24 Friday Deadline to withdraw from a course receiving a "W". Pass/Fail deadline for 8wk courses (week 10)

April 7 Friday Final day to withdraw from the University without grade responsibility. Grades received are W's. (week 12)
10 Monday Easter Break

May 8-11 Mon-Thurs FINAL EXAMS
12 Friday Residence Halls close at 9am
12 Friday Crete Campus SENIOR GRADES DUE
12 Friday Baccalaureate Service, President's Concert, Honors Convocation
13 Saturday **COMMENCEMENT** -- 2:30 p.m. Crete Campus Undergraduates
18 Thursday Spring Semester GRADES DUE by NOON
22 Monday Spring Semester grades available on WebAdvisor

2023-24 16-Week Calendar - Crete Campus

FALL SEMESTER 2023 August 16 - December 15 23/FAL

August 11 Friday Last day to add an 8 week online course
12-15 Sat-Tues New Student Orientation
15 Tuesday Residence Halls Open for move in of Returning Students
16 Wednesday FIRST DAY of FALL SEMESTER / Payment due date
23 Wednesday Last day to drop a first 8-week session course
24 Thursday Opening Convocation 11:00 a.m.
25 Friday Last day to add a semester long course
30 Wednesday last day to drop a semester long course/Fall Census; Pass/Fail deadline for 8wk courses (week 2)

September **4 Monday Labor Day -- University CLOSED**
13 Wednesday Final day for juniors and seniors to declare a Pass-Fail course (week 4)
30 Saturday Homecoming and Family Day

October 6 Friday MID-TERM GRADES DUE by NOON and available on WebAdvisor
9-13 Mon-Fri Fall Break for students
14 Friday Assessment work day for faculty
16 Monday Spring 2024 schedule release
16 Monday Second 8 week session starts
27 Friday Pass/Fail deadline for 8wk courses

November 1 Wednesday Deadline to withdraw from a course receiving a "W". (week 10)
1-10 Wed-Fri Student REGISTRATION and ADVISING for Spring 2024
10 Friday Final day to withdraw from the University without grade responsibility. Grades received are W's. (week 12)
22-24 Wed-Fri Thanksgiving Break -- 11/23-24 University CLOSED

December 11-15 Mon-Fri FINAL EXAMS
15 Friday Crete Campus DECEMBER GRADUATES GRADES DUE at 8am
15 Friday Residence Halls close at 8 p.m.
16 Saturday December Graduation Ceremony Fuhrer Fieldhouse
19 Tuesday Fall Semester GRADES DUE by 8 a.m.
20 Wednesday Fall Semester grades available on WebAdvisor

SPRING SEMESTER 2024 January 17 - May 17 24/SPR

January 12 Friday Last day to drop/add a first 8-week session course
16 Tuesday New Student Orientation
16 Tuesday Residence Halls Open for move in of Returning Students
17 Wednesday FIRST DAY of SPRING SEMESTER / Payment due date
24 Wednesday Last day to drop a first 8 week session course
26 Friday Last day to add a semester long course
31 Wednesday Last day to drop a semester long course/Spring Census; Pass/Fail deadline for 8wk courses (week 2)

February 14 Wednesday Final day for juniors and seniors to declare a Pass-Fail course (week 4)

March 8 Friday MID-TERM GRADES DUE by NOON and available on WebAdvisor
11-15 Mon-Fri Spring Break
18 Monday 24/FAL and 24/SUM schedule release
18 Monday Second 8-week session starts
28-1 Th-Mon Easter Break, Crete Campus
22-31 Student REGISTRATION and ADVISING for Fall and Summer 2023
29 Friday Pass/Fail deadline for 8wk courses

April 3 Wednesday Deadline to withdraw from a course receiving a "W". (week 10)
3-12 Student REGISTRATION and ADVISING for Fall and Summer 2024

May 13-16 Mon-Thurs FINAL EXAMS
17 Friday Residence Halls close at 9am
17 Friday Crete Campus MAY GRADUATES GRADES DUE at 8am
17 Friday Baccalaureate Service, President's Concert, Honors Convocation
18 Saturday **COMMENCEMENT** -- 10:00 a.m. Non-Residential Undergraduates and Graduate programs
18 Saturday **COMMENCEMENT** -- 2:30 p.m. Crete Campus Undergraduates
21 Tuesday Spring Semester GRADES DUE by 8 a.m.
22 Wednesday Spring Semester grades available on WebAdvisor

2022-23 8-Week Calendar - Lincoln and Online

July 11 Monday Autumn Term schedule released
18 Monday Priority Registration begins for Autumn term
25 Monday Registration begins for Autumn term
August 5 Friday Spring deferred Employer Reimbursement Due Date
5 Friday Summer term grades published to WebAdvisor
17 Wednesday Last day to add Autumn term
22 Monday Autumn Term Begins / Payment Due
29 Monday **CENSUS DAY** - Last day to drop Autumn enrollments
September **5 Monday NO CLASS MEETINGS - Labor Day**
6 Tuesday Winter I term schedule released
12 Monday Autumn term Financial Aid refund checks mailed/direct deposited to students
12 Monday Priority Registration begins for Winter I term
16 Friday Last day to withdraw from an Autumn course and receive a "W"
19 Monday Registration begins for Winter I term
October 5 Wednesday Summer deferred Employer Reimbursement Due Date
12 Wednesday Last day to add Winter I term
15 Saturday Autumn Term Ends
17 Monday Winter I Term Begins / Payment Due
21 Friday Autumn Term grades published to WebAdvisor
24 Monday **CENSUS DAY** - Last day to drop Winter I enrollments
November 9 Wednesday Winter I term Financial Aid refund checks mailed/direct deposited to students
11 Friday Last day to withdraw from a WIN1 course and receive a "W"
21 Monday Winter Flex/Winter II term schedule released
23-25 Wed-Fri NO CLASS MEETINGS - Thanksgiving weekend
December 5 Monday Priority Registration begins for Winter Flex/Winter II term
12 Monday Registration begins for Winter Flex/Winter II term
17 Saturday Winter I Term Ends
17 Saturday **DECEMBER COMMENCEMENT Ceremony**
23 Friday Winter I Term grades published to WebAdvisor

The Doane Offices will be CLOSED December 24 through January 2

January 5 Thursday Autumn deferred Employer Reimbursement Due Date
6 Friday Last day to drop or add Winter Flex enrollments
11 Wednesday Last day to add Winter II term
8-14 Sun-Sat **Winter Flex Term**
16 Monday Winter II Term Begins / Payment Due
23 Monday **CENSUS DAY** - Last day to drop Winter II enrollments
February 6 Monday Spring term schedule released
10 Friday Last day to withdraw from a WIN2 course and receive a "W"
11 Sunday Winter II term Financial Aid refund checks mailed/direct deposited to students
13 Monday Priority Registration begins for Spring term
20 Monday Registration begins for Spring term
March 5 Friday Winter I deferred Employer Reimbursement Due Date
8 Wednesday Last day to add Spring term
11 Saturday Winter II Term Ends
13 Monday **Spring Term Begins / Payment Due**
17 Friday Winter Flex/Winter II Term grades published to WebAdvisor
20 Monday **CENSUS DAY** - Last day to drop Spring Term enrollments
April 5 Wednesday Spring term Financial Aid refund checks mailed/direct deposited to students
7 Friday Last day to withdraw from a Spring course and receive a "W"
17 Monday Summer and Summer Flex Term schedules released
24 Monday Priority Registration begins for Summer and Summer Flex Terms
May 1 Monday Registration begins for Summer and Summer Flex Terms
13 Saturday Spring Term Ends
13 Saturday SPRING COMMENCEMENT Ceremony
17 Wednesday Last day to add Summer term
19 Friday Spring Term grades published to WebAdvisor
22 Monday Summer Term Begins / Payment Due
29 Monday NO CLASS MEETINGS - Memorial Day
30 Tuesday **CENSUS DAY** - Last day to drop Summer & Summer Flex enrollments
June 5 Monday Winter II deferred Employer Reimbursement Due Date
12 Monday Summer term Financial Aid refund checks mailed/direct deposited to students
16 Friday Last day to withdraw from a Summer course and receive a "W"
July **4 Tuesday NO CLASS MEETINGS - Fourth of July**
22 Saturday Summer Term Ends
23-29 Sun-Sat **Summer Flex Term**
August 4 Friday Spring deferred Employer Reimbursement Due Date
4 Friday Summer & Summer Flex Term grades published to WebAdvisor

2023-24 8-Week Calendar – Lincoln and Online

July 10 Monday Autumn Term schedule released
17 Monday Priority Registration begins for Autumn term
24 Monday Registration begins for Autumn term
August 4 Friday Summer term grades published to WebAdvisor
5 Saturday Spring deferred Employer Reimbursement Due Date
11 Friday Last day to add Autumn term
16 Wednesday Autumn Term Begins / Payment Due
23 Wednesday **CENSUS DAY** - Last day to drop Autumn enrollments
September **4 Monday NO CLASS MEETINGS - Labor Day**
5 Tuesday Winter I term schedule released
11 Monday Autumn term Financial Aid refund checks mailed/direct deposited to students
11 Monday Priority Registration begins for Winter I term
13 Wednesday Last day to withdraw from an Autumn course and receive a "W"
18 Monday Registration begins for Winter I term
October 5 Thursday Summer deferred Employer Reimbursement Due Date
10 Tuesday Autumn Term Ends
11 Wednesday Last day to add Winter I term
13 Friday Autumn Term grades published to WebAdvisor
16 Monday Winter I Term Begins / Payment Due
23 Monday **CENSUS DAY** - Last day to drop Winter I enrollments
November 8 Wednesday Winter I term Financial Aid refund checks mailed/direct deposited to students
10 Friday Last day to withdraw from a WIN1 course and receive a "W"
20 Monday Winter Flex/Winter II term schedule released
22-24 Wed-Fri NO CLASS MEETINGS - Thanksgiving weekend
December 4 Monday Priority Registration begins for Winter Flex/Winter II term
11 Monday Registration begins for Winter Flex/Winter II term
16 Saturday Winter I Term Ends
16 Saturday **DECEMBER COMMENCEMENT Ceremony**
22 Friday Winter I Term grades published to WebAdvisor

The Doane Offices will be CLOSED December 25 through January 1

January 5 Friday Autumn deferred Employer Reimbursement Due Date
5 Friday Last day to drop or add Winter Flex enrollments
12 Friday Last day to add Winter II term
7-13 Sun-Sat **Winter Flex Term**
17 Wednesday Winter II Term Begins / Payment Due
24 Wednesday **CENSUS DAY** - Last day to drop Winter II enrollments
February 12 Monday Spring term schedule released
14 Wednesday Last day to withdraw from a WIN2 course and receive a "W"
17 Saturday Winter II term Financial Aid refund checks mailed/direct deposited to students
19 Monday Priority Registration begins for Spring term
26 Monday Registration begins for Spring term
March 5 Tuesday Winter I deferred Employer Reimbursement Due Date
12 Tuesday Winter II Term Ends
13 Wednesday Last day to add Spring term
15 Friday Winter Flex/Winter II Term grades published to WebAdvisor
18 Monday **Spring Term Begins / Payment Due**
25 Monday **CENSUS DAY** - Last day to drop Spring Term enrollments
April 10 Wednesday Spring term Financial Aid refund checks mailed/direct deposited to students
12 Friday Last day to withdraw from a Spring course and receive a "W"
22 Monday Summer and Summer Flex Term schedules released
29 Monday Priority Registration begins for Summer and Summer Flex Terms
May 6 Monday Registration begins for Summer and Summer Flex Terms
18 Saturday Spring Term Ends
18 Saturday SPRING COMMENCEMENT Ceremony
22 Wednesday Last day to add Summer term
24 Friday Spring Term grades published to WebAdvisor
27 Monday Summer Term Begins / Payment Due
27 Monday NO CLASS MEETINGS - Memorial Day
June 3 Monday **CENSUS DAY** - Last day to drop Summer & Summer Flex enrollments
5 Wednesday Winter II deferred Employer Reimbursement Due Date
17 Monday Summer term Financial Aid refund checks mailed/direct deposited to students
21 Friday Last day to withdraw from a Summer course and receive a "W"
July **4 Thursday NO CLASS MEETINGS - Fourth of July**
27 Saturday Summer Term Ends
July 28-Aug 3 Sun-Sat **Summer Flex Term**
August 9 Friday Spring deferred Employer Reimbursement Due Date
9 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, department to contact, and phone number. Much of this information is also available on the Doane University Web site: https://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

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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

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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: 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
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

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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 Institutional Effectiveness - 402.826.8255 - ie.support@doane.edu
More Information: University catalog, Teacher Education web page, DTEPH book

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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: Anne Ziola, Director of Human Resources - 402.826.6773; 1014 Boswell Ave., Crete, NE 68333 or the Title IX Coordinator at titleix@doane.edu
More Information: Employee handbook, student handbook

2022-23 Addendum

Discontinued majors being taught out

Agribusiness (Degree completion)

2021-2022 Catalog Curriculum

Requirements for the Agribusiness Major:

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

Complete the following cognate courses:

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

Information Systems

2021-2022 Catalog Curriculum

Requirements for the Information Systems Major; Complete the following 36 credits:

- IST 140 - Intro Informn Sci & Technology (3)
- IST 145 - Intro Programming & Prob-Solv (3)
- IST 217 - Informtn Systms Theory & Pract (3)
- IST 321 - Cybersecurity: Best Mdrn Pract (3)
- IST 252 - Princ Dgtl Logc & Comp Orgztn (3)
- three credits of IST 495 - IST Seminar (1)
- IST 322 - Networking and Security I (3)
- IST 328 - End User Supp, Mngnt, & Secrty (3)

Complete 12 additional IST credits above IST 217, *excluding IST 421 and 495*

Information Systems majors are highly encouraged to complete the coursework required for the Information Technology and Security professional certificate.

Complete an IST faculty-approved experiential activity related to the student's emphasis area.

Such activities include, but are not limited to, formal internships (IST 421) and industry experience (including full-time, part-time, work-study, and summer positions). Three credits of IST 421 Information Science and Technology Internship fulfill this requirement but do not count towards the 36 IST credits for the major.

Complete the following cognate courses:

- BUS 436 - Introduction to Project Management (3) /BUS 636

Information Systems and Technology

2018-2019 Catalog Curriculum

- 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:

C. Systems Management - Complete the following:

- ISM 215 - Info Systems Theory & Practice (3)
- ISM 315 - Systems Analysis and Design (3)
- ISM 316 - Comm, Tech, & Organizatnl 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.

Public Administration

2019-2020 Catalog Curriculum

Requirements for the Public Administration Major:

- PSI 101 - American Politics (3)
- PSI 243 - Contemporary Political Issues (3)
- PSI/ECO 308 - Public Finance (3)
- PSI 323 - State and Local Politics (3)
- PAD 496 - Sr Sem for Public Administration (3)
- BUS 212 - Human Resource Management (3)
- BUS 215 - Statistics (3) or SSI 217 - Appld Stat SSI (3)
- BUS 242 - Management (3)
- CMS 316 - Bus and Prof Communication (3)
- ECO 203 - Macroecon & Literacy (3) or ECO 204 - Microecon and Business (3)
- IDS 206 - Introduction to Research (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 Managmnt (3)
- BUS 365 - Ethics in a 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)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 271/371/471 - Selected Topics (1-3)
- PSI 328 - Constitutional Law (3)
- PSY/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.