



# DOANE UNIVERSITY

**2024-2025**

## Undergraduate Catalog

**College of Arts and Science  
College of Business  
College of Education**

**Crete Campus  
Lincoln Campus and Online**

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### 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 Cech, in the Perry Center at [titleix@doane.edu](mailto:titleix@doane.edu) or 1014 Boswell Ave., Crete, NE 68333; (402) 826-8118.

Leah has 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
- 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
- Office of International Programs 402.826.8215
- Office of Strategic Communications 402.826.8294
- Perkins Library 402.826.8287
- 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

Doane University Web site: [www.doane.edu](http://www.doane.edu)

Doane University Bookstore: <http://bookstore.doane.edu/doane>

Doane University Self-Service: [web.doane.edu/self-service](http://web.doane.edu/self-service)

## Table of Contents

Doane University: Greatness on the Great Plains.....	3
Admission & Enrollment.....	9
University Business Regulations.....	13
Financial Aid.....	18
Information Technology, Safety, and Federal Policies .....	22
Military and Veteran Students .....	24
Academic Policies & Procedures.....	26
Crete Campus Academic Policy.....	40
Lincoln, Omaha, and Online Academic Policy .....	45
The Academic Program.....	47
Doane Core Connections .....	49
Programs of Instruction: Majors & Minors .....	54
College of Arts and Sciences .....	54
College of Business .....	93
College of Education .....	100
Courses of Instruction .....	109
Register of Trustees, Faculty & Administration .....	188
Honors and Awards 2023-24.....	195
Endowment and Resources.....	197
Academic Calendar.....	202
Federal Disclosure Information.....	206

# Doane University: Greatness on the Great Plains

Doane University is a leader in higher education, grounded in its commitment to academic excellence, leadership development, innovation, community, and a special sense of place for each student. These are the qualities that have made Doane successful for 150 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 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;
- emphasize 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

Doane 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 adult and non-residential 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 (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

## Mission Statement

Doane University's mission is to create distinctive educational experiences, immersed 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.

## Purpose

### We Build Leaders

At Doane University *WE BUILD LEADERS* for success in life, communities and chosen professions through...

- L = **Learning** Developing life long learners who prioritize communication and inquiry
- E = **Equity** Valuing equity, striving to eliminate disparities and promoting accessibility
- A = **Advocacy** Empowering individuals to positively advocate for themselves and others
- D = **Diversity** Embracing and supporting diversity in all its forms through an intersectional lens
- E = **Ethics** Teaching and celebrating ethical decision making grounded in integrity
- R = **Resilience** Providing the tools to persevere through adversity
- S = **Service** Cultivating empathy and compassion through ongoing acts of service

## Doane University Liberal Arts Statement

At Doane, we see a liberated mind as the surest path to intellectual fulfillment and professional achievement. As such, we embrace the liberal arts as the core of our curriculum. We conceive the liberal arts to be an expansive educational approach designed to foster critical analysis of the world and self-realization of the individual. Through exposure to a liberal arts education, we expect our graduates to:

1. Collaborate and lead with imagination and humility born of understanding and appreciating multiple perspectives;
2. Continue learning and growing throughout life, becoming iteratively more refined regarding their worldview, values and vocation;
3. Navigate the complexities of contemporary society with resilience, integrity and freedom of thought;
4. Critically and effectively discuss, debate and deliberate the evolving issues of a constantly changing community, nation and world; and
5. Identify and innovate opportunities to create value in their communities and in the broader world.

## 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@hlcommission.org](mailto:info@hlcommission.org).

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.

The College of Education 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](http://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.

Doane's Bachelor's degree program in Engineering is accredited by the Engineering Accreditation Commission of ABET, the global accreditor of college and university programs in applied and natural science, computing, engineering, and engineering technology (415 North Charles St. Baltimore, MD 21201). ABET may be reached at 1.410.347.7700.

Doane's Bachelor's degree programs in Accounting, Agribusiness and Business Administration are accredited by the Accreditation Council for Business Schools and Programs (8101 College Blvd #100 Overland Park, KS 66210). ACBSP can be reached at (913) 339-9356.

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

## Licensure and Certification

Doane 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 Governing Boards
- Association of Independent Liberal Arts Colleges of Teacher Education
- Council for the Advancement and Support of Education
- Council of Independent Nebraska Colleges Foundation
- 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

## 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.

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## Crete Campus Buildings and Scenic Locations

Doane'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 residential campus in Crete is one of the most celebrated in the midwest.

**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 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. 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.

**Brodie Hall** opened in January 2024 and is named after C. Donald Brodie, who served on the Doane Board of Trustees. Brodie Hall offers suite-style living for upperclass students. The Robert L. Polk Outdoor Theatre sits to the south of Brodie Hall. The outdoor amphitheater's name honors Rev. Dr. Robert Polk '52, the university's first Black graduate.

**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. In 2022, the gymnasium was remodeled to serve as 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. 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.

**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. **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.

**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** was completed in 2000. The residence hall 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.

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 track and field throwing competition areas.

**The Lied Science and Mathematics Building** was completed in 1999 and was funded in part by a gift from the Lied Foundation Trust. The 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 a 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. In 2022, new bleacher seats were installed on the home side of the current grandstand structure. New fencing and lights were added around Memorial Stadium, and the press box interior was renovated.

**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 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 coed 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" 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's growth beyond Crete traces its origins to 1981, when classes were first held for adult, non-residential 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 and classrooms for its master and doctoral 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 non-residential 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.

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

### General Admission Policy

<https://www.doane.edu/admission-and-aid/apply>

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.

Must submit an unofficial high school transcript, 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).

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), and
2. 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.

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. 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, and
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

Upon receipt of all application materials, the Admissions Representatives 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.

### 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 Admissions Representatives 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 their place in the class.

## Dual-Credit

Dual-credit courses are those that are taught to high school students for which the students receive both high school credit and college credit. Dual-credit courses, regardless of location (main campus, high school) or modality (on-ground, hybrid, online) maintain the same rigor and learning objectives of Doane University's academic offerings.

Dual-credit courses completed with a satisfactory grade can be applied to a bachelor's degree at Doane University. Dual-credit courses may be transferred to other higher education institutions, but it is the student's responsibility to determine how that credit will be accepted.

High school students who maintain a sophomore, junior or senior status and residents of Nebraska are eligible to enroll in Doane University's dual-credit program or by special permission of the Director of Extended Learning.

Dual-credit students are subject to the same academic policies and procedures of a Doane University student. For more information about Doane University's dual-credit program visit [www.doane.edu/dual-credit](http://www.doane.edu/dual-credit).

Dual-credit students cannot apply or be awarded financial aid.

## 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.

## 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 Chief Academic Officer prior to beginning the program at Doane, or subsequent to the completion of work on campus. Credits from the Lincoln, Omaha 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](http://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.

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

## Enrollment and Advising

Throughout the recruitment process you will work with a member of the recruitment team. The recruiter reviews transfer credit, discusses your work and life experience, and explains the program. The recruiter will also ensure a smooth transition once accepted into the university to your personal advisor.

You will be assigned to an academic advisor who is the first point of contact for questions about your academic program, classes, registration, and resources needed from orientation, first registration until a successful graduation. You and your advisor will explore career possibilities and make an outline of courses leading to your 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

Returning to Doane-Lincoln? If you are looking to return and have been out of enrollment for five (5) consecutive terms your student status is no longer active. The Returning Student Application is necessary to reactivate your status.

## 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.

## Transfer Applicant

A student transferring from another post-secondary institution (college or university) must follow the steps listed below to apply for admission to Doane University. Any transfer applicant, who has attempted less than 24 transferable semester credit hours of post-secondary coursework, will follow the admission standards for a first-year student. Every applicant is considered equally without reference to race, color, religion, gender, national origin, disability, age, marital status, or sexual orientation.

1. Complete an online application for admission.
2. Provide official high school or GED transcripts verifying graduation.
3. A student, who has earned an Associate's degree with at least 60 semester credits from an accredited institution, does not need to submit a high school transcript.
4. Provide official transcripts from all post-secondary (colleges and/or universities) institutions attended.
  - o All official transcripts must be sent directly from the transcript issuing institution to Doane University.

Transfer admissions is based on the following criteria:

1. An evaluation of official collegiate transcripts
  - o A student, who has an earned Associate's degree, with at least 60 semester credits from an accredited institution, is admitted
2. and at least a combined 2.0 GPA from institutions attended in the last 3 years
3. and a review for character and personal abilities if a student has been expelled from any prior college or university.

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

Official determination of course transferability is done by the Registrar's Office.

Students transferring to the Crete campus must pay a \$200 enrollment deposit to confirm placement in the incoming class. Transfer credit is posted by the Registrar's Office to the Doane transcript once the enrollment deposit is received. Final transcripts from institutions previously attended must be received one week prior to the first day of class.

A student transferring to the Lincoln or Online programs, whether degree or non-degree seeking, is charged an enrollment fee of \$20. An additional program fee of \$65 is assessed for a degree-seeking student during the first term of enrollment. Transfer credit is posted by the Registrar's Office to the Doane transcript after census day. Final transcripts from institutions previously attended must be received by the institution's census day, otherwise, the student will be considered a "non-degree seeking" student.

## Open Learning Academy

Open Learning Academy is for non-degree seeking students interested in completing standalone courses or professional certificates. No application is required and financial aid may not be applied to cover the cost of tuition and fees associated with Open Learning Academy courses and certificate programs.

# 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 before census day may be canceled for any student who is delinquent in their payments.

Financial wellness and financial literacy are fostered through partnerships between students and Doane support offices. A student who has a balance after census day will be required to attend a financial literacy session or may be limited from participating in sports, rehearsals, or other student organization activities until the financial literacy session is attended.

An official diploma is not issued to a student who has failed to pay off any indebtedness to Doane University.

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.

## 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 non resident alien status students.

## Crete Campus Business Regulations & Tuition

### Tuition

Full-time students per term (includes fees):

Fall Term \$20,992.50

Spring Term \$20,992.50

**TOTAL \$41,985.50**

### Basic Room and Board

Fall Term \$5,989.00

Spring Term \$5,989.00

**TOTAL \$11,978.00**

**TOTAL Tuition, Room and Board \$53,963.00**

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): \$1,351

Credit overload per credit hour (more than 18 credit hours per semester): \$676

Part-time student fees per semester:

- 1-2 credit hours \$284
- 3-5 credit hours \$322
- 6-8 credit hours \$568
- 9-11 credit hours \$645

## 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 Platinum meal plan (19 dining hall meals per week + \$50 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,
- other fees including graduation fees, assessment fees, residence hall fees, and travel related fees are not listed, but may be applicable.
- studio art course fees,
- applied music fees, and

## Student Bills

After the billing date for each semester, which occurs approximately the week of July 15th for Fall semester and week of December 15th for Spring semester, student bills, for registered students, are available 24/7 online through Self Service at doane.edu/self-service. 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.

Timetable (Crete Students):

- Prior to the first day of class: Complete the Financial Aid Checklist.
- First day of class: Payment is due in full and/or payment arrangements are due.
- Census Day: (2 weeks after the start of classes) Last day to drop for 100% refund of tuition and fees.
- Late fees and Business Holds Applied: (6 weeks after the start of class) unless the student account is paid in full or a payment plan is arranged (loan certified, automatic payment plan, VA benefits approved, etc.).
- Status Communication: occurs the day after late fees and business holds are applied. Student accounts will notify students via Doane email and copied to applicable staff. Students are required to meet with someone in Financial Aid (upper level Padour Walker Building), Student Accounts (lower level Padour Walker Building), or the Academic Success Center/TRIO (Communications Building Crete) for a financial literacy session.
- All student financial information is protected by FERPA guidelines.

Crete students who need help with their semester payment options can reach out at any time during the semester to the following offices for a one-on-one meeting:

### Student Accounts

Located in Padour Walker (Crete Campus)  
M - F 8:00 AM - 4:30 PM  
studentaccounts@doane.edu  
402-826-8250

- Payment assistance
- Payment plans
- Real time balance information

### Financial Aid

Located in Padour Walker (Crete Campus)  
M - F 8:00 AM - 4:30 PM  
faoffice@doane.edu  
402-826-8260

- FAFSA questions
- Loan assistance
- Scholarship information
- Student employment

## Academic Success Center/ TRIO

Located in Communications Building (Crete Campus)

M - F 9:00 AM - 5:30 PM

academicsuccess@doane.edu

402-826-8329

- Financial literacy support
- Budget building
- TRIO grant aid assistance
- Scholarship searches

### Approved Payment Plans include:

- Payment in Full - One-time payment for the remaining amount of semester/term balance
- Formal Payment Plan -Balance is split between the remaining months of the semester/term at [mycollegepaymentplan.com/doaneuniv/](http://mycollegepaymentplan.com/doaneuniv/)
- Student Loan - Federal Direct Stafford loans can be applied directly to a student's account
- Private or Parent PLUS Loan - Proof of preapproval required for PLUS or private loans

All charges are due and payable the first day of class each semester. If full payment or payment arrangements have not been made, the student account will be subject to late fees and to registration 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 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 Convera Global Pay & Flywire to streamline the international payment process. These partnerships allow for secure payment from any country and any bank, typically in home currency. Payments can be tracked from start to finish. In addition, with Convera Global Pay, you can set up a monthly payment plan, to simplify the process.

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 E-check, 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

More information is available at <https://web.doane.edu/offices-services/financial-aid/student-account-services>

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.

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 [doane.edu/self-service](http://doane.edu/self-service). Direct deposit allows for faster deposit of your refunds without the hassle of picking up and depositing a paper check.

# Lincoln and Online Business Regulations & Tuition

## Tuition

Tuition per credit, ground \$330.00  
Application fee \$20.00  
Program fee, degree-seeking \$65.00

Student fee per credit hour \$30.00  
Portfolio credit \$160.00  
Graduation Fee \$45.00

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 doane.edu/self-service. Balance reminder notifications are sent to the student and authorized parties via email if a balance remains after the due date. 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.

Timetable (Lincoln/ Online/ Additional Sites):

- Prior to the first day of class: Complete the Financial Aid Checklist.
- First day of class: Payment is due in full and/or payment arrangements are due.
- Census Day: (1 week after the start of classes)- Last day to drop for 100% refund of tuition and fees.
- Late fees and Business Holds Applied: (4 weeks after the start of class) unless the student account is paid in full or a payment plan is arranged (loan certified, automatic payment plan, VA benefits approved, etc.).
- Status Communication occurs the day after late fees and business holds are applied. Student accounts will notify students via Doane email and copied to applicable staff. Students are required to meet with someone in Financial Aid (Fred Brown Building) , or the Academic Success Center (Fred Brown Building).

All student financial information is protected by FERPA guidelines.

Lincoln/ Online/ Additional Site students who need help with their semester payment options can reach out at any time during the semester to the following offices for a one-on-one meeting:

### Student Accounts

Located in Padour Walker (Crete Campus)  
M - F 8:00 AM - 4:30 PM  
studentaccounts@doane.edu  
402-826-8250

- Payment assistance
- Payment plans
- Real time balance information

### Financial Aid

Located the Fred Brown Building (Lincoln Campus) or Padour Walker (Crete Campus)  
M - F 8:00 AM - 4:30 PM  
faoffice@doane.edu  
402-826-8260

- FAFSA questions
- Loan assistance
- Scholarship information
- Student employment

### Academic Success Center

Located in the Fred Brown Center (Lincoln Campus)  
*In person or virtual appointments*  
M - TH 10:00 AM - 6:00 PM  
Friday 9:00 AM - 5:00 PM  
academicsuccess@doane.edu  
402-826-8329

- Financial literacy support
- Budget building
- TRIO grant aid assistance
- Scholarship searches

Approved Payment Plans include one of the following options:

- Payment in Full - One-time payment for the remaining amount of semester/term balance
- Formal Payment Plan - Balance is split between the remaining months of the semester/term at mycollegepaymentplan.com/doaneuniv/
- Student Loan - Federal Direct Stafford loans can be applied directly to a student's account
- Private or Parent PLUS Loan - Proof of preapproval required for PLUS or private loans

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 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 Convera Global Pay & Flywire to streamline the international payment process. These partnerships allow secure payment from any country and any bank, typically in home currency. Payments can be tracked from start to finish. In addition, with Convera Global Pay, you can set up a monthly payment plan, to simplify the process.

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 E-check, 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.

More information is available at <https://web.doane.edu/offices-services/financial-aid/student-account-services>

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. Proof of employer reimbursement may be requested. 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.

### 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 [doane.edu/self-service](https://web.doane.edu/self-service). Direct deposit allows for faster deposit of your refunds without the hassle of picking up and depositing a paper check.

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## 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 2.75% convenience fee. Credit/Debit card convenience fees are non-refundable.

Tuition per credit hour, online Open Learning Academy

Tier 1 \$436.00  
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 or non-resident alien status 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 semester.

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](http://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](http://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](http://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](http://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](http://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 awarded for an academic year and credited equally to each semester charges unless changes to enrollment occur. Each semester, 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 semester 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 semester. At the end of each semester, 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

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

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 their 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 semester are placed on Financial Aid Warning their next semester of enrollment. Students are allowed to receive Financial Aid during the Financial Aid Warning period. A student receives only one Financial Aid Warning semester while an undergraduate student at Doane University. The student will be notified through their Doane email account of their Financial Aid Warning Status.

## Financial Aid Suspension

Financial Aid Suspension occurs following the semester of Warning or any subsequent semester after the Warning semester if the student fails to achieve the minimum CGPA their 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 their 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 their from making satisfactory progress,
2. explanation of what has changed or been resolved for them to make satisfactory progress in the ensuing semester 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 semester, but has been granted an appeal, the student is placed on a Financial Aid Academic Monitoring Plan. If the student completes the semesters 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 semester, they are placed on Financial Aid Probation. If the student has not complied with the semester of the appeal and has not returned to satisfactory status after the semester 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 semester 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 semester.

## 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 (semester) 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 semester 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 semester,
- stops participating in academic related and/or attending classes before completing the semester, or
- receives all failing grades for all courses registered for at the end of the semester.

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 semester. A student who completes more than 60% of the semester 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 semester for which they are enrolled. Funds are earned as the semester is completed. If the student withdraws or does not complete more than 60% of the semester, 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 semester by the number of days in the enrollment period or semester. (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 semester 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 semester 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 semester 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         | 4. Federal Pell Grant                             |
| 2. Federal Direct Subsidized Loan           | 5. Federal Supplemental Opportunity Grant (FSEOG) |
| 3. Federal Direct PLUS (Parent or Graduate) | 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 Suite 119  
Hours: 8:00 AM - 4:30 PM Monday - Friday

**Office of Financial Aid - Lincoln/Omaha/Online/Graduate Students**

CPS.FAOffice@doane.edu  
402-466-4774  
Fred Brown Building, Suite 205  
303 North 52nd Street  
Hours: 8:00 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.

## Canvas

Doane uses Canvas as its online learning management system. Canvas is available starting the first day of class and available for 15 days after the term ends.

## 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.

Lines of Effort:

1. Communication - PSO provides connectivity to all offices on campus on a 24/7 basis. We can assist in connecting you with the right resource. Prior to and during an emergency, our office manages and operates the campus emergency alert system.
2. Reporting - PSO is responsible for the public crime log and all reporting requirements related to the Clery Act. We also track related incidents across all campuses, which assists us in providing data-informed knowledge to the campus.
3. Access Management - PSO is responsible for access management at campus. Our office manages manual keys as well as keyless access. Our objective is to provide controlled and convenient access for approved community members.
4. Vehicle Permits - PSO is responsible for vehicle permits. We offer student permits for on and off campus, staff/faculty permits, health and wellness permits, and temporary permits. <https://web.doane.edu/offices-services/public-safety-office/Campus-Parking-Information>

For additional information and resources, please utilize the following:

Website: [www.doane.edu/students/campus/safety](http://www.doane.edu/students/campus/safety)

Phone: (402)826-8669

Email: [doanesafetyoffice@doane.edu](mailto: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.

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 programs. 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](mailto: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](mailto: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](mailto:anne.ziola@doane.edu) or 1014 Boswell Ave., Crete, NE 68333, **(402) 826-6795**; the Title IX Coordinator at [titleix@doane.edu](mailto:titleix@doane.edu), or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

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## 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.

## Academic Policies & Procedures

### 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 SelfService. 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, Daniel Dibbern ([veterans@doane.edu](mailto:veterans@doane.edu)), 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 or 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 prior to the last day of the term.

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

ANT-*Anthropology*, ART-Art, AST-*Astronomy*, BIO-Biology, Biochemistry\*, CAN-Cannabis, CHM-Chemistry, CMM-Media Communication, CMP-Computing, CMS-Communication Studies/Speech Communication, EGR-Engineering, ENG-English, EVS-Environmental Science, FAR-*Fine Arts*, GDC-Graphic Design, GEG-*Geography*, GEO-*Geology*, HHP-Exercise Science, HIS-History, HRE-Human Relations, HSC-Health and Society, HSI-Health Science, HUM-*Humanities*, INT-International Studies, MTH-Mathematics, MUS-Music, PHI-Philosophy, PHS-Physical Science, PHY-Physics, POV-Policy & Values, PSI-Political Science, PSY-Psychology, RES-*Research*, SCI-Science, SOC-Sociology, SPA-Spanish, SSI-Social Science, THE-Theatre

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

**College of Education** - EDC-Early Childhood, EDS-Special Education, EDU-Education, ESL-English as a Second Language, PED-Physical Education

*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, MSI-Military Science and SVL-Service Learning.

## 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 ensure 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 securely change their name or address on SelfService.

## 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.

- 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.
- 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 are not 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

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## 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.

For a 3-credit hour, 15-week course, this equates to 150 minutes of direct instruction and 6 hours of out-of-class student work each week for a total of 37.5 hours of direct instruction and 90 hours of out-of-class student work over the semester for 127.5 hours of activity. For a 3-credit hour, 8 week course, this equates to approximately 4.5 hours of direct instruction per week and 11.4 hours of out-of-class student work per week. 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:

- On-Ground - A course that employs 100% in-person class sessions with some components in the LMS (Canvas).
- Online - A course that employs 100% of required course instruction, content, and activities are delivered asynchronously, online in the LMS (Canvas).
  - 100% asynchronous with content in the LMS (Canvas).
  - No synchronous (live broadcast (Zoom), in-person, on-ground) sessions are required.
- Hybrid-Ground - A course that employs both synchronous, on-ground class meetings and regular online components. The online components may be asynchronous activities or live broadcast (Zoom) synchronous class meetings.
  - Will have synchronous in-person, on-ground sessions with some content in the LMS (Canvas).
  - May have synchronous live broadcast (Zoom) components.
- Hybrid-Online - course that employs both synchronous class meetings via live broadcast (Zoom) sessions and asynchronous online components. Live broadcast (Zoom) sessions are required and regularly scheduled.
  - Will have synchronous live broadcast (Zoom) components.
  - May have asynchronous online components in the LMS (Canvas).
  - No in-person, on-ground sessions are required.

# Enrollment Policy

## Cross Enrollment

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.

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

### 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 SelfService.

### 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.

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## 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 their Academic Advisor (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., department 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 withdraw through week 10. Students in eight week term courses can withdraw through meeting/week 4. After the withdrawal deadline has passed and students can no longer withdraw, 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.



## 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 submitted prior to the last day of the term. It 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 submitted prior to the last day of the term. It 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 Integrity

## 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.

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## 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 Crete campus 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 SelfService. 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.

## **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](http://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 issues official transcripts of a student's academic record only after the student has granted permission and paid a fee per transcript. Transcripts are not issued for students who have financial obligations to the university. Generally, transcripts will be issued within three days, except at the end of a term when graduates are being processed then at least one week is needed for issuance.

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

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.

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

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.

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# **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 should 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.

## 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 Mathematics and Spanish. The credit is not added to the Doane transcript until the tuition is paid in full.

## Final Examinations

The dates for final examinations are posted online with 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.

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## 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.

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## 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. 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
- Delta Mu Delta, accounting/business honorary
- Kappa Alpha Omicron, environmental science and studies honorary
- Omicron Delta Kappa, leadership honorary
- Phi Alpha Theta, history honorary
- Phi Sigma Iota, languages honorary
- Pi Kappa Delta, forensic honorary
- Pi Lambda Theta, education honorary.
- Pi Sigma Alpha, political science honorary
- Psi Chi, psychology honorary
- Sigma Delta Pi, Spanish honorary
- Sigma Tau Delta, English honorary

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## Doane University Honors Program

The Honors Program is designed for students to engage with, and transform, their global communities. This program is a specialized, interdisciplinary program to increase the educational experience of selected Doane students. Program requirements include:

- Introduction to Honors Seminar (HNR 200)
- Complete two Honors Seminars (HNR 302)
- Complete two experiential options, one local and one global - with both focused on transforming your community.
- Complete HNR 402, a collaborative research project in their final spring semester at Doane.
- The local experiential component must be at least 40 hours, have a multicultural component, and is pre-approved by the Honors Director & Honors Advisory Committee
- The global experiential consists of a study abroad experience that is a minimum of 4 weeks. Faculty-led travel courses do not count towards the global experiential requirement

During their final spring semester, all honors students must take HNR 402, a collaborative research project.

### Application

Incoming students and first year students can apply to the program between November 1st and February 28 of the year prior to their first year. Students must possess a minimum of a 3.5 GPA.. Students must fill out an application, submit two essays, and secure two recommendations from someone who has known the student in an academic capacity (e.g., a professor, counselor, or teacher). The selection process will take place during the spring semester. The new honors cohort will begin the Honors Program in the following fall semester with the HNR 200 introductory 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 integrity.
2. Students will demonstrate an understanding of the global dimension of each theme studied.
3. Students will demonstrate the ability to participate in immersive experiential learning activities.
4. Students will show evidence of having completed an intellectually challenging curriculum.
5. Students will develop a sense of social responsibility toward their community.
6. Students will demonstrate leadership in academic endeavors, service learning and/or co-curricular activities.
7. Students will produce a collaborative cross-discipline final project.
8. Students will demonstrate a commitment to intellectual endeavor as a lifelong learning goal.

For further information concerning the Honors Program at Doane University, contact the Honors Program Director or Chief Academic Officer.

# 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.

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# 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 a 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.

- 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 two degrees: a bachelor of arts, a bachelor of science. 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, computing, engineering, engineering physics, environmental science, health sciences, 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, (not including any course below CMP 140), mathematics, 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 - Crete campus
- Art / Art Minor - Crete campus
- Biochemistry - Crete campus
- Biology / Biology Minor - Crete campus
- Chemistry / Chemistry Minor - Crete campus
- Communication Minor - Crete campus
- Computing - Crete and Lincoln campuses
- Data Analytics Minor - Crete campus
- Engineering / Engineering Minor - Crete campus
- English and Writing / English Minor - Crete campus
- English Writing Minor - Crete campus
- Exercise Science - Crete campus
- Environmental Science Minor - Crete campus
- Film Minor - Crete campus
- Fitness Management - Crete campus
- Graphic Design / Graphic Design Minor - Crete campus
- History / History Minor - Crete campus
- Human Relations - Lincoln campus
- Information Technology and Security Minor / Certificate in Information Technology and Security - Crete and Lincoln campus
- Journalism Minor - Crete campus
- Liberal Arts Studies - Crete and Lincoln campuses, and Online
- Mathematics & Data Analytics / Mathematics Minor / Certificate in Data Analytics - Crete campus
- Music / Music Minor - Crete campus
- Natural Resources and Environmental Sciences - Crete campus
- Narrative Medicine Minor - Crete campus
- New Media - Crete campus
- Physics Minor - Crete campus
- Policy and Values / Policy and Values Minor - Crete campus
- Psychology / Psychology Minor - Crete campus
- Science - Crete campus
- Social Science - Crete campus
- Sociology / Sociology Minor - Crete campus
- Software Development Minor / Certificate in Software Development - Crete and Lincoln campuses
- Substance Use Counseling Minor - Crete and Lincoln campuses
- Spanish / Spanish Minor / Certificate in Spanish for Educators - Crete campus
- Strategic Communication - Crete campus
- Strength and Conditioning Minor - Crete campus
- Theatre / Theatre Minor - Crete campus

### College of Business

- Accounting - Managerial / Accounting Minor - Crete and Lincoln campuses
- Accounting - Public - Crete and Lincoln campuses
- Agribusiness / Agribusiness Minor - Crete and Lincoln campuses, and Online
- Business Administration / Business Administration Minor - Crete and Lincoln campuses, and Online
- Economics / Economics Minor - Crete campus
- Entrepreneurship Minor / Certificate in Entrepreneurship - Crete campus
- Finance Minor - Crete campus
- Human Resource Management Minor - Crete and Lincoln campuses, and Online
- International Business Minor - Crete campus
- Leadership Studies Minor / Certificate in Leadership Studies - Crete and Lincoln campuses, and Online
- Management Minor - Crete and Lincoln campuses, and Online
- Marketing Minor - Crete and Lincoln campuses, and Online

## College of Education

- Educational Studies - Crete campus
- Elementary Education - Crete campus
- Physical Education / Physical & Health Education - Crete campus
- Special Education - Crete campus
  - Coaching Endorsement - Crete campus
  - Early Childhood Endorsement - Crete campus
  - English as a Second Language Endorsement - Crete campus
  - Middle School Endorsement - Crete campus
  - Secondary or K-12 Endorsements available in Art, Biology, Chemistry, English and Writing , History, Mathematics & Data Analytics , Music, Natural Resources and Environmental Sciences, Science, Social Science, Spanish, and Theatre

## 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.

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## 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.) Courses are letter graded. 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 Courses** (421) 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)       | • POV 101 - Intro to Policy and Values (3) |
| • ECO 203 - Macroeconomics and Literacy (3)     | • PSI 101 - American Politics (3)          |
| • ENG 231 - Lang in Community and Society (3)   | • PSI 323 - State and Local Politics (3)   |
| • HIS 205 - History of the United States I (3)  | • PSY 117 - Introduction to Psychology (3) |
| • HIS 206 - History of the United States II (3) | • PSY 259 - Lifespan Development (3)       |
| • HNR 200 - Introduction to Honors (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 125 - Precalc: College Alg with Trig (4) |
| • MTH 108 - Modeling & Applications (3)          | • MTH 235 - Calculus I (4)                     |
| • MTH 120 - Intro to Data thru Visualization (3) | • 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 and operate accordingly in oral and/or written communication,
  - support a clear thesis/position with appropriate evidence and analysis in a focused and organized way
  - demonstrate that effective communication is a process.
- |   |  |
|---|--|
| • BUS 217 - Business Communications (3)     | • ENG 101 - English Comp I: Writing Seminar (3)  |
| • CMS 105 - Fund of Communication (3)       | • ENG 102 - English Comp II: Writ in Context (3) |
| • CMS 210 - Public Speaking (3)             | • SPA 305 - Spanish Conversation (3)             |
| • CMS 220 - Interpersonal Communication (3) |  |

#### Global and Cultural Context 3 credits

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

- understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic, and/or legal structures,
  - interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience, and
  - create a refined empathetic understanding of a multifaceted world.
- |   |  |
|---|--|
| • ANT/SOC 308 - Cultural Anthropology (3)       | • HIS 314 - Hist Vietnam War and the 1960s (3)     |
| • ART 204 - Western Art History I (3)           | • HIS 357 - The Harlem Renaissance (3)             |
| • ART 345 - Topics in Non-European Art Hist (3) | • HSI 220 - Cultural Aspects of Hlth & Illness (3) |
| • ART 358 - Arts, Issues, and Controversies (3) | • HRE 417 - Multicultural Counseling (3)           |
| • BUS 101 - Understnd Envirnmnt Business (3)    | • MUS 335 - World Music (3)                        |
| • BUS 357 - International Marketing (3)         | • PSI 105 - Comparative Governments (3)            |
| • CMS 321 - Intercultural Communication (3)     | • SOC 324 - Race and Nationality (3)               |
| • EIS 115 - Living Religion (3)                 | • SPA 101 - Elementary Spanish (3)                 |
| • ENG 330 - Diverse Voices and Views (3)        | • SPA 102 - Elementary Spanish (3)                 |
| • EVS 392 - Envirnmntl Policy & Sustainblty (3) | • SPA 203 - Intermediate Spanish (3)               |
| • GEG 301 - Social-Cultural Geography (3)       | • SPA 204 - Intermediate Spanish (3)               |
| • HIS 106 - History of Civilization II (3)      | • SPA 225 - Spanish for Healthcare (3)             |
| • HIS 304 - Military History (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 - Biological Inquiry Lab (3)
  - 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 107 - Introduction to Meteorology (3)
  - PHS 105 - Principles of 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 Application (3)
  - CMM/ENG 210 - Intro to Film Studies (3)
  - EIS 325/425 - Religion and Popular Culture (3)
  - ENG 285 - Creative Writing (3)
  - FAR 103 - Introduction to Fine Arts: Music (3)
  - FAR 281 - Intro Fine Arts: Performing 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)
  - 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 in a Business Environment (3)
  - CMP 205 - Computing and Society (3)
  - EIS 105 - Introduction to Bible (3)
  - EIS 120 - Intro to the Old Testament (3)
  - EIS 121 - Intro to the New Testament (3)
  - EIS 305/405 - Christianity (3)
  - EIS 323 - Religions in America (3) or HIS 323
  - ENG 237 - Introduction to Literary Fiction (3)
  - HIS 105 - History of Civilization I (3)
  - HRE 428 - Professional Ethics and Issues (3)
  - HUM 210 - Integrated Humanities (3)
  - LDR 230 - Interfaith Leadership (3)
  - PHI 110 - Introduction to Philosophy (3)
  - PHI 111 - Introduction to Ethics (3)
  - PHI 231 - History and Philosophy of Tech (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 90 credits.
- LAR 202 - Integrative Seminar: Democracy and Diversity (3)
- 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, or Liberal Arts Studies

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, AGR 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, IDS 421, MTH 421, MUS 421, PHS 421, PSI 421, PSY 421, SOC 421, SPA 421, THE 421,
- Student Teaching EDS 456, EDU 451, EDU 453, EDU 455, EDU 458
- Professional Practice within a course HRE 497, ENG 311

### 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, LAS 497, MTH 496, MTH 497, PSI 496, PSY 496, RES 495, RES 496, SOC 496
- Creative Production or performance ART 460, ENG 485, ENG 495, GDC 460, MUS 401, MUS 496, THE 224, THE 495

### D. Service-Learning

- Integrated course work with service that meets a community identified need 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/Omaha/Online programs in Accounting and Business Administration

Complete PED 104 and 2 of the following courses: CSA 101, CSA 102, CSA 103, CSA 104, CSA 108, CSA 109, or CSA 201

## 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 Math Placement Test,
- d. by completing DLC 090 or DSS 090 (Crete campus only) with a grade of C- or higher,
- e. by transferring credits that are equivalent to DLC 090/DSS 090 or college-level mathematics, or
- f. three years of High School math with C grades or higher.

### 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.

## Graduation 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 Self-Service 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)

## College of Arts and Sciences

*All majors only offered on the Crete campus unless otherwise noted*

### Art & Design

*Offered on the Crete campus*

**Professor Stearns**

**Assistant Professor Augustine**

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.

### Art

#### 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 and Application (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 Profssnl Practices (1)
  - ART 307 - Drawing II (3)
  - ART 461 - Advncd Profssnl Pract 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 Profssnl Practices (1)
  - ART 307 - Drawing II (3)
  - ART 460 - Advncd Profssnl Pract I (2)
  - ART 461 - Advncd Profssnl Pract 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 Profssnl Practices (1)
- ART 345 - Topics Non-Eurp Art Hist (3)
- ART 234 - Intro Digitl Photography (3)
- ART 354 - U.S. Visual Arts (3)
- ART 461 - Advncd Profssnl Pract II (1)
- ART 421 - Art Internship (0-12) 2-6 cr
- 6 credits of any foreign language

## Option 2: Art Teaching

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

Take a minimum of 52 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 - Introduction to Digital Media (3)
- All requirements listed under the catalog section Secondary Education
- ART 260 - Intro to Professional Practices (1)
- ART 307 - Drawing II (3)
- ART 343 - Instructnl Meth Teach Sec Art I (3)
- A total of six elective credits in art

*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

Complete the following courses:

- 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

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## Biology

*Offered on the Crete campus*

**Professor Elder**

**Professor Marley**

**Associate Professor Bowder**

**Associate Professor Doyle**

**Associate Professor Durham Brooks**

**Assistant Professor of Practice Sprouse**

**Visiting Assistant Professor of Practice Holley**

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

## Biology

### Requirements for the Biology Major:

Complete 1 or 2

#### Option 1

Complete the following courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 202 - Biology Career Seminar (1) OR
  - HSI 211 - Explor Careers Hlth Care (3)
- BIO 212 - Genetics and Evolution (3)
- BIO 295 - Biostatistics (3)
- BIO 351 - Biology Research I (2) OR
  - CHM 351 - Chem Research I (2) OR
  - EVS 351 - Environmntl Research I (2)

A minimum of 4 credits of experiential learning, met by any combination of BIO 495, BIO 496 and/or BIO 290/390/490

- BIO 495 - Biology Research II (2-4) OR
  - CHM 495 - Chem Research II (2) OR
  - EVS 495 - Environmntl Resrch II (2) OR
  - RES 495 - Research II (1-4)
- BIO 496 - Biology Research III (2-3) OR
  - CHM 496 - Chem Research III (2) OR
  - EVS 496 - Environmntl Resrch III (2) OR
  - RES 496 - Research III (1-4)

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 Chem 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 320 - Botany (4)
- BIO 326 - Comparative Anatomy (4)

##### Molecular Group:

- BIO 316 - Introduction to Computational Biology (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)

Complete three additional BIO electives:

- BIO 215 - Human A&P I (4)
- BIO 216 - Human A&P II (4)
- BIO 308 - Animal Behavior (3)
- BIO 317 - Immunology (3)
- BIO 334 - Cell and Devlptl Biology (3)

NOTE: Only two courses from BIO 215, BIO 216, BIO 355, BIO 356 can count toward the Biology major

- BIO 330 - Zoology (4)
- BIO 342 - Ecology (4)

- BIO 352 - Advanced Genetics and Functional Genomics (4)
- BIO 356 - Human Physiology (4)

- BIO 340 - Evolution (3)
- BIO 343 - Climate Change Biology (3)
- BIO 349 - Infectious Diseases (3)
- BIO 355 - Human Anatomy (4)

#### Climate Change emphasis

Complete the following courses:

- BIO 342 - Ecology (4)
- BIO 343 - Climate Change Biology (3)

Complete one course from the following list:

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

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

*EXCLUDING BIO 351, BIO 415, BIO 495 and BIO 496.* BIO 340 - strongly recommended

Complete the following cognate courses:

- GEO 107 - Intro to Meteorology (3)
- CMS 335 - Communicating Science (3)

- BIO 345 - Conservation Biology (3)

- BIO 352 - Adv Genetcs & Functnl Genomics (4)
- BIO 356 - Human Physiology (4)

- GDC 258 - Intro to Digital Media (3) or
  - MTH 120 - Introduction to Data Visualization (3)
- PSY 117 - Intro to Psychology (3) or
  - SOC 109 - Intro Sociology (3)



## Biotechnology emphasis

Complete the following courses:

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

Complete one course from the following list:

- BIO 320 - Botany (4)
- BIO 326 - Comparative Anatomy (4)
- BIO 330 - Zoology (4)
- BIO 342 - Ecology (4)

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

*EXCLUDING BIO 351 ,BIO 415, BIO 495 and BIO 496*

Complete the following cognate courses:

- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4) OR
  - CHM 322 - Instrumental Analysis (4) OR
  - CHM 330 - Biochemistry I (4)
- CMP 145 - Intro Prog & Prb-Slv (3) OR
  - MTH 120 -Intro to Data thru Visualization (3) OR
  - MTH 315 - Multivariate Statistics (3)

## Option 2: Biology Teaching

Students seeking certification for teaching in biology must complete:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 202 - Biology Career Seminar (1)
- BIO 212 - Genetics and Evolution (3)
- BIO 348 - Microbiology (4)
- BIO 351 - Biology Research I (2) OR
  - CHM 351 - Chem Research I (2) OR
  - EVS 351 - Environmental Research I (2)
- BIO 494 - Bioscience Research (2)

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

### Organismal Group

- BIO 320 - Botany (4)
- BIO 326 - Comparative Anatomy (4)
- BIO 330 - Zoology (4)
- BIO 342 - Ecology (4)

### Molecular Group:

- BIO 316 - Intro Computational Biology (4)
- BIO 335 - Molecular Biology (4)
- BIO 352 - Adv Gentic & Functnl Genmcs (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 & Applications (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 - Instrctnl Meth Teach Sec Science (3)

All requirements listed under the catalog section Secondary Education

## Biology Minor

Complete the following courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and Evolution (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 320 - Botany (4)
- BIO 326 - Comparative Anatomy (4)
- BIO 330 - Zoology (4)
- BIO 342 - Ecology (4)

### Molecular Group:

- BIO 316 - Intro to Computational Biol (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 352 - Adv Gntcs & Functnl Genmic (4)
- BIO 356 - Human Physiology (4)

2) At least three (3) additional credits from Organismal or Molecular groups above or the following list:

- BIO 220 - Phage Genome Annotation (2)
- BIO 308 - Animal Behavior (3)
- BIO 317 - Immunology (3)
- BIO 323 - Phage Genome Publication (2)
- BIO 334 - Cell & Developmental Biology (3)
- BIO 340 - Evolution (3)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (3)
- BIO 349 - Infectious Diseases (3)
- BIO 351 - Biology Research I (2)
- BIO 355 - Human Anatomy (4)
- BIO 421 - Biology Internship (0-12)
- BIO 494 - Bioscience Research (2)

## Pre-Health Minor

**Mission Statement:** The Pre-health minor provides students of any major a credential to mark their progress toward preparation for health professional schools. The minor includes a foundation of knowledge and skills relevant for preparation for health professional programs and electives broadening their liberal arts education.

**Disclaimer:** Completion of a pre-health minor does not imply that a student has completed the curricular requirements for any particular professional school to which a student may intend to apply.

### Learning Outcomes:

- Develop foundational knowledge relevant for preparation for health professional schools.
- Demonstrate scientific inquiry and basic research skills relevant for preparation for health professional schools
- Develop empathy and an integrated understanding of health and health care

## Requirements for the Pre-Health Minor:

Required courses. Complete 3 of 3:

- HSI 211 - Exploring Careers in Health Care (3)
- HSI 314 - Current Iss & Ethics Health Care (3)

Elective courses:

At least four courses for at least 12 credits.

Only one of the four courses can be at the 100 level

At least three different prefixes need to be represented and none of the courses can have the same prefix as the student's major(s). These courses should be carefully chosen in collaboration with the academic advisor to be appropriate for the student's career goals.

- ART 110 - Three-Dimensional Design (3)
- ART 231 - Ceramics Handbuilding (3) OR
  - ART 232 - Ceramics Throwing (3)
- BIO 220 - Phage Genome Annotation (2)
- BIO 323 - Phage Genome Publication (2)
- BUS 212 - Human Resource Management (3)
- BUS 242 - Management (3)
- BUS 251 - Introduction to Marketing (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 335 - Communicating Science (3)
- CMP 205 - Computing and Society (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 329 - Health Care Economics (3)
- EGR 101 - Introduction to Engineering (3)
- ENG 237 - Introduction to Literary Fiction (3)
- ENG 239 - Narrative Medicine (3)
- ENG 285 - Creative Writing (3)
- ENG 301 - Stories of Gender and Sexuality (3)
- ENG 308 - American Literature and Identity (3)
- ENG 318 - Environmental Literature (3)
- ENG 362 - Shakespeare in the Renaissance (3)
- EVS 205 - Princ Environmntl Public Health (3)
- GDC 258 - Introduction to Digital Media (3)
- HHP 106 - CPR, First Aid, and First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 221 - Fund in Athletic Training (2)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomech (3)
- HIS 302 - Native American History (3)
- HIS 305 - Recent History United States (3)
- HIS 320 - American Environmental History (3)
- HIS 321 - American Race Relations (3)
- HIS 337 - American Women's History (3)
- HUM 210 - Integrated Humanities (3)
- HUM 310 - Integrated Humanities (1)
- MTH 120 - Intro Data through Visualization (3)
- LDR 205 - Peer Health Education (1)
- PHI 310 - Comparative Philosophy (3)
- PSY 219 - Addiction (3)
- PSY 234 - Intro Counseling Theor & Tech (3)
- PSY 259 - Lifespan Development (3) OR
  - PSY 255 - Child & Adolscnt Dev (3) OR
  - PSY 256 - Adult Development (3)
- PSY 305 - Principles Behavior Modification (3)
- PSY 310 - Human Sexuality (3)
- PSY 314 - Physiological Psychology (3)
- PSY 344 - Memory and Cognition (3)
- PSY 365 - Psychology of Personality (3)
- PSY 416 - Psychopathology & Mental alth (3)
- SPA 225 - Spanish for Healthcare (3)
- SOC 230/ PSY 230 - Social Problems (3)

- SOC 318 - Sociology Health & Health Care (3)
- SOC 324 - Race and Nationality (3)
- SOC 336/PSY 336 - Social Psychology (3)
- SOC 366 - Marriage & Family Relationships (3)

*Note: The courses included in this minor do not include all courses required for students applying to professional programs in health-care fields. Each professional program has a distinct list of required courses and students should work closely with their academic advisor to make sure they are taking the appropriate courses.*

## Chemistry and Biochemistry

*Offered on the Crete campus*

**Professor Clevette**  
**Professor Holmes**

**Assistant Professor Huber**  
**Assistant Professor Vickrey**

### 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.

#### Requirements for the Biochemistry Major:

Complete the following courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and Evolution (3)
- BIO 335 - Molecular Biology (4)
- CHM 120 - Chemical Sciences Career and Research Seminar (1)
- CHM 125 - General Chemistry I (4)
  - with CHM 125L - Gen Chem I Lab (0)
- CHM 126 - General Chemistry II (4)
  - with CHM 126L - Gen Chem II Lab (0)
- CHM 205 - Organic Chemistry I (4)
  - with CHM 205L - Orgnc Chem I Lab (0)
- CHM 206 - Organic Chemistry II (4)
  - with CHM 206L - Org Chem II Lab (0)
- CHM 303 - Analytical Chemistry (4)
  - with CHM 303L - Analytcl Chem Lab (0)
- CHM 330 - Biochemistry I (4)
  - with CHM 330L - Biochemistry I Lab (0)
- CHM 430 - Biochem II: Adv Topcs Biochem (3)
- CHM 494 - Comm Chem & Biochem Resrch (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 (2-4)
- CHM 496 - Chemistry Research III (2) or
  - RES 496 - Research III (1-4) for 2 cr or
  - BIO 496 - Biology Research III (2-3)

Complete one course from the following:

- BIO 316 - Intro to Computational Biology (4)
- BIO 317 - Immunology (3)
- BIO 334 - Cell and Developmental Biology (3)
- BIO 348 - Microbiology (4)
- BIO 349 - Infectious Diseases (3)
- BIO 352 - Adv Genetics & Functnl Genomic (4)
- BIO 356 - Human Physiology (4)

Complete one course from the following:

- CHM 322 - Instrumental Analysis (4)
  - with CHM 322L - Instrmntl Anal Lab (0)
- CHM 326 - Inorganic Chemistry (4)
  - with CHM 326L - Inorgnc Chem Lab (0)
- 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 I (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 - Chemical Sciences Career and Research Seminar (1)
- CHM 125 - General Chemistry I (4)
  - with CHM 125L - Gen Chem I Lab (0)
- CHM 126 - General Chemistry II (4)
  - with CHM 126L - Genl Chem II Lab (0)
- CHM 205 - Organic Chemistry I (4)
  - with CHM 205L - Orgnc Chem I Lab (0)
- CHM 206 - Organic Chemistry II (4)
  - with CHM 206L - Orgnc Chm II Lab (0)
- CHM 303 - Analytical Chemistry (4)
  - with CHM 303L - Analytcl Chem Lab (0)
- 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 - Communication of Chemistry and Biochemistry Research (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 of the following courses:

- CHM 322 - Instrumental Analysis (4)
  - with CHM 322L - Instrmtl Anlys Lab (0)
- CHM 326 - Inorganic Chemistry (4)
- CHM 330 - Biochemistry I (4)
  - with CHM 330L - Biochemistry I Lab (0)

Complete the following cognate courses:

- MTH 235 - Calculus I (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 - Energy and Systems (3) or
  - BIO 212 - Genetics and Evolution (3)
- AST 103 - Introductory Astronomy (3) and
- AST 103L - Astronomy Laboratory (1) or
  - GEO 103 - Physical Geology (4)

Complete the following cognates in mathematics:

- MTH 235 - Calculus I (4)
- MTH 335 - Adv Applications 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)
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## Communication

*Offered on the Crete campus*

**Assistant Professor Irions**

**Assistant Professor of Practice Wilson**

**Assistant Professor of Practice Tyson**

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.

## New Media

*Offered on the Crete campus*

The New Media 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 New Media 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.

**Curriculum Map for Major, Minors, and Emphases.** New Media majors select one of the interdisciplinary emphases below to complement their major; minors are only available to students who are not enrolled in the New Media major.

### Requirements for the New Media major:

Complete the following courses:

- CMM 113 - Basic News Writing & Reporting (3)
- CMM 210 - Introduction to Film Studies (3)
- CMM 232 - Audio Production (3)
- CMM 238 - Video Production (3)
- CMM 293 - Doane Brand Ambassadors (1) or
  - ATV 131 - KDNE (0-1) or
  - ATV 132 - Doane Owl (0-1)
- CMM 313 - Screenwriting (3) or
  - CMM 325 - Documntry & Essy Prod (3)
- CMM 340 - Digital Media Storytelling (3) or
  - CMM 336 - Film for Social Change (3)
- CMM 421 - New Media Internship (0-12) (minimum of three credits)
- CMM 445 - Legal and Ethical Issues (3)
- CMM 495 - Capstone & Semnr, New Media (3)
- ART 234 - Introd to Digital Photography (3)
- CMS 105 - Fund of Communication (3)
- CMS 225 - Measurement, Statistics, and Research Methods (3)
- CMS 301 - Strategic Writing (3)
- ENG 285 - Creative Writing (3)
- GDC 258 - Introduction to Digital Media (3)

Complete 1 of the following emphases

Graphic Design Emphasis

- GDC 275 - Typography I (3)
- GDC 303 - Graphic Design I (3)
- GDC 304 - Graphic Design II (3)
- GDC 345 - Web Design (3)
- GDC 360 - Motion Graphics (3)

## Journalism Emphasis

- CMM 213 - Beat Reporting (3)
- CMM 223 - Editing and Design (3)
- CMM 335 - Investigative Journalism (3)

## Creative Writing Emphasis

- ENG 102 - Eng Comp II: Writing Contxt (3)
- ENG 200 - Intro to Literary Studies (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 239 - Narrative Medicine (3)

- CMM 353 - Contemporary Issues (3)
- CMM 360 - Multiplatform Journalism (3)

- ENG 356 - Writing Out Ld & Outdoors (3)
- ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3)

## 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:

Complete the following courses:

- CMS 105 - Fund of Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 225 - Measurement, Statistics, and Research Methods (3)
- CMS 301 - Strategic Writing (3)

- CMS 421 - Comm Intrnshp (0-12) 3 cr required
- CMS 495 - Communication Consulting (3)
- CMM 445 - Legal and Ethical Issues (3)
- BUS 251 - Introduction to Marketing (3)
- GDC 258 - Introduction 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 - Communicating Science (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 - Introduction to Film Studies (3)

- CMM 232 - Audio Production (3)
- CMM 238 - Video Production (3)

## Communication Minor

Complete the following courses:

- CMS 105 - Fund 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 - Communicating Science (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 - Advncd Competitive Speech I (0-3)
- CMS 327 - Advncd Competitive Speech II (0-3)

## Film Minor

Complete the following courses:

- CMM 210/ENG 210 – Intro to Film Studies (3)
- CMM 232 - Audio Production (3)
- CMM 238 - Video Production (3)
- CMM 313/THE 313 - Screenwriting (3)
- CMM 313 - Screenwriting (3)
- CMM 336 - Film for Social Change (3)
- CMM 340 - Digital Media Storytelling (3)

## Journalism Minor

Complete the following courses:

- CMM 113 - Basic News Writing & Reporting (3)
- CMM 213 - Beat Reporting (3) or
  - CMM 335 - Investigative Journalism (3)
- CMM 223 - Editing and Design (3)
- CMM 293 - Doane Brand Ambassadors (1) or
  - ATV 131 - KDNE (0-1) or
  - ATV 132 - Doane Owl (0-1)
- CMM 353 - Contemporary Issues (3)
- CMM 360 - Multiplatform Journalism (3)
- CMM 445 - Legal and Ethical Issues (3)

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## Computing

*Offered on the Crete and Lincoln campuses*

**Professor Engebretson**

**Professor Meysenburg**

Numerous career and graduate school opportunities exist for students who have completed a major in the area of computing. The opportunities available span many industries and disciplines, making a computing 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 a computing faculty member in developing a course of study most beneficial to each individual student's interests. Students planning to seek a major in computing, or a minor or certificate in either software development or information technology and security, 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.

## Computing

### Requirements for the Computing major

Complete the following 36 credits:

Core (15 credits):

- CMP 140 - Introduction to Computing (3)
- CMP 145 - Intro Program & Problem-Solv (3)
- CMP 205 - Computing and Society (3)
- CMP 252 - Principles of Digital Logic & Computer Organization (3)
- CMP 495 - Computing Seminar (1)

*Note: CMP 495 is taken 3 times for 1 credit each*

Complete 1 of the following emphases (21 credits):

Software Engineering:

- CMP 146 - Prog & Problem-Solving II (3)
- CMP 246 - Data Structrs & Algorithms (3)
- CMP 311 - Software Engineering: Back-End Design and Development (3)
- CMP 350 - Software Engrning: DevOps (3)
- CMP 357 - Software Archtctre & Design (3)
- CMP 411 - Software Engineering: Front-End Design and Development (3)
- one CMP elective (3)

Information Technology & Security:

- CMP 321 - Cybersecrty: Best Mdrn Prct (3)
- CMP 322 - Networking and Security I (3)
- CMP 328 - End User Support, Management, & Security (3)
- CMP 360 - Digital Forensics (3)
- CMP 415 - Cybrsec: Laws, Poltc, & Soc (3)
- CMP 422 - Networking and 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 Doane University students on the Crete or Lincoln campuses.

Complete the following 21 credits:

- CMP 145 – Intro Program & Problem-Solv (3)
- CMP 252 - Princ Digital Logic & Comp Org (3)
- CMP 321 - Cybersec: Best Modern Practices (3)
- CMP 322 - Networking and Security I (3)
- CMP 328 - End User Supp, Man, & Security (3)

Complete 6 additional CMP elective credits.

Information Technology and Security minors are encouraged to contact an 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 Program & Problem-Solv (3)
- CMP 146 - Program & Problem-Solving II (3)
- CMP 246 - Data Structures and Algorithms (3)
- CMP 311 - Software Engineering: Back-End Design and Development (3)
- CMP 411 - Software Engineering: Front-End Design and Development (3)

Complete 6 additional CMP elective credits.

Software Development minors are encouraged to contact an 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 Modern Pract (3)
- CMP 322 - Networking and Security I (3)
- CMP 328 - End User Supp, Man, & Security (3)
- CMP 415 - Cybersecrty: Laws, Poltcs, & Soc (3)
- CMP 422 - Networking and 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 Program & Problem-Solv (3)
- CMP 146 - Program & Problem-Solving II (3)
- CMP 246 - Data Structures and Algorithms (3)
- CMP 311 - Software Engineering: Back-End Design and Development (3)
- CMP 411 - Software Engineering: Front-End Design and Development (3)

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## Engineering

*Offered on the Crete campus*

**Associate 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.

### Accreditation

*Doane University's Bachelor's degree program in Engineering is accredited by the Engineering Accreditation Commission of ABET, the global accreditor of college and university programs in applied and natural science, computing, engineering, and engineering technology.*

## Engineering

### Requirements for the Engineering Major:

- EGR 101 - Introduction 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 Engrng Practice (2)
- EGR 320 - Engineering Dynamics (3)
- EGR 325 - Circuits and Electronics (4)
- EGR 330 - Engineering Measurements and Experimentation (3)
- EGR 350 - Systems and Controls (3)
- EGR 360 - Communicn & Engineer Pract (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 and Literacy (3)
- MTH 225 - Probability and Statistics for Engineering and the Physical Sciences (4)
- MTH 235 - Calculus I (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 - Introduction to Materials Science (3)
- PHY 435 - Math Methods for Physics (3) or
  - CHM 126 - General Chemistry II (4)

### Complete one of the following emphases:

#### Electrical Engineering emphasis

- CMP 145 - Intro Program & Prob-Solv (3)
- CMP 146 - Program & Probl-Solving II (3)
- EGR 355 - Circuits and Electronics II (3)
- PHY 302 - Electricity and Magnetism (3)

#### Complete 6 credits from the following:

- EGR 335 - Digital Electronics and Microcontrollers (3)
- EGR 420 - Robotic Control Systems (3)
- CMP credits at 300 level or above

#### Environmental Engineering emphasis

- CHM 126 - General Chemistry II (4)
- EGR 240 - Engineering Thermodynmc (3)
- EGR 310 - Fundmntls Fluid Mechanics (3)
- EGR 315 - Found Environmental Engr (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 Thermodynmc (3)
- EGR 302 - Machine Design (3)
- EGR 310 - Fund of Fluid Mechanics (3)
- EGR 326 - Mechanics of Materials (3)
- EGR 420 - Robotic Control Systems (3)
- EGR 425 - Heat Transfer (3)

#### Choose one course from:

- EGR 410 - Design and Analysis of Energy Systems (3)
- EGR 418 - Manfctrng & Proc (3)

#### Civil Engineering emphasis

- EGR 240 - Enginring Thermodynamics (3)
- EGR 310 - Fund of Fluid Mechanics (3)
- EGR 326 - Mechanics of Materials (3)
- EGR 332 - Structural Analysis (3)

#### Choose one course from:

- EGR 315 - Fnd Environmntl Engr (3)
- EGR 324 - Intro Geotech Enginring (4)
- EGR 328 - Water Resources Engr (3)
- EGR 352 - Transportation Engr (4)
- EGR 415 - Structural Steel Design (3)
- EGR 422 - Strctural Concrete Dsgn (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 I (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

Offered on the Crete campus

Professor Johnson

Professor Weitzl

Assistant Professor Ritzenthaler

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.

## English and Writing

### Requirements for the English and Writing Major:

Complete option 1, 2 or 3

#### Option 1: English and Writing Major (30 credits)

Complete the following courses:

- ENG 200 - Introduction to Literary Studies (3)
- ENG 285 - Creative Writing (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature and Identity (3)
- ENG 330 - Diverse Voices and Views (3)
- ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3)
- ENG 495 - English Seminar (5)

Choose additional credits from the following options to complete at least 30 credits:

- ENG 101 - English Comp I: Writing Sem (3)
- ENG 102 - English Comp II: Writ in Context (3)
- ENG 231 - Lang in Community & Society (3)
- ENG 237 - Introduction to Literary Fiction (3)
- ENG 239 - Narrative Medicine (3)
- ENG 242 - Dystopian Literature (3)
- ENG 301 - Stories of Gender and Sexuality (3)
- ENG 318 - Environmental Literature (3)
- ENG 356 - Writing Out Loud and Outdoors (3)
- ENG 362 - Shakespeare in the Renaissance (3)

#### Elective Credentials:

Complement your English and Writing major and enhance your portfolio of professional skills by completing one or more of the following interdisciplinary certificates, based on your academic goals, personal interests, and career aspirations. *Note: many of the courses required for these certificates also satisfy requirements for your major (above) and/or the Doane Core:*

Certificate in Data Storytelling

Certificate in Land and Literature

Certificate in Language, Identity, and Sexuality

Certificate in Narrative Medicine

Certificate in Sports in Literature & the Liberal Arts

#### Option 2: English and Writing - Teaching Emphasis

Complete the following courses:

- ENG 101 - English Comp I: Writing Sem (3) OR
  - ENG 102 - Eng Comp II: Writ Cntxt (3)
- ENG 200 - Introduction to Literary Studies (3)
- ENG 231 - Lang in Community and Society (3)
- ENG 239 - Narrative Medicine (3)
- ENG 285 - Creative Writing (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature and Identity (3)
- All requirements listed under the catalog section Secondary or K-12 Endorsements
- ENG 318 - Environmental Literature (3)
- ENG 330 - Diverse Voices and Views (3)
- ENG 343 - Instruct Meth Tch Sec English I (2)
- ENG 344 - Instruct Meth Tch Sec English II (2)
- ENG 362 - Shakespeare in the Renaissance (3)
- ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3)
- ENG 495 - English Seminar (5)

### Option 3: English and Writing - English Language Arts Teaching Emphasis

Complete the following courses:

- ENG 200 - Introduction to Literary Studies (3)
- ENG 231 - Lang in Community and Society (3)
- ENG 285 - Creative Writing (3) AND
  - ENG 101 - Eng Cmp I: Wrt Sem (3) OR
  - ENG 102 - Eng Comp II: Writ Cntxt (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Literature and Identity (3)
- ENG 318 - Environmental Literature (3)
- ENG 330 - Diverse Voices and Views (3)
- ENG 343 - Instrctnl Meth Tch Sec English I (2)
- ENG 344 - Instrct Meth Tch Sec English II (2)
- ENG 362 - Shakespeare in the Renaissance (3)
- ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3) OR
  - ENG 113/CMM 113 - Basic News Writing & Reporting (3) OR
  - ENG 213/CMM 213 - Beat Reporting (3)
- All requirements listed under the catalog section Secondary or K-12 Endorsements
- ENG 495 - English Seminar (5)
- CMS 105 - Fund of Communication (3) OR
  - CMM 353 - Contemporary Issues (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 315 - Organizational Behavior (3) OR
  - CMS 321 - Intercultural Comm (3) OR
  - CMS 335 - Comm Science (3) OR
  - CMS 348 - Gender Comm (3) OR
  - CMS 351 - Persuasion (3)
- CMS 210 - Public Speaking (3) OR
  - CMS 226/227 - Beg Cmp Spch I (0-3) OR
  - CMS 326/327 - Adv Comp Spch I (0-3)
- THE 103 - Acting I (3)

### English Minor

Complete the following course:

- ENG 200 - Introduction 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 and Identity (3)
- ENG 330 - Diverse Voices and Views (3)
- ENG 362 - Shakespeare in the Renaissance (3)

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

- *ENG 101 - English Comp I: Writing Seminar (3)*
- *ENG 343 - Instrct Meth Teach Sec English I (2)*
- *ENG 344 - Instrctl Meth Teac Sec English II (2)*

### English Writing Minor

Complete the following courses:

- ENG 102 - English Comp II: Writ in Context (3)
- ENG 200 - Introduction to Literary Studies (3)
- ENG 285 - Creative Writing (3)
- ENG 304 - The Evolution of Narrative (3) or
  - ENG 239 - Narrative Medicine (3)
- ENG 485 - Lit Jrn & Appld Narr Knwldge (1-3)

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

- *ENG 101 - English Comp I: Writing Seminar (3)*
- *ENG 343 - Instrctl Meth Tch Sec English I (2)*
- *ENG 344 - Instrctl Meth Tch Sec English II (2)*

### Narrative Medicine Minor

- ENG 102 - English Comp II: Writ in Context (3)
- ENG 285 - Creative Writing (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 308 - American Lit and Identity (3) OR
  - ENG 239 - Narrative Medicine (3)

## Certificate in Land and Literature

The Land and Literature Certificate will engage students in the sciences or humanities who seek to strengthen their interdisciplinary perspectives. For English majors the certificate offers an area of focus that will appeal to graduate programs in English, publication and marketing positions with environmental nonprofits, and other organizations that value combined humanistic and scientific perspectives. For majors in Natural Resources and Environmental Science, Agribusiness, or Biology, the certificate cultivates communication skills, empathy, creative thinking, and ethical reasoning. These habits of mind will enhance a range of graduate and professional pursuits.

### Core requirements:

- ENG 237 - Intro to Literary Fiction (3) OR
  - ENG 356 - Writing Out Loud and Outdoors (3)
- ENG 308 - American Literature and Identity (3)
- ENG 318 - Environmental Literature (3)

### Complete six credits from the following options:

- AGR 220 - Agricultural Economics (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 325 - Agribusiness Sustainability (3)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (3)
- EVS 105 - Intro to Natural Resources (3)
- EVS 201 - Environmental Science (4)
- EVS 205 - Princ Environmental Public Hlth (3)
- EVS 330 - Earth, Climate, and Energy (3)
- EVS 392 - Environmental Policy and Sustainability (3)
- HIS 320 - American Environmental History (3)

## Certificate in Data Storytelling

The Certificate in Data Storytelling provides essential competence for writers, teachers, and future professionals of all kinds who will be expected to interact with data and increasingly powerful tools of collection and analysis. This credential will introduce the skills necessary for interpreting data and translating these insights for diverse audiences with compelling narratives and effective visualizations.

- CMP 205 - Computing and Society (3)
- ENG 101 - English Comp I: Writing Seminar (3)
- ENG 102 - English Comp II: Writ in Context (3)
- ENG 285 - Creative Writing (3)
- MTH 120 - Intro to Data thru Visualization (3)

## Certificate in Sports in Literature and the Liberal Arts

The Sports in Literature and the Liberal Arts Certificate invites students to explore the cultural and literary dimensions of sports. They will delve into the literature of sports, examining how it reflects and shapes societal values, community narratives, and individual identity. They will also construct their own stories that articulate the meaning of athletic competition in their own lives, connecting their experiences with sports to their education and professional pursuits.

### Core requirements:

- ENG 285 - Creative Writing (3)
- ENG 304 - The Evolution of Narrative (3)
- ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3)

### Complete six credits from the following options:

- 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)
- HHP 220 - Fund of Strength & Conditioning (2)
- HHP 221 - Fund in Athletic Training (2)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomechncs (3)
- PED 308 - Coaching Basketball (2)
- PED 309 - Coaching Volleyball (2)
- PED 310 - Coaching Track and Field (2)
- PED 311 - Coaching Football and Wrestling (2)
- PED 312 - Coaching Tennis and Golf (2)
- PED 314 - Coaching Baseball and Softball (2)
- Note: up to 2 credits total from the above PED courses*
- PED 335 - Coaching Principles & Philosophy (3)
- SOC 316 - Sociology of Sport (3)

## Certificate in Language, Identity, and Sexuality

The Certificate in Language, Identity, and Sexuality is designed to engage students in the interdisciplinary study of gender and queer identity, with the purpose of emphasizing critical thinking skills, empathy, and inclusivity. The curriculum, which includes a basis in literature, historical precedents, and key concepts in the fields of Psychology and Communications, would be ideal for students interested in careers in education, healthcare, counseling, advocacy work, and/or further research in English graduate programs. This certificate would be valuable to students who seek to foster an equitable and intersectional community in whatever profession they may pursue.

Core requirements:

- ENG 231 - Lang in Community and Society (3)
- ENG 301 - Stories of Gender and Sexuality (3)
- ENG 308 - American Lit and Identity (3) OR
  - ENG 330 - Diverse Voices & Views (3)

Complete six credits from the following options:

- CMS 348 - Gender Communication (3)
- HIS 337 - American Women's History (3)
- PSY 230/SOC 230 - Social Problems (3)
- PSY 310 - Human Sexuality (3)
- PSY 348 - Psychology of Gender (3)
- SOC 366 - Marriage & Family Relationships (3)

## Certificate in Narrative Medicine

The Narrative Medicine Certificate is an ideal credential for any student interested in medical education and patient care. The certificate invites students to explore the intersection of healthcare and the humanities by applying narrative knowledge to the care of the body and the study of identity as an unfolding story. Students will examine the relevance of stories and storytelling in the clinical space and beyond, and in doing so, they will identify and develop essential tools for personal resilience and professional success in virtually every field.

Core requirements:

- ENG 102 - English Comp II: Writ in Context (3)
- ENG 239 - Narrative Medicine (3)
- ENG 301 - Stories of Gender & Sexuality (3) OR
  - ENG 308 - American Lit & Identity (3)

Complete six credits from the following options:

- BIO 215 - Human Anatomy & Physiology I (4)
- BIO 216 - Human Anatomy & Physiology II (4)
- BIO 355 - Human Anatomy (4)
- BIO 356 - Human Physiology (4)
- BIO 415 - Cadaver Dissection (2)
- CMS 321 - Intercultural Communication (3)
- CMS 335 - Communicating Science (3)
- CMS 348 - Gender Communication (3)
- ECO 329 - Health Care Economics (3)
- HSI 211 - Exploring Careers in Health Care (3)
- HSI 314 - Current Iss & Ethics Health Care (3)
- SOC 230/ PSY 230 - Social Problems (3)
- SOC 315/ EIS 315 - Death and the Afterlife (3)
- SOC 318 - Sociology of Health & Hlth Care (3)
- SPA 225 - Spanish for Healthcare (3)
- THE 103 - Acting I (3)

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## Ethics and Interfaith Studies Minor

All students must take (6 credits):

- EIS 115 - Living Religion (3)
- PHI 111 - Introduction to Ethics (3)

Choose 6 credits from the following list:

- EIS 315 - Death and the Afterlife (3)
- EIS 323 - Religions in America (3)
- LDR 230 - Interfaith Leadership (3)

Choose 6 credits from the following list:

- BUS 365 - Ethics in a Business Environment (3)
- CMP 205 - Computing and Society (3)
- CMS 321 - Intercultural Communication (3)
- CMS 348 - Gender Communication (3)
- EGR 260 - Responsible Enginring Practice (2)
- EIS 105 - Introduction to Bible (3)
- EIS 120 - Intro to the Old Testament (3)
- EIS 121 - Intro to the New Testament (3)
- EIS 305/405 - Christianity (3)
- EIS 325/425 - Religion and Popular Culture (3)
- EIS 495 - Experiential Capstone (3)
- ENG 237 - Introduction to Literary Fiction (3)
- POV 101 - Intro to Policy and Values (3)
- PSI 330 - Religion in Politics (3)
- SPA 312 - Spanish Civilization and Culture (3)

# Graphic Design

*Offered on the Crete campus*

**Professor Stearns**

**Assistant Professor Augustine**

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 - Introduction 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 - Advncd Professional Practices I (2)
- GDC 461 - Advncd 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 - Video Production (3)
- CMS 105 - Fund 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.

## Graphic Design Minor

Complete the following courses:

- GDC 258 - Introduction 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)

## 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 Non-European Art History (3)
- ART 352 - Modern Art (3)
- ART 354 - U.S. Visual Arts (3)
- ART 450 - Contemporary Art (3)

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## History

*Offered on the Crete campus*

**Professor Jarvis**

**Professor Orsag**

**Assistant Professor Buchkoski**

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 and 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 United States (3)
- HIS 306 - U.S. Interwar Years (3)
- HIS 307 - Nebraska History (3)
- HIS 320 - American Environmental Hist (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 Frnch Hist 1815-Prsnt (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 - US and the 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 and 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 United States (3)
- HIS 306 - U.S. Interwar Years (3)
- HIS 320 - American Environmental Hist (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 Frnch Hist 1815-Presnt (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 - US and the Middle East (3)
- HIS 350 - The Medieval World (3)
- HIS 353 - Modern World History (3)

Complete the following cognate courses:

- SSI 343 - Instructional Methods for Teaching Secondary Social Science I (2)
- SSI 344 - Instructional Methods for Teaching Secondary Social Science 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

Complete the following courses:

- 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 - Hist of United States II (3)

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

# Health and Human Performance

## Exercise Science

*Offered on the Crete Campus*

**Associate Professor of Practice Seier**

**Assistant Professor of Practice Sasek**

A student majoring in exercise science chooses one emphasis from the following: strength and conditioning, pre-athletic training, pre-occupational therapy, or pre-physical therapy.

An exercise science major prepares the student for such professional experiences for a post-graduate professional study in Athletic Training, Physical Therapy, or Occupational Therapy. The strength and conditioning emphasis will prepare students for several different areas and will have practical experience and coursework to facilitate success with the certifying examination of the National Strength and Coaching Association.

### Student Learning Outcomes

As a result of completing a Health and Human Performance degree, 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 the following courses:

- HHP 106 - CPR, First Aid, & First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 325 - Research for Health Sciences and Human Performance (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomechanics (3)
- HHP 425 - Applied Research & Fitness Assessment (3)
- HSI 211 - Exploring Careers in Health Care (3)
- HSI 314 - Current Issues & Ethics Health Care (3)

Complete the following cognate courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and Evolution (3)
- BIO 215 - Human Anatomy & Physiology I (4) or
  - BIO 355 - Human Anatomy (4)
- BIO 216 - Human Anatomy & Physiology II (4) or
  - BIO 356 - Human Physiology (4)
- BIO 295 - Biostatistics (3) or
  - ECO 215 - Statistics for Economics & Business (3) or
  - SSI 217 - Applied Statistics for Social Science (3)
- CHM 125 - General Chemistry I (4)
- PHY 107 - Introductory Physics I (4)
- PSY 117 - Introduction to Psychology (3)

Complete one of the following emphases:

**Pre-Athletic Training emphasis:**

- ENG 101 - English Comp I: Writing Seminar (3) OR
  - ENG 102 - English Comp II: Writing Context (3)
- HSI 212 - Medical Terminology (3)
- HHP 221 - Fundamentals 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:**

- ENG 101 - English Comp I: Writing Sem (3) OR
  - ENG 102 - English Comp II: Writing Context (3)
- HSI 212 - Medical Terminology (3)
- PHI 111 - Introduction to Ethics (3)
- PSY 259 - Lifespan Development (3) or
  - PSY 255 - Child & Adolescent Development (3) AND
  - PSY 256 - Adult Development (3)
- PSY 416 - Psychopathology & Mental Health (3)

**Pre-Physical Therapy emphasis:**

- CHM 126 - General Chemistry II (4)
- ENG 101 - English Comp I: Writing Seminar (3) OR
  - ENG 102 - English Comp II: Writing Context (3)
- HSI 212 - Medical Terminology (3)
- PHY 108 - Introductory Physics II (4)

**Strength & Conditioning emphasis:**

- HHP 220 - Fundamentals Strength and Conditioning (2)
- HHP 330 - Principles of Strength & Conditioning (3)
- HHP 340 - Weight Training: Exercise Tech & Training (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.

## Fitness Management

Requirements for the Fitness Management Major:

Complete the following courses:

- HHP 106 - CPR, First Aid, & First Responder (2)
- HHP 117 - Organization & Administration I (2)
- HHP 118 - Organization & Administration II (3)
- HHP 209 - Nutrition (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomechanics (3)
- HHP 425 - Applied Research & Fitness Assessment (3)
- PED 104 - Theory of Lifetime Fitness (1)
- PED 201 - Issues of Health and Safety (3)
- PED 233 - Personal Performance Comp I (1)
- PED 234 - Personal Performance Comp II (1)
- PED 352 - Motor Learning and Development (3)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 215 - Human A&P I (4) OR
  - BIO 216 - Human A&P II (4)
- BUS 217 - Business Communications (3) OR
  - CMM/ENG 113 - Business News Writing & Reporting (3)
- BUS 242 - Management (3)
- BUS 250 - Legal Environment of Business (3)
- BUS 251 - Introduction to Marketing (3)
- BUS 315 - Organizational Behavior (3) OR
  - SOC 109 - Intro to Sociology (3) OR
  - PSY 117 - Intro to Psychology (3)
- ECO 215 - Statistics for Economics and Business (3) OR
  - SSI 217 - Applied Statistics for Social Science (3) OR
  - BIO 295 - Biostatistics (3)

## Strength and Conditioning Minor

*Offered on the Crete campus*

Requirements for the Strength and Conditioning Minor:

Complete the following courses:

- HHP 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 330 - Principles of Strength and Conditioning (3)
- HHP 340 - Weight Training: Exercise Technique & Training (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomechanics (3)

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## 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.

Requirements for the Human Relations Major:

Complete the following courses:

- HRE 315 - Group Counseling (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Intern in Human Relations (0-12) (1-3 credits required)
- HRE 497 - Senior Seminar I (3)
- HRE 498 - Senior Seminar II (3)
- ECO 215 - Stats for Econ & Business (3) or
  - SSI 217 - Applied Stats for Soc Sci (3)
- CMS 220 - Interpersonal Communication (3)
- IDS 206 - Introduction to Research (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 234 - Introduction to Counseling Theories and Techniques (3)
- PSY 259 - Lifespan Development (3) or
  - PSY 255 - Child & Adolescent Development (3) or
  - PSY 256 - Adult Development (3)
- PSY 416 - Psychopathology & Mental Health (3)
- SOC 336 - Social Psychology (3)

## Liberal Arts Studies

*Offered on the Crete and Lincoln campuses, and Online*

**Assistant Professor of Practice Kellison**

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 the following courses:

- LAS 350 - Liberal Arts: The Tradition (3)
- LAS 450 - Liberal Arts: The Future (3) OR
  - IDS 206 - Introduction to Research (3)
- LAS 496 - Sr Sem in Liberal Arts Studies (3)
- LAS 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, MUS, THE
- **Health Professions** - BIO, CHM, HHP, HSI, PHY
- **Humanities** - CMM, CMS, EIS, ENG, PHI, SPA
- **Math and Technology** - CMP, EGR, MTH
- **Natural Science** - BIO, CHM, EVS, GEO, GEG, PHS, PHY
- **Social Science** - EDU, HIS, HRE, POV, PSI, PSY, SOC

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## Mathematics and Data Analytics

*Offered on the Crete campus*

**Associate Professor Hart**

**Associate Professor Jennings-Herzog**

**Associate Professor of Practice Vertin**

**Associate Professor Watts**

**Associate Professor Williams**

**Assistant Professor Fairbanks**

**Assistant Professor Roehm**

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.

## Mathematics & Data Analytics

### 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 I (4)
- MTH 250 - Foundations of Mathematics (3)
- MTH 303 - Linear Algebra (3)
- MTH 335 - Advanced Applications Calculus (4)
- MTH 403 - Abstract Algebra (3) OR
  - MTH 433 - Intro Analysis (3) OR
  - MTH 415 - An Introduction to the Theory of Probability and 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 40 Credits in Mathematics with a cumulative grade point average of 2.0 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 - Introduction to Programming and 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 215 - Math for Sec & MS Teachers (2)
- MTH 218 - Geometry for Teachers (3)
- MTH 225 - Prob & Stats for Eng & Phy Sci (4)
- MTH 235 - Calculus I (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 - Adv Applications 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 - Introduction to Programming and 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 & Stats for Engineering & 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 Theory of Probability & Statistics (3)

Graduate study (computer science):

- MTH 225 - Prob & Stats for Engineering & Phys Sci (4)
- MTH 315 - Multivariate Statistics (3) OR
  - MTH 316 - Categorical Data Analytics (3)
- MTH 415 - Intro to Theory of Prob & Statistics (3) OR
  - MTH 433 - Introductory Analysis (3)

Actuarial science:

- MTH 225 - Prob & Stats for Engineering & 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 Theory of Probability and Statistics (3)

Pre-engineering:

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

## Mathematics Minor

### Requirements for the Mathematics Minor:

Complete the following 20 credits in mathematics:

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

## Data Analytics Minor

### Requirements for the Data Analytics Minor:

Complete the following courses:

- MTH 120 - Intro to Data thru Visualization (3)
- MTH 225 - Probability and Statistics for Engineering and the Physical Sciences (4) or
  - ECO 215 - Statis for Econ & Bus (3) or
  - SSI 217 - Appld Stats for Soc Sci (3) or
  - BIO 295 - Biostatistics (3)
- CMP 145 - Intro 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 Seminar I (1) and
    - MTH 497 - Math Seminar II (1-2)
  - RES 496 - Research III (1-4) (2-3 hours)

## Certificate in Data Analytics

### Requirements for the Certificate in Data Analytics:

Complete the following 13 credits:

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

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## Music

*Offered on the Crete campus*

**Professor Runestad**

**Assistant Professor Feyes**

**Assistant Professor Ohlman**

**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.

### Accreditation

The Music Department is accredited by the National Association of Schools of Music (NASM).

## Music

### 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 - Thry Music IV: Form & Analysis (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 111A/112A/211A/212A/311A/312A/411A/412A - Piano (1-2)
- MUS 111B/112B/211B/212B/311B/312B/411B/412B - Voice (1-2)
- MUS 111C/112C/211C/212C/311C/312C/411C/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 Music IV: Form & Analysis (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 111A/112A/211A/212A/311A/312A/411A/412A - Piano (1-2)
- MUS 111B/112B/211B/212B/311B/312B/411B/412B - Voice (1-2)
- MUS 111C/112C/211C/212C/311C/312C/411C/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 Music IV: Form & Analysis (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 - Introduction 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 - Found of Music Tching & Lrning (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 111A/112A/211A/212A/311A/312A/411A/412A - Piano (1-2)
- MUS 111B/112B/211B/212B/311B/312B/411B/412B - Voice (1-2)
- MUS 111C/112C/211C/212C/311C/312C/411C/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 111A/112A/211A/212A - Piano (1-2)
- MUS 111B/112B/211B/212B - Voice (1-2)
- MUS 111C/112C/211C/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

Complete the following courses:

- 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 111A/112A/211A/212A - Piano (1-2)
- MUS 111B/112B/211B/212B - Voice (1-2)
- MUS 111C/112C/211C/212C - 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

*Offered on the Crete campus*

**Professor Soucek**

**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 local, regional, and global 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 sustainable 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 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.

## Requirements for the Natural Resources and Environmental Sciences major

Complete Options 1 or 2

Option 1. Complete the following courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 295 - Biostatistics (3) or
  - ECO 215 - Statis for Econ & Bus (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 309 - Environmental Economics (3) or
  - AGR 220 - Agricultural 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 Systms (3)
- EVS 351 - Environmental Research I (2) OR
  - BIO 351 OR CHM 351
- EVS 392 - Environmntl Policy & Sustainblty (3)
- EVS 495 - Environmental Resrch II (2) OR
  - RES 495
- EVS 496 - Environmental Research III (2)
  - OR RES 496
- 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 and Sustainability (3)
- EVS 330 - Earth, Climate, and Energy (3)
- GEO 101 - Environmental Geology (4)

Complete the following cognate courses (14 credits)

- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and Evolution (3)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)

Complete at least 1 additional course from the list below:

- BIO 340 - Evolution (3)
- BIO 342 - Ecology (4) (recommended)
- BIO 343 - Climate Change Biology (3)
- BIO 345 - Conservation Biology (3)
- Any course with a CHM prefix at or above the 200-level

Complete at least 1 additional course from the list below:

- EVS 205 - Princ of Environmntl Public Health (3)
- EVS 324 - Animal Prod Systms & Sustnblty (3)
- EVS 410 - Crop Production & Sustainability (3)
- GEG 301 - Social-Cultural Geography (3)

### Human Dimensions Emphasis

Complete the following courses (9 credits):

- EVS 205 - Principles of Environmental Public Health (3)

Complete the following cognate courses (9 credits):

- CMS 330 - Public Relations (3)
- CMS 335 - Communicating Science (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 Prod Systms & Sustnblty (3)
- EVS 325 - Soil Systems and Sustainability (3)
- EVS 330 - Earth, Climate, and Energy (3)
- EVS 410 - Crop Production & Sustainability (3)

- GEG 320 - Local and Global Food Systems (3)
- Any course with a CHM prefix at or above the 200-level

- GEG 301 - Social-Cultural Geography (3)
- GEG 320 - Local and Global Food Systems (3)

- SOC 109 - Introduction to Sociology (3)

- PSI 234 - Legislative & Executive Behavior (3)
- PSI 313 - Political Parties & Interest Groups (3)
- PSI 328 - Constitutional Law (3)
- SOC 230/PSY 230 - Social Problems (3)
- SOC 405 - Complex Organizations (3)

### Agriscience Systems emphasis

Complete the following courses (12 credits)

- EVS 324 - Animal Prod Syst & Sustainability (3)
- EVS 325 - Soil Systems and Sustainability (3)

Complete the following cognate courses (12 credits)

- AGR 215 - Appld Agrictl Tech & Data Anlys (3)
- AGR 315 - Adv Agrictl Tech & Data Anlytcs (3)

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

- AGR 310 - Agricultural Law & Policy (3)
- AGR 325 - Agribusiness Sustainability (3)
- BIO 212 - Genetics and Evolution (3)
- CHM 126 - General Chemistry II (4)

- EVS 410 - Crop Production & Sustainability (3)
- GEG 320 - Local and Global Food Systems (3)

- BIO 111 - Energy and Systems (3)
- CHM 125 - General Chemistry I (4)

- EVS 205 - Prin of Environmental Public Hlth (3)
- EVS 330 - Earth, Climate, and 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 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and Evolution (3)
- BIO 295 - Biostatistics (3) /ECO 215 Statistics for Economics and Business
- BIO 342 - Ecology (4) OR
  - BIO 320 - Botany (4) OR
  - BIO 330 - Zoology (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 - Introduction to Meteorology (3)
- GEO 107L - Intro to Meteorology Lab (1)

Complete one of these four courses:

- ECO 309 - Environmental Economics (3)
- ENG 318 - Environmental Literature (3)

- EVS 392 - Environmntl Policy & Sustnblty (3)
- HIS 320 - American Environmental History (3)

Complete A or B

A. Biology: Select a total of two courses for at least seven credits, each from a different group.

- BIO 308 - Animal Behavior (3) or
  - BIO 345 - Conservation Biology (4)
- BIO 215 - Human A&P I (4) or
  - BIO 326 - Comparative Anat (4) or
  - BIO 355 - Human Anatomy (4)
- BIO 216 - Human A&P II (4) or
  - BIO 334 - Cell & Dev Biology (3) or
  - BIO 356 - Human Physiology (4)

## B. Chemistry:

- CHM 205 - Organic Chemistry I (4) or
  - CHM 303 - Analytical Chem (4)  
(course not used to fulfill requirement one)

Complete two courses chosen from the following:

- CHM 206 - Organic Chemistry II (4)
- CHM 322 - Instrumental Analysis (4)
- CHM 326 - Adv Inorganic Chem (4)

*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 Seminar (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.

### Requirements for the Agriculture and Natural Resources Minor:

Complete the following courses:

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

Complete at least nine credits from the following courses:

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 - Advanced Genetics and Functional Genomics (4)
- BIO 342 - Ecology (4) OR
  - BIO 320 - Botany (4) OR
  - BIO 330 - Zoology (4) OR
  - BIO 345 - Conservation Biology (3)
- BIO 335 - Molecular Biology (4) OR
  - BIO 348 - Microbiology (4)
- EVS 201 - Environmental Science (4)
- EVS 320 - Intro to Geographic Inform Syst (3)
- EVS 392 - Environmntl Policy & Sustnblty (3)
- GEG 112 - Physical Geography (3) OR
- GEO 101 - Environmental Geology (4) OR
- GEO 107 - Intro to Meteorology (3)
- GEG 320 - Local and 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 - Environmntl Policy & Sustnblty (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 - Biological Inquiry Lab (3)
- CHM 125 - General Chemistry I (4)
- EVS 325 - Soil Systems and Sustainability (3)
- EVS 330 - Earth, Climate, and Energy (3)
- GEO 101 - Environmental Geology (4)

Strongly Recommended

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

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

## Physics Minor

*Offered on the Crete campus*

**Assistant Professor TerMaat**

**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.

### Requirements for the 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 I (4)
- MTH 335 - Advanced App of Calculus (4)

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## Policy and Values

*Offered on the Crete campus*

**Professor Hill**

### Major Requirements

- BUS 315 - Organizational Behavior (3)
- CMS 301 - Strategic Writing (3) OR
  - CMS 330 - Public Relations (3)
- ECO 203 - Macroeconomics and Literacy (3)
- POV 101 - Intro to Policy and Values (3)
- POV 496 - Policy and Values Capstone Exp (3)
- PHI 111 - Introduction to Ethics (3)
- EIS 115 - Living Religion (3) OR
  - ANT/SOC 308 - Cultrl Anthropology (3)
- PSI 101 - American Politics (3) OR
  - PSI 234 - Legislativ & Exectv Behvr (3)
- PSI/PSY 216 - Public Op & Citizn Act (3) OR
  - PSI 313 - Politcl Part & Intrst Grps (3)
- PSI 330 - Religion in Politics (3)

Majors will also choose an emphasis, either from the choices below or self-designed:

#### Healthcare Policy emphasis

- SOC 318 - Sociology of Hlth and Hlth Care (3)

Choose two of the below courses:

- ECO 329 - Health Care Economics (3)
- EVS 205 - Princ of Envirnmntl Public Health (3)
- PSY 230/ SOC 230 - Social Problems (3)

#### Environmental Policy emphasis

- EVS 392 - Envirnmntl Policy & Sustainblty (3)

Choose two of the below courses:

- ECO 309 - Environmental Economics (3)
- EVS 105 - Intro to Natural Resources (3)
- EVS 201 - Environmental Science (4)
- EVS 205 - Princ of Envirnmntl Public Health (3)
- EVS 320 - Intro to Geographic Info Systms (3)
- EVS 330 - Earth, Climate, and Energy (3)
- HIS 320 - American Environmental History (3)

#### Legal Affairs emphasis

- PSI 328 - Constitutional Law (3)

Choose two of the below courses:

- BUS 250 - The Legal Envirnmnt of Business (3)
- CMM 445 - Legal and Ethical Issues (3)
- PSI 332 - Current Legal Issues (3)
- SOC 310 - Corrections (3)
- SOC 314 - Criminal Law and Procedure (3)

#### Self-Designed emphasis

At least nine credits in a single area of substance, designed in collaboration with program faculty, and subject to their approval (39 credits total)

## Policy and Values Minor

### Requirements (21 credits)

- CMS 301 - Strategic Writing (3) OR
  - CMS 330 - Public Relations (3)
- ECO 203 - Macroeconomics and Literacy (3)
- POV 101 - Intro to Policy and Values (3)
- PHI 111 - Introduction to Ethics (3)
- EIS 115 - Living Religion (3) OR
- ANT/SOC 308 - Cultrl Anthropology (3)
- PSI 101 - American Politics (3) OR
  - PSI 234 - Legislative & Exec Behvr (3)
- PSI 216/ PSY 216 - Pblc Op & Citizn Act (3) OR
  - PSI 313 - Polt Parties & Intrst Grps (3)

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## Psychology

*Offered on the Crete campus*

**Professor Lambert**

**Associate Professor Pauwels**

**Associate Professor Schock-King**

**Assistant Professor McCaslin-Timmons**

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

### Requirements for the Psychology Major:

Complete the following:

A total of 35 credits in Psychology including:

- PSY 117 - Introduction to Psychology (3)
- PSY 234 - Intro Counsl Theories & Tech (3) or
  - PSY 365 - Psychlgy of Personality (3)
- PSY 252 - Research Method in Psychology (3)
- PSY 255 - Child & Adolescent Developmnt (3) or
  - PSY 256 - Adult Development (3) or
  - PSY 259 - Lifespan Development (3)
- PSY 314 - Physiological Psychology (3) or
  - PSY 344 - Memory and Cognition (3)
- PSY 336 - Social Psychology (3)
- PSY 396 - Pre-seminar (3)
- PSY 416 - Psychopathlgy & Mental Health (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

### Requirements for the Psychology Minor:

Complete a minimum of 18 credits in Psychology including

- PSY 117 - Introduction to Psychology (3)

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

## Science

*Offered on the Crete campus*

### Professor Soucek

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.

### Requirements for the Science Major:

Complete the following courses:

- BIO 110 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and 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 - Introduction to Meteorology (3)
- GEO 107L - Intro to Meteorology Lab (1)
- MTH 107 - Problem Solving (3) or
  - MTH 108 - Modeling & Applctns (3) or
  - MTH 125 - Precalc: College Algebra with Trigonometry (4) or
  - MTH 235 - Calculus I (4) (recommended)
- SCI 343 - Instructnl Meth Tch Sec Science (3)

Complete one course from each group:

#### Group A.

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

#### Group B.

- BIO 342 - Ecology (4) OR
  - BIO 320 - Botany (4) OR
  - BIO 330 - Zoology (4)
- BIO 345 - Conservation Biology (3)
- CHM 326 - Inorganic Chemistry (4)
- BIO 355 - Human Anatomy (4) OR
  - BIO 326 - Comparative Anatomy (4)
- BIO 356 - Human Physiology (4)

Complete all requirements listed under the catalog section Secondary Education.

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## Social Science

*Offered on the Crete campus*

### Requirements for the Social Science Major:

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 and Research Seminar (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Macroeconomics and Business (3)
- GEG 112 - Physical Geography (3)
- GEG 301 - Social-Cultural Geography (3)
- PSI 101 - American Politics (3) or
  - PSI 105 - Comparative Govrnmnts (3)
- PSY 117 - Introduction to Psychology (3)
- ANT 308 - Cultural Anthropology (3)
- SOC 109 - Introduction to Sociology (3)
- SSI 343 - Instructional Methods for Teaching Secondary Social Science I (2)
- SSI 344 - Instructional Methods for Teaching Secondary Social Science II (2)

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

#### United States History:

- HIS 302 - Native American History (3)
- HIS 305 - Recent History of 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 - Modern French Hist 1815-Pres (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - Hist of Roman Emp (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 - US and the 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.*

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## Sociology

*Offered on the Crete campus*

**Professor DeBoer**

**Assistant Professor Gentzler**

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

### Requirements for the Sociology Major:

Complete 1 or 2.

#### Option 1: General Sociology Major

Complete thirty-two credits in sociology including:

- SOC 109 - Introduction 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 - Introduction to Sociology (3)
- SOC 215 - Introduction 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 and Procedure (3)
- SOC 496 - Seminar in Sociology (3)

Complete twelve credits from the following:

- SOC 230/PSY 230 - Social Problems (3)
- SOC 336/PSY 336 - Social Psychology (3)
- SOC 288 - Deviance (3)
- SOC 324 - Race and Nationality (3)
- SOC 370 - Social Stratification (3)
- SOC 421 - Sociology Internship (0-12)
- PSY 219 - Addiction (3)
- PSY 234 – Intro Counseling Theories & Tech (3)
- PSY 305 - Princ of Behavior Modification (3)
- PSY 416 - Psychopathology & Mental Hlth (3)

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

Complete the following cognate courses:

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

## Sociology Minor

Requirements for the Sociology Minor:

Complete 18 credits in sociology, including

- SOC 109 - Introduction to Sociology (3)

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## Spanish

*Offered on the Crete campus*

**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*
- 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 Amercn Civ & Cult (3)
- SPA 424 - Literature and Film of Spain (3) or
  - SPA 425 - Latin American Lit & Film (3)
- Study Abroad (12-17 credits)
- SPA 317 - Tchng Wrld Lang - Spanish I (0-2)
- SPA 321 - Tchng Wrld 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.



## Spanish Minor

### Requirements for the Spanish Minor:

Complete 18 credits of Spanish

*Excluding:*

- SPA 317 - Tch Wrld Lang - Spanish I (0-2)

- SPA 321 - Tch Wrld Lang - Spanish II (0-2)

15 credits must be at or beyond the 200-level

Students demonstrating advanced language proficiency may complete a 12-credit minor if courses are taken at the 300-level or above with the exception of ONE Spanish for professions course SPA 205, SPA 225, SPA 230

*Excluding:*

- SPA 317 - Tch Wrld Lang - Spanish I (0-2)

- SPA 321 - Tch Wrld Lang - Spanish II (0-2)

### 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.

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## Certificate in Spanish for Educators

The Certificate in Spanish for Educators (CSE) provides students with the opportunity to obtain a novice to intermediate level of proficiency in reading, writing, speaking, and listening in Spanish to be used in the educational context. The certificate provides pre-service teachers and students interested in anticipated educational careers or volunteer experiences with novice to intermediate levels of Spanish that would enable them to ask basic questions, share information with students and parents, and be familiar with school-related vocabulary.

### Requirements for the Certificate in Spanish for Educators:

Complete 12 credits

Complete 9 credits at the 102-level or above

- SPA 205 - Spanish for Educators (3)

## Certificate in Spanish for Business

The Certificate in Spanish for Business (CSB) provides students with the opportunity to obtain a novice to intermediate level of proficiency in reading, writing, speaking, and listening in Spanish to be used in the business context. The certificate provides future business professionals and students interested in anticipated business careers or volunteer experiences with novice to intermediate levels of Spanish that would enable them to ask basic questions, share information with clients and colleagues, and be familiar with business-related vocabulary.

Upon completion of the certificate, students will:

- be able to communicate both orally and written in Spanish at a novice or intermediate level of proficiency.
- possess sufficient Spanish language proficiency to communicate basic ideas and content.
- acquire and use vocabulary related to the business setting.
- understand some similarities and differences between the business systems in Spanish-speaking countries and the United States.
- understand relevant cultural information as it pertains to the business system.

### Requirements for the Certificate in Spanish for Business:

Complete 12 credits

- Complete 9 credits at the SPA 102 level or above
- SPA 230 - Spanish for Business (3)

## Certificate in Spanish for Healthcare

The Certificate in Spanish for Healthcare (CSH) provides students with the opportunity to obtain a novice to intermediate level of proficiency in reading, writing, speaking, and listening in Spanish to be used in the healthcare context. The certificate provides future healthcare professionals and students interested in anticipated healthcare careers or volunteer experiences with novice to intermediate levels of Spanish that would enable them to ask basic questions, share information with patients, families, and colleagues, and be familiar with healthcare-related vocabulary.

Upon completion of the certificate, students will:

- be able to communicate both orally and written in Spanish at a novice or intermediate level of proficiency.
- possess sufficient Spanish language proficiency to communicate basic ideas and content.
- acquire and use vocabulary related to the healthcare setting.
- understand some similarities and differences between the healthcare systems in Spanish-speaking countries and the United States.
- understand relevant cultural information as it pertains to the healthcare system.

## Requirements for the Certificate in Spanish for Healthcare

Complete 12 credits:

- Complete 9 credits at the SPA 102 level or above
- SPA 225 - Spanish for Healthcare (3)

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## Substance Use Counseling Minor

The Substance Use Counseling minor is designed to meet all of the requirements for licensure as a Provisional Licensed Alcohol and Drug counselor (PLADC) by the Nebraska Department of Human and Human Services - Professional and Occupational Licensure issue. According to the revised statutes for the Alcohol and Drug Counseling Practice Act (Neb. Rev. Stat.) (§§ 38-301 to 38-321), the PLADC requires documentation demonstrating successful completion of eight courses. Five of the courses needed for the PLADC are required for Human Relations majors: PSY 234 - Introduction to Counseling Theories and Techniques; PSY 259 - Lifespan Development; HRE 315 - Group Counseling; HRE 417 - Multicultural Counseling; HRE 428 - Ethics.

In addition, individuals pursuing the Provisional Alcohol and Drug Counselor license are required to obtain 300 hours of supervised clinical work experience providing alcohol and drug counseling services to clients. A six-credit internship (HRE 421) is included in the minor.

## Requirements for the Substance Use Counseling Minor (33 credits)

- HRE 232 - Case Planning and Management (3)
- HRE 315 - Group Counseling (3)
- HRE 318 - Medical Psychosocial Aspects of Addictions (3)
- HRE 321 - Clinical Treatment Issues in Chemical Dependency (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Internship Human Relations (0-12)
- HRE 428 - Professional Ethics and Issues (3)
- PSY 234 - Intro Counseling Theories & Tech (3)
- PSY 259 - Lifespan Development (3)
- PSY 416 - Psychopathology & Mental Hlth (3)

*Note: As previously stated, several courses listed above are also required by majors that align with the minor. Consequently, this would reduce the credits needed specifically for this minor. For example, a Human Relations major would need 18 additional credits to receive this minor as 15 of the 33 credits would be completed for the major.*

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## Theatre

*Offered on the Crete campus*

**Professor McKercher**  
**Professor Stander**

**Associate 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

### Requirements for the Theatre Major:

Complete 1 or 2.

#### Option 1

Complete the following courses:

- THE 101 - Introduction to the Theatre (3)
- THE 103 - Acting I (3)
- THE 108 - Introduction to Stagecraft (3)
- THE 109 - Introduction 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:

- ENG 362 - Shakespeare in the Renaissance (3)
- PED 101 - Physical Activity (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 - Adv Scenic and Costume Design (3)
- THE 314 - Actors and 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 - Introduction to Stagecraft (3)
- THE 109 - Introduction 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 Experience for Teaching Theatre (2)

One additional teaching major.

All requirements listed for Secondary Education.

## Theatre Minor

Requirements for the Theatre Minor:

Complete the following courses:

- THE 101 - Introduction to the Theatre (3)
- THE 103 - Acting I (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)

Complete the following cognate courses:

- ENG 362 - Shakespeare in the Renaissance (3)

Complete a minimum of two credits in:

- ATV 173 - Theatre (0-1)

- THE 108 - Introduction to Stagecraft (3)
- THE 217 - Fundamentals of Play Directing (3)

- THE 311 - Advanced Scenic and Costume Design (3)
- THE 312 - Light and Sound for the Stage (3)
- THE 318 - Advanced Directing (3)

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

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## Certificate of Integrated Humanities

Requirement: To complete the Certificate in Integrated Humanities, students must complete one of the following pathways:

### 1. Opioids and Addiction

- PSY 117 - Introduction to Psychology (3)
- BIO 101 - Introduction to Biology (4) or
  - BIO 111 - Energy and Systems (3)

- HUM 210 - Integrated Humanities (3)
- HUM 310 - Integrated Humanities (1)

### 2. Fear in the Present Age

- PSY 117 - Introduction to Psychology (3)
- BIO 101 - Introduction to Biology (4) or
  - BIO 111 - Energy and Systems (3)

- HUM 210 - Integrated Humanities (3)
- HUM 310 - Integrated Humanities (1)

### 3. Leading with the Liberal Arts

- CMS 112 - Small Group Communication (3) or
  - CMS 321 - Intercultural Commnctn (3)
- HUM 210 - Integrated Humanities (3)
- LDR 101 - Intro to Leadership Studies (3) or

- LDR 230 - Interfaith Leadership (3) or
  - BUS 365 - Ethics in Busn Envrnmnt (3)
- HUM 310 - Integrated Humanities (1)

### 4. Knowledge, Power, Ethics & Social Responsibility

- PSY 255 - Child and Adolescent Devlp (3) or
  - PSY 259 - Lifespan Development (3)
- LAR 202 - Integrtve Sem: Demcrcty & Div (3) or

- EDU 211 - Practicum IA (3)
- HUM 210 - Integrated Humanities (3)
- HUM 310 - Integrated Humanities (1)

# 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

*Offered on the Crete and Lincoln campuses*

**Assistant Professor of Practice Corr**  
**Assistant Professor of Practice Vrbka**

**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.

### Accreditation

Doane's Bachelor's degree program in Accounting is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## Accounting - Managerial

*Offered on the Crete and Lincoln campuses*

Requirements for the Accounting Managerial Major:

Complete the following 24 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 335 - Managerial Cost Accounting (3)
- ACC 411 - Systems/Applied Accounting (3)
- ACC 427 - Auditing (3)

Complete the following 9 credits of cognates:

- BUS 250 - Legal Environment of Business (3)
- BUS 365 - Ethics in a Business Environment (3)
- ECO 203 - Macroeconomics and Literacy (3)

## College of Business Residency Requirement

Six accounting credits at the 300/400 level (*excluding ACC 421*) must be completed through the College of Business at Doane University

## Accounting - Public

### Requirements for the Accounting - Public Major:

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)
- ACC 427 - Auditing (3)
- ACC 435 - Governmental and Not-For-Profit Accounting (3)

Complete the following 30 credits of cognates:

- BUS 217 - Business Communications (3) or
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Introduction to Marketing (3)
- BUS 365 - Ethics in a Business Environment (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 215 - Statistics for Economics and Business (3)
  - BUS or ECO elective at the 200 level or higher (3)

### College of Business Residency Requirement

Six accounting credits at the 300/400 level (*excluding ACC 421*) must be completed through the College of Business at Doane University

*Note: Students majoring Accounting - Public cannot also declare the Accounting - Managerial major.*

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

Any student interested in writing the CPA examination in Nebraska 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.

Complete all requirements for the Accounting major and the Public Accountant Emphasis (see above).

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 - Governmental Not-For-Profit Acct (3)

## Agribusiness

*Offered on the Crete and Lincoln campuses, and Online*

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.

### Accreditation

Doane's Bachelor's degree program in Agribusiness is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## Agribusiness

Requirements for the Agribusiness Major:

Complete the following 27 credits:

- AGR 100 - Introduction to Agribusiness (3)
- AGR 215 - Applied Ag Tech & Data Analysis (3)
- AGR 220 - Agricultural Economics (3)
- AGR 305 - Agricultural Futures and Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Advncd Ag Tech & Data Anlytcs (3)
- AGR 320 - Applied Agricultural Finance (3)
- AGR 325 - Agribusiness Sustainability (3)
- AGR 430 - Adv Agribusiness Management (3)

Complete the following cognate courses for 9 credits:

- BUS 242 - Management (3)
- ECO 215 - Statis for Economics & Business (3)
- EVS 105 - Intro to Natural Resources (3)

Complete three of the following courses for 9 credits:

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

## Agribusiness Minor

Complete the following 15 credits:

- AGR 100 - Introduction to Agribusiness (3)
- AGR 220 - Agricultural Economics (3)
- AGR 320 - Applied Agricultural Finance (3)
- ECO 215 - Statis for Economics & Business (3)
- EVS 105 - Intro to Natural Resources (3)

Complete two of the following courses:

- AGR 215 - Applied Ag Tech & Data Analysis (3)
- AGR 305 - Agricultural Futures and Options (3)
- AGR 310 - Agricultural Law & Policy (3)
- AGR 315 - Adv Ag Tech and Data Analytics (3)
- AGR 325 - Agribusiness Sustainability (3)

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## Business

**Associate Professor of Practice Zumpfe**  
**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.

## Accreditation

Doane's Bachelor's degree program in Business Administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## Business Administration

*All emphasis areas are offered on the Crete Campus.*

*General Business, Human Resource Management, and Management emphases are offered on the Lincoln Campus and Online.*

### Requirements for the Business Administration Major:

Complete the following 24 credits:

- BUS 217 - Business Communications (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Introduction 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 and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 215 - Statistics for Economics and Business (3)

Complete one emphasis chosen from the following:

#### Entrepreneurship

Complete the following 3 courses:

- ENT 201 - Intro to Entrepreneurship & Innvtn (3)
- ENT 301 - Innovt & Creative Ventre Design (3)
- ENT 495 - Launching Entreprenrl Ventr (1-3)

Choose one of the below courses

- ENT 401 - New Venture Experience (3)
- EGR 210 - Fundmntls Engineering Design (3)
- CMP 145 - Intro Program & Problem-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 Managmnt (3)
- ECO 307 - Money and Banking (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade and 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 and Development (3)
- BUS 418 - Human Resource Strategy (3)

#### International Business

- CMS 321 - Intercultural Communication (3)
- ECO 358 - International Trade and 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 - Contemp Issues 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)
- BUS 498 - Executing Business Strategy (3)
- Six Business credits at the 300/400 level (*excluding BUS-421*)

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

## Business Administration Minor

*Offered on the Crete and Lincoln campuses, and Online*

Complete the following courses:

- BUS 242 - Management (3)
- BUS 251 - Introduction 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 and Literacy (3)

## Finance Minor

*Offered on the Crete campus*

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 Managment (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 307 - Money and Banking (3)
- ECO 340 - Econometrics (3)
- ECO 358 - International Trade and Finance (3)

## Human Resource Management Minor

*Offered on the Crete and Lincoln campuses, and Online*

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 and 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

*Offered on the Crete campus*

- BUS 242 - Management (3)
- BUS 251 - Introduction to Marketing (3)
- BUS 357 - International Marketing (3)
- CMS 321 - Intercultural Communication (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 358 - International Trade and Finance (3)

## Management Minor

*Offered on the Crete and Lincoln campuses, and Online*

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

Offered on the Crete and Lincoln campuses, and Online

Complete the following courses:

- BUS 217 - Business Communications (3)
- BUS 251 - Introduction to Marketing (3)
- BUS 324 - Promotions Management (3)
- BUS 356 - Contemporary Issues Marketing (3)
- BUS 357 - International Marketing (3)

Choose one course from the following:

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

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## Economics

Offered on the Crete campus

**Professor Bossard**

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:

Complete the following 33 credits:

- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 215 - Statistics for Economics and Business (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 and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 303 - Intermediate Macroeconomics (3) or
- ECO 304 - Intermediate Microeconomics (3)

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## Entrepreneurship Minor

Offered on the Crete campus

**Assistant Professor of Practice Tschauner**

Complete the following courses:

- BUS 242 - Management (3)
- BUS 251 - Introduction to Marketing (3)
- ENT 201 - Intro Entrepreneurship & Innvtn (3)
- ENT 301 - Innovtn & Creatve Ventre Desgn (3)
- ENT 495 - Launching an Entrepreneurial Venture (1-3)

Students will pick from one 3 credit class below:

- EGR 210 - Fund of Engineering Design (3)
- ENT 401 - New Venture Experience (3)
- CMP 145 - Intro Program & Problem-Solv (3)

## Certificate in Entrepreneurship

This certificate is for non-BUS majors.

### Requirements for the Certificate in Entrepreneurship (12 credits)

Complete the following 9 credits:

- ENT 201 - Intro to Entrepreneurship & Innovation (3)
- ENT 301 - Innovation & Creative Venture Design (3)
- ENT 495 - Launching an Entrepreneurial Venture (1-3)

Students will pick from one 3 credit class below:

- EGR 210 - Fundamentals Engineering Design (3)
- ENT 401 - New Venture Experience (3)
- CMP 145 - Intro Program & Problem-Solving (3)

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## Leadership

Offered on the Crete and Lincoln campuses, and Online

Assistant Professor Cook

### 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.

## Leadership Studies Minor

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.

Complete the following courses:

- LDR 101 - Intro to Leadership Studies (3)
- LDR 201 - Leadership in Practice (3)
- LDR 401 - Leadership Externship (3)
- PHI 111 - Introduction to Ethics (3) or
  - BUS 365 - Ethics in Business Environment (3)

Complete six additional credits

- BUS 250 - Legal Environment of Business (3)
- BUS/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)
- PSY 336 / SOC 336 - Social Psychology (3)
- PSY 365 - Psychology of Personality (3)
- SOC 288 - Deviance (3)
- SOC 310 - Corrections (3)
- SOC 314 - Criminal Law and Procedure (3)
- SOC 324 - Race and Nationality (3)
- SVL 422 - Service Learning in a 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**

**Associate Professor Meyer**

**Associate Professor Sommervold**

**Assistant Professor Catlett**

**Assistant Professor Clouse**

**Assistant Professor Cooper**

**Assistant Professor Griesch**

**Assistant Professor McEntarffer**

**Assistant Professor Nofuente**

**Assistant Professor Pettit**

**Assistant Professor Rath**

**Assistant Professor Stuto**

**Assistant Professor Young**

## 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](#).

# 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 required content test(s) in endorsement area(s) to receive licensure.

## 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

Requirements for the Elementary Education Major:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 228 - Child, Youth and the Family (3)
- EDU 311 - Reading and Language Arts I (3)
- EDU 312 - Reading and 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 326 - Fine Arts Elementary Teachers (3)
- EDU 330 - Language Arts and Reading III (3)
- EDU 341 - Practicum ID (3)
- EDU 451 - Elementary Clinical Practice (8-12)

Complete the following cognate courses:

- CMP 201 - Instructional Technology (3)
- 3 credits of communication CMS course.
- 6 credits of English
- GEG 301 - Social-Cultural Geography (3)
- HIS 205 - History of the United States I (3) or HIS 206
- MTH 213 - Mathematics for Elementary Teachers I (3)
- MTH 214 - Mathematics for Elementary Teachers II (3)
- An additional 3 credits of mathematics
- PED 101 - Physical Activity Course (1) or HHP 106
- PED 104 - Theory of Lifetime Fitness (1)
- PED 450 - Health and Physical Education Methods for Elementary Students (PK-8) (2) (double majors of physical education and elementary education use PED 458)
- PSI 101 - American Politics (3) or PSI 105, PSI 216, PSI 234
- PSY 117 - Introduction to Psychology (3) or SOC 109
- 7-8 credits of Science (AST, BIO, CHM, EVS, GEG, GEO, PHY, PHS)
- An additional 3 credits of fine arts (art, music, theater)

*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 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 Prog for Exceptional Students (3)
- EDS 626 - Advanced Instructional Adaptations (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
- EDS 665 - Special Education Beg Tcher Seminar (3)

Elementary Education with a middle school or early childhood endorsement:

- EDU 628 - Reading & Writing Instruction for Second Language Learners (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 - Reading & Writing Instruction for Second Language Learners (3)
- EDU 663 - Reading & Writing in Content Area (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
  - EDU 665 - Sem Beginning 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.

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## Physical Education / Physical & Health Education

Associate Professor Meyer

### Physical Education

Complete the following courses:

- HHP 106 - CPR, First Aid, and First Respnldr (2)
- HHP 330 - Princ of Strength & Conditioning (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Applied Biomechncs (3)
- PED 101 - Physical Activity (1) (Two terms)
- PED 104 - Theory of Lifetime Fitness (1)
- PED 201 - Issues of Health and Safety (3)
- PED 228 - Teaching Dance in the Schools (2)
- PED 233 - Personal Performance Comp I (1)
- PED 234 - Personal Performance Comp II (1)
- PED 352 - Motor Learning and Develpmnt (3)
- PED 355 - Adapted Physical Education (3)
- PED 457 - Techniques of Teaching Physical Education (PreK-12) (4)
- PED 458 - Techniques of Teaching Physical Education and Health I (PreK-12) (3)
- PED 459 - Techniques of Teaching Physical Education and Health II (PreK-12) (4)

Complete the following cognate courses:

- BIO 111 - Energy and Systems (3)
- BIO 215 - Human Anatomy & Physiology I (4)
- CMP 201 - Instructional Technology (3)

One additional teaching major:

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

Complete the following courses:

- HHP 106 – CPR, First Aid, & First Responder (2)
- HHP 209 - Nutrition (3)
- HHP 330 - Princ Strength and Conditioning (3)
- HHP 345 - Exercise Physiology (4)
- HHP 346 - Kinesiology/Appld Biomechanics (3)
- PED 101 - Physical Activity (1) (Two terms)
- PED 104 - Theory of Lifetime Fitness (1)
- PED 201 - Issues of Health and Safety (3)
- PED 228 - Teaching Dance in the Schools (2)
- PED 233 - Personal Performance Comp I (1)
- PED 234 - Personal Performance Comp II (1)
- PED 320 - Tech of Tchng Health Education (3)
- PED 352 - Motor Learning & Development (3)
- PED 355 - Adapted Physical Education (3)
- PED 457 - Tech Tchng Phys Edu (PreK-12) (4)
- PED 458 - Techniques of Teaching Physical Education and Health I (PreK-12) (3)
- PED 459 - Techniques of Teaching Physical Education and Health II (PreK-12) (4)

Complete the following cognate courses:

- BIO 111 - Energy and Systems (3)
- BIO 215 - Human Anatomy & Physiology I (4)
- CMP 201 - Instructional Technology (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 259 - Lifespan Development (3)
- PSY 310 - Human Sexuality (3)

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## Special Education

Requirements for the Special Education Major:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading and Language Arts I (3)
- EDU 312 - Reading and Language Arts II (3)
- EDU 321 - Practicum IC (2)
- EDU 228 - Child, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDS 207 - Intro to Exceptional Children (3)
- EDS 236 - Curricula and Collaboration in Special Education (3)
- EDS 328 - Special Education Assessment (3)
- EDS 332 - Methods Secondary Special Ed (3)
- EDS 410 - The Collaborative and Inclusive Education (2)
- EDS 426 - Integration Special Ed Comp I (4)
- EDS 428 - Integration Special Ed Comp II (4)
- EDS 456 - Special Ed Clinical Practice (8-12)

Complete the following cognate courses:

- CMP 201 - Instructional Technology (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Tchrs 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

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## 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.

## Requirements for the Educational Studies Major:

Complete the following courses:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading and Language Arts I (3)
- EDU 321 - Practicum IC (2)
- EDU 228 - Child, Youth and the Family (3)
- EDU 415 - Educational Studies Seminar (2) or
  - CED 205 - Career Development (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 Teachers 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.

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## Coaching Endorsement

- HHP 106 - CPR, First Aid, and First Responder (2)
- HHP 221 - Fund in Athletic Training (2)
- HHP 330 - Principles Strength & Conditioning (3)
- PED 335 - Coaching Principles and Philosophy (3)

A minimum of two of the following courses:

- PED 308 - Coaching Basketball (2)
- PED 309 - Coaching Volleyball (2)
- PED 310 - Coaching Track and Field (2)
- PED 311 - Coaching Football and Wrestling (2)
- PED 312 - Coaching Tennis and Golf (2)
- PED 314 - Coaching Baseball and Softball (2)

A teaching major

## Early Childhood Endorsement

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Reading and Language Arts I (3)
- EDU 312 - Reading and 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 228 - Child, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDC 201 - Intro to Early Childhood Ed (3)
- EDC 425 - Methods for Young Children I (3)
- EDC 427 - Methods for Young Children II (3)
- EDC 447 - Sem in Early Childhood Education (3)
- EDC 457 - Early Childhood Clinical Practice (8-12)
- EDS 207 - Intro to Exceptional Children (3)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Teachers II (3)
- PSY 117 - Introduction 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 - English Comp II: Write in Context (3)
- ENG 231 - Lang in Community and Society (3)
- CMS 321 - Intercultural Communication (3)
- One semester of a foreign language
- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 321 - Practicum IC (2)
- EDU 341 - Practicum ID (3)
- EDU 325 - Methods Secondary Ed (2) or EDU 361
- ESL 325 - Methods I (3)
- ESL 326 - Methods II (3)
- ESL 455 - ESL Clinical Prac (8-12) or EDU 455

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 228 - Child, Youth and the Family (3)
- EDU 311 - Reading and Language Arts I (3)
- MTH 213 - Math for Elementary Teachers I (3)
  - or MTH 214 or EDU 318

## Middle School Endorsement

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 250 - Curriculum and Teaching Methodology in the Middle Grades I (3)
- EDU 350 - Curriculum and Teaching Methodology in the Middle Grades II (3)
- PSY 255 - Child & Adolescent Development (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 and Language Arts II (3)
- ENG 101 - English Comp I: Writing Seminar (3)
- ENG 231 - Lang in Community and Society (3)
- ENG 237 - Introduction to Literary Fiction (3)
- ENG 308 - American Literature and Identity (3)
- ENG 343 - Instructnl Meth Tch Sec Engl I (2)
- ENG 344 - Instructnl Meth Tch Sec Engl II (2)

Take one of the following:

- ENG 318 - Environmental Literature (3) or
  - ENG 301 - Stors Gender & Sexlty (3) or
  - ENG 330 - Divrse Voices & Views (3) or
  - ENG 239 - Narrative Medicine (3)

Take one of the following:

- ENG 102 - Eng Comp II: Writ in Context (3) or
  - ENG 285 - Creative Writing (3)

#### Mathematics:

- MTH 107 - Problem Solving (3)
- MTH 125 - Precalc: College Alg with Trig (4)
- MTH 213 - Math for Elementary Teachers I (3)
- MTH 214 - Math for Elementary Tchrs II (3)

- MTH 215 - Math Sec Middle School Tchrs (2)
- MTH 235 - Calculus I (4)
- MTH 218 - Geometry for Teachers (3)
- MTH 327 - Middle School Methods (2)

#### Social Studies:

- 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 - Introd 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 HIS 307 choices)
- 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 - Biological Inquiry Lab (3)
- BIO 111 - Energy and Systems (3)
- BIO 212 - Genetics and 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 Language Learners (3)

- EDU 602 - Assessment Learning (3)
- EDU 663 - Reading & Writing in Content Area (3)
- EDU 665 - Sem For Beginning Teachers II (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 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 (8-12) or
  - EDU 455 - (K-12) Clinical Pract (8-12)
- EDU 454 - Secondary Student Teaching Seminar (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
- 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*
- *History*
- *Theatre*
- *English*
- *Physical Education*

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 Instruction for Second Language Learners (3)
- EDU 602 - Assessment Learning (3)
- EDU 663 – Reading & Writing in Content Area (3)
- EDU 665 - Seminar For Beginning Teachers II (3)

Secondary/Special Education:

- EDS 626 - Advanced Instructional Adaptations (3)
- EDS 622 - School Program for Exceptional Studs (3)
- EDU 663 - Reading and Writing in Content Area (3)
- EDS 665 - Special Ed Beginning Tcher Sem (3) or
  - EDU 665 - Sem For Beginning Tchrs II (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: 1) Understand and use the accounting equation; 2) Prepare and understand basic financial statements; 3) Complete all steps of the accounting cycle; 4) Account for merchandising transactions; and 5) 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: 1) Identify types of costs and their behavior; 2) Employ cost accounting systems, such as job order, process and activity-based costing; 3) Perform cost-volume-profit analysis; 4) Use relevant cost data to make short-term and long-term decisions; 5) 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: 1) Understand the concepts of accrual accounting and Generally Accepted Accounting Principles; 2) Perform all steps of the accounting cycle, with emphasis on adjustments; 3) Construct and analyze the Balance Sheet and Income Statement; 4) 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: 1) Record, classify, compute and present current and long-term liabilities; 2) Record, classify, compute and present transactions related to equity, such as stock options, dividends and treasury stock; 3) Organize data to construct a Cash Flow Statement; 4) 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:** ACC 104 with a C- or higher or permission 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: 1) Describe and identify the determinants of taxable income under US tax laws regarding individual taxpayers; 2) Identify permitted statutory exclusions and deductions under US tax laws regarding individual taxpayers; 3) 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; and 2) multinational accounting issues, including foreign currency transactions; and 3) partnerships. Upon successful completion of this course, students will be able to: 1) Combine and consolidate the financial statements of two entities; 2) Analyze and record partnership transactions; 3) 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: 1) Identify, estimate, and analyze costs and cost behavior; 2) Apply differential analysis to pricing and production decisions; 3) Assign costs and differentiate among the following systems: Job order, Process, Activity-based; 4) Apply activity-based cost management and business unit performance to improve operations & evaluate performance; 5) Prepare and interpret budgets and variances

### **ACC 411 - Systems/Applied Accounting (3)**

**Prerequisite:** ACC 104 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: 1) Explain the purpose and importance of an accounting information system; 2) Identify and illustrate the collection and processing of accounting data in an accounting information system; 3) Describe why information technology is important to accounting and auditing; 4) Perform basic business processes using an accounting software package.

### **ACC 415 - Tax Accounting II (3)**

**Prerequisites:** ACC 231 and ACC 315 with a C- or higher, or permission This course provides an introduction to numerous business entities and the most important tax principles and business federal taxation concepts used in preparing taxes for sole proprietors, partnerships, "C" corporations, "Subchapter "S" corporations and limited liability companies (LLC).

### **ACC 421 - Accounting Internship (0-12)**

See page 48 for course description.

### **ACC 427 - Auditing (3)**

**Prerequisite:** ACC 231 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: 1) Demonstrate an understanding of the purpose of an audit and the value an audit provides; 2) Define, identify and describe the three concepts that underlie the audit process; 3) Apply the concepts of materiality, audit risk and evidence to the audit; 4) 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: 1) be familiar with various certifications available to accountants; 2) understand the specific topic areas and skills that will be necessary for passing each part of the CPA Exam, plus the Ethics Exam; 3) develop a specific plan/strategy to study for and pass the Exam in terms of both timing of each section and content coverage; 4) develop the independent study habits/discipline necessary to successfully pass required certification exams (CPA and others); 5) 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; and 6) 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: 1) Compare and contrast financial reporting objectives of governmental and other not for profit (NFP) organizations to those of commercial organizations; 2) Explain and apply the modified accrual basis of accounting used by state and local governments; 3) 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; 4) 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: 1) Describe significant rules and regulations of the Nebraska State Board of Public Accountancy; 2) Identify the sections and topics of the CPA Exam and develop a study plan to successfully complete the exam; 3) Identify various career options in accounting; 4) 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 170 - E-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: 1) understand principles of agribusiness management and apply them to the current issues in the agri-food system, 2) learn how firms and organizations are planning, making decisions, organizing, leading, and managing in agribusiness, 3) identify how agribusiness management functions and strategies help firms to maximize profits by using limited resources efficiently, 4) 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: 1) understand the value of information collected through technology, 2) examine data cleaning and modeling concepts, 3) interpret the results of data analysis, and 4) 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: 1) explain various factors that impact the agricultural commodity market, 2) apply and differentiate supply-side economics and demand-side economics to various commodity market scenarios, 3) discuss how consumers, producers, the government, the environment, and world trade are interconnected in agribusiness economics and policy, and 4) evaluate how economic factors impact agricultural consumption and production, as well as all aspects of the food supply chain.

### **AGR 240 - Applied Agribusiness Management (3)**

**Prerequisite(s): AGR 100** This course requires learners to identify an area or topic important to employers which will mutually benefit the learner and the employer. Once identified, the learners will create a plan of action to address the identified area of improvement. Learners will research the topic, write a report of findings and resources, and present the findings to all interested parties.

### **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: 1) apply economic principles to problems encountered in agribusiness, 2) utilize advanced tools to assist agribusinesses in managing risks, 3) use critical thinking and problem-solving skills when analyzing economic policy solutions to agriculture and food issues, and 4) 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: 1) examine how farm programs and international trade play an important role in agribusiness, 2) discover how state and federal law impacts agribusiness, 3) determine how agribusinesses can utilize laws and policies to manage risk, and 4) 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: 1) describe current and emerging technologies employed in agribusiness production, 2) explore how technology is currently employed to gather data, 3) understand how data is converted to information and is utilized in the agribusiness decision making process, and 4) evaluate current topics and trends in the use of 4 technologies and data gathering in agribusiness.

### **AGR 320 - Applied Agricultural Finance (3)**

This course surveys financial concepts and analytical tools used in agribusiness. Students will be exposed to various financial statements and begin formulating the purpose of these financial statements in the day-to-day operation of agriculturally based businesses. This course includes financial mathematics, financial and operational planning, and management, along with capital

budgeting. Upon completion of this course, participants will be able to: 1) read and interpret financial statements, 2) evaluate capital structure, leverage, and financial risk, 3) explore financial trends in agriculture.

### **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: 1) determine the environmental impacts of agribusiness decisions, 2) analyze global issues that have an economic impact on agricultural development, 3) evaluate the influence of diverse opinions that various stakeholders have on agribusiness sustainability, and 4) 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: 1) conduct financial planning and feasibility analyses to gain a deeper understanding of the relationship between production, profitability, and technology adoption, 2) read and interpret financial statements, 3) evaluate capital structure, leverage, and financial risk, 4) understand credit risk assessment, 5) analyze ownership and leasing options for real and personal property, and 6) explore financial trends in agriculture.

### **AGR 421 - Agribusiness Internship (0-12)**

See page 48 for course description.

### **AGR 430 - Advanced Agribusiness Management (3)**

**Prerequisite(s): 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: 1) justify strategic decisions made over the course of time for a simulated company, 2) identify and comprehend complex agribusiness issues by analyzing financial statements, 3) collect and use evidence to effectively analyze and resolve strategically relevant issues and problems, 4) create and apply operational strategies for a simulated company, and 5) 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 1) practice working with color contrast and creating volume and depth through color volume shading; 2) understand techniques for working with acrylic paints and mediums; 3) understand the work of a significant 20th century artist by copying a work and researching the artist; and 4) use the artistic process to develop their own concept and color scheme and then execute their own creative work.

### **ART 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 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 1) Characteristics of the middle school and high school student; 2) Classroom management; 3) Applying and sequentially building on the elements and principles of art; 4) The development of a curriculum for foundation classes; 5) Integration of technology and multicultural lessons; 6) Developing rubrics to analyze student work; 7) 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 48 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 - Biological Inquiry Lab (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 and Systems (3)**

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 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.

### **BIO 126 - Biology II (4)**

Knowledge of Biology I or equivalent is recommended to be 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.

### **BIO 202 - Biology Career Seminar (1)**

**Prerequisites: BIO 110, BIO 111, and BIO 212, 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 212 - Genetics and 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 215 - Human Anatomy and Physiology I (4)**

**Prerequisite: Must have a C- or better in BIO 111 or permission** 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: Must have a C- or better in BIO 110, BIO 111, and BIO 215, or permission** 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 220 - Phage Genome Annotation (2)**

Students will build on data collected in BIO 110 by assembling and annotating the genomes of one or more bacteriophage isolated in the fall by BIO 110 SEA-PHAGES students. During the course, students will complete one or more genome annotations that will be released to the larger scientific community through the National Center for Biotechnology Information's GenBank database. Students will gain hands-on-experience working with raw sequencing data, calling genes, and assigning gene functions. Students will gain a broader understanding of the kinds of information available in biological sequence databases and how that information is generated. Students will demonstrate the ability to evaluate the available information and use it appropriately.

### **BIO 265 - 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.

### **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 212) 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 303 - Introduction to 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.

### **BIO 308 - Animal Behavior (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 313 - 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 health students completing this course will understand the disease-causing mechanisms of a representative group of pathogenic microorganisms, how these microbes are transmitted and the relevant control techniques, as well as how the body defends itself from pathogen invasion. Includes integrated laboratory.

### **BIO 314 - Human Anatomy for Health Professions (4)**

**Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIO 125, BIO 126 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.

### **BIO 316 - Introduction to Computational Biology (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 - Immunology (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 320 - Botany (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212 or permission** This class might be more accurately called plant behavior. As plants can't easily move, they have an extremely large array of coping mechanisms. Students will learn how plants communicate with each other, herbivores, predators, fungi, bacteria, and humans to get them to do the plant's bidding. This class covers major taxa, growth forms, anatomy, reproduction, communication, competition, and ecology of

plants. Students will explore how humans have bent plants to our will in the form of modern agriculture and where that future lies. This class will help students redefine their understanding of communication, growth, movement, and cooperation across all biological domains.

### **BIO 323 - Phage Genome Publication (2)**

Students will work together to write and submit a publication to the peer-reviewed journal Genome Announcements. This class builds on work done in BIO 220 Phage Genome Annotation. Students will conduct comparative genomics analysis of the phage genomes annotated in BIO 220. Then, they will work together to write and submit a manuscript describing those genomes to a scientific journal. Upon completion of the class, students will be able to conduct background literature searches, perform critical reading to evaluate sources, and outline and write a scientific publication according to a journal's specific requirements. Additionally, students will gain valuable first-hand understanding of what it means for an article to be "peer-reviewed". Students in the class will be named as authors on the resulting publication.

### **BIO 324 - Human Physiology for Health Professions (4)**

**Prerequisite: For successful completion of this course, it is recommended that students are familiar with BIO 125, BIO 126 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.

### **BIO 326 - Comparative Anatomy (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 has 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 330 - Zoology (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212 or permission** Zoology is the study of animals including their taxonomy, anatomy, and behavior. Students will study population, community, and ecosystem interactions. Students will consider how animals survive across the globe, compete, and reproduce. Students will examine how animals move energy and matter through the ecosystem. Students will explore how animals have been genetically engineered through domestication and later through direct gene manipulation to serve in animal agriculture and as pets.

### **BIO 334 - Cell and Developmental Biology (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212 or permission.** Cell and Developmental Biology studies the cellular processes and mechanisms involved in the development of animals from the moment the egg is fertilized by a sperm. A foundation in cellular processes, including cell migration, differentiation, communication, growth control, gene expression, polarity and death, is essential to fully describe the development of a multicellular body plan. An understanding of these cellular processes will facilitate a detailed exploration of gametogenesis, fertilization, gastrulation, morphogenesis, pattern formation, and organogenesis. Students completing Cell and Developmental Biology will understand typical cellular processes and be able to apply them to the process of developing a multicellular animal from a single cell.

### **BIO 335 - Molecular Biology (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 212, 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 340 - Evolution (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 342 - Ecology (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212 or permission** Ecology is the study of how organisms interact with their environment, their ecosystem, community and populations. The course examines the flow of energy and matter through, within, and between ecosystems. We will map the cycles of populations as they interact with each other and the changing climate. Ecology is the foundational cornerstone of study for understanding the environment and no system in ecology can be examined without comprehensively reviewing interactions with other systems.

### **BIO 343 - Climate Change Biology (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 344 - 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.

### **BIO 345 - Conservation Biology (3)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 212, 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 will address the mechanisms, history and societal impact of infectious disease on the global population. The primary focus of this course will be on the virulence and spread of disease through a biological, epidemiological and public health focus. In addition to discussing a variety of known disease causing pathogens, special attention will be paid to emerging infectious diseases through discussions about zoonotic infections, the role climate change plays in the emergence and reemergence of infectious diseases, public health policy surrounding disease and pandemic preparedness and the development of new therapeutics. Other topics in the course will include vaccinations, bioterrorism, virulence mechanisms and pathogenesis and the overuse of antibiotics. 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 212, 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 - Advanced Genetics and Functional Genomics (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 subdisciplines 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 354 - 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.

### **BIO 355 - Human Anatomy (4)**

**Prerequisites: Must have a C- or better in BIO 110, BIO 111, and BIO 212, 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 212, CHM 125 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 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.

### **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 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 48 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 (2-4)**

**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 496 - Biology Research III (2-3)**

**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.

## **Business**

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

A survey course that introduces the functional concepts of business in terms of economic systems, global markets, corporate social responsibility, and the importance of small business to the American business system. Although the functional areas of business will be the core of the course, it is not intended to present those areas in depth. Instead, all functional areas will be addressed using a stakeholder lens allowing students to become familiar with how and why businesses operate the way they do. Students successfully completing this course will be able to: 1) demonstrate a basic understanding of business, 2) define capitalism and explain the basics of how free markets work, 3) discuss the forces that affect trading in global markets, 4) define corporate social responsibility and its impact upon various stakeholders, and 5) discuss the importance of small business in the American economy. **This course is intended for non-business majors and does not count toward the 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: 1) produce professional written documents, including emails, business letters, and executive summaries and 2) 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 1) use analytical and creative thought processes to analyze financial decisions; 2) identify and understand the finance component of the business environment; 3) identify and understand the relationship between the finance function and other functions in business; 4) convey both simplistic and complex financial information using appropriate terminology and language, and presentation methodology; and 5) recognize ethical issues involved in various financial situations.

### **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 1) identify the four management functions and the related skills that ensure managerial success, 2) explain the concept of organizational mission and its influence on strategic goal setting and planning, 3) discuss the importance of leadership within organizations facing an ever-changing global business environment, 4) discuss motivation theory and its link to organizational success, and 5) explain the process of organizational control.

### **BUS 250 - The Legal Environment of Business (3)**

**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 1) be able to identify specific spheres of business within which the law requires certain behavior of businesses and individuals and the consequences of failing to adhere to these requirements, 2) become familiar with specific legal terminology, and 3) practice the identification and analysis of professional and personal legal issues within the context of business.

### **BUS 251 - 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: 1) understand the concepts of value and relationships from the perspectives of customers, producers, and society; 2) demonstrate an understanding of the power and importance of branding strategy related to creating brand equity; 3) 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 1) understand the concept of consumer behavior from the perspectives of buying, using and disposing; 2) study, practice and analyze various models of consumer decision making; 3) evaluate methods of manipulating the environment in an effort to cause consumer behavior; 4) learn how human needs, motives, personality, attitudes and other internal factors impact consumer behavior; 5) practice models of consumer learning; and 6) explore how family, culture and subculture impact consumer behavior.

### **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: 1) Develop an understanding of the principles of effective performance management. 2) Learn how to decide on and communicate strategic performance goals and priorities. 3) Create effective performance management policies and practices to improve organizational and employee performance. 4) Reflect on a number of the tools that are critical to the success of the performance management process and know how to design them. 5) 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 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, and 4) apply the theoretical concepts of organizational behavior to simulated business situations.

### **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 1) understand the strategic and tactical aspects of marketing communications; 2) evaluate various marketing models; 3) analyze many forms of promotion-from direct mail and newspaper ads to blogs and Facebook promotions; 4) assess techniques for measuring advertising effectiveness; and 5) demonstrate creative techniques to bust through cluttered promotional media.

### **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 1) the guidelines established for disciplinary actions, hiring, firing and promotion; 2) the legal response to sexual harassment in the workplace; 3) the responsibility of the employer to provide safe working conditions; 4) equal employment opportunity law; and 5) the legal issues as they pertain to physical, mental, and emotional illness and disability.

### **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: 1) Recognize both mediation and negotiation theory. 2) Employ negotiation tactics that result in win-win scenarios for both the

negotiator and the client. 3) Formulate preferred negotiation tactics, as well as increase overall recognition of negotiation tactics. 4) 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: 1) understand marketing theories which are timeless and relevant, 2) recognize and evaluate contemporary issues facing marketers in today's dynamic marketplace, 3) explain how contemporary marketing practice is emerging and being managed, its major opportunities, limitations, issues and risks, 4) analyze existing literature to gain insight into selected current and future issues that will impact business and marketing, 5) understand tools necessary to adapt opportunistically in fluid markets, 6) recommend and compose responses to existing or potential marketing issues, and 7) 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: 1) Become more globally aware, 2) Build skills related to strategic planning and organizing for global markets, 3) Explain and evaluate how products and services can be adapted to reflect international differences, 4) Understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market.

### **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 1) identify and differentiate the characteristics of the most common financial securities and markets, 2) apply financial tools and theories to measure risk and return associated with single securities as well as portfolios of securities, and 3) analyze risk and return factors that are relevant when making investment decisions.

### **BUS 415 - Leadership in Organizations (3)**

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

### **BUS 418 - Human Resource Strategy (3)**

**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 1) explain the relationship of human resource strategy with overall organization strategy; 2) describe how an organization's external and global environments directly and indirectly impact strategic human resource management decisions; 3) elucidate strategies for effective recruitment, selection, and retention of employees; 4) discuss ways to increase productivity through organizational restructuring, job design, and effective leadership; and 5) delineate the characteristics of a good disciplinary climate.

### **BUS 421 - Business Internship (0-12)**

See page 48 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: 1) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; 2) critically examine and analyze the business of banking and the role of government regulation of the banking industry; 3) understand the structure of global financial markets; and 4) increase their understanding of several categories of financial institutions.

### **BUS 453 - Marketing Communications Campaigns (3)**

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

### **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: 1) identify and use financial tools and theories associated with risk management, capital structure and dividend policy, option theory, valuation and capital budgeting, and other special topics, 2) apply and analyze evidence derived from financial tools and theories, and 3) recommend action steps that will lead to stronger long-term financial health for domestic and multi-national corporations.

### **BUS 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 1) identify and comprehend complex, business strategy related issues and problems, 2) collect and use evidence to effectively analyze and resolve strategically relevant issues and problems, 3) develop strategic initiatives appropriate for their simulation company, 4) create sophisticated strategic plans, and 5) demonstrate enhanced critical thinking, communication, and teamwork skills.

### **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 1) effectively analyze a firm's performance in a controlled environment, 2) complete accurate, detailed written analyses of industry movements and individual firm performance within that industry, and 3) understand how the various components of a competitive environment interact and what strategic directions to take based on those interactions.

## **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 212 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 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.

## **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 125L - General Chemistry I Lab (0)**

Through lab experience, students will learn and use hands-on techniques of measurement common in a chemistry laboratory and scientifically investigate concepts related to physical properties, stoichiometry, thermochemistry, and the gaseous state of matter.

**Pass/Fail. Offered concurrently with CHM 125 for on ground students**

### **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 126L - General Chemistry II Lab (0)**

Through lab experience, the student will utilize the skills acquired from General Chemistry I Lab to scientifically investigate concepts related to properties of liquids and solutions, chemical kinetics, equilibrium, acid-base chemistry, and thermodynamics. **Pass/Fail.**

**Offered concurrently with CHM 126 for on ground students**

### **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 205L - Organic Chemistry I Lab (0)**

Through lab experience, students will learn hands-on techniques such as extractions, distillations, NMR, Mass spectroscopy, IR to perform and monitor reactions similar to those being discussed in the lecture portion of the course. **Pass/Fail. Offered**

**concurrently with CHM 205 for on ground students**

### **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 as characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy.

### **CHM 206L - Organic Chemistry II Lab (0)**

**Prerequisites:** CHM 205L Through lab experience, students will be expected to calculate, setup, run, purify, and analyze reactions using the techniques learned in CHM 205L. These labs will correlate to the material in the lecture portion of this course.

**Pass/Fail. Offered concurrently with CHM 206 for on ground students**

### **CHM 215 - Lab Experiments in Organic Chemistry I (1)**

**Prerequisite(s):** Organic chemistry 1 This course provides hands-on and virtual organic chemistry lab experiments designed specifically for distance learners. In this course students will gain competencies in organic chemistry modeling, synthesis, physical and spectroscopic characterization of molecules.

### **CHM 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.

### **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 303L - Analytical Chemistry Lab (0)**

Through this lab, students will gain experience using both traditional and modern analytical techniques to quantify the amount of chemicals in samples of interest. Students will also learn how to quantify the uncertainty of a measurement, interpret the meaning of that uncertainty, and in general how to collect meaningful quantitative data. **Pass/Fail. Offered concurrently with CHM 303 for on ground students**

### **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 322L - Instrumental Analysis Lab (0)**

**Prerequisite:** CHM 303L Through lab experience, students will learn how to build a colorimeter from simple electronic components, how to control modern instruments, determine how instrumental parameters are affecting their data, and how to trouble shoot common instrumental problems. **Pass/Fail. Offered concurrently with CHM 322 for on ground students**

### **CHM 326 - Inorganic Chemistry (4)**

**Prerequisite:** 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 326L - Inorganic Chemistry Lab (0)**

Through lab experience, students will get experience in synthesis and characterization of a wide variety of inorganic materials, including coordination compounds, and learn about the structure and reactivity of these compounds. Students will gain experience with wet-chemistry based synthesis techniques as well as high-temperature methods. **Pass/Fail. Offered concurrently with CHM 326 for on ground students**

### **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 330L - Biochemistry I Lab (0)**

Through lab experience, students will learn and use hands-on techniques for separating, detecting, and analyzing biomolecules, such as proteins, carbohydrates, lipids and DNA; determining enzyme kinetics; and, studying metabolic intermediates. **Pass/Fail. Offered concurrently with CHM 330 for on ground students**

### **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 48 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 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.

## **Communications - New Media**

### **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 - Introduction to 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 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 223 - Editing and Design (3)**

**Prerequisite:** CMM 113/ENG 113. An introduction to the theory and practice of copy editing 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 232 - 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 - 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 - Creative Writing (3)**

**Prerequisite:** ENG 101. **(Cross-referenced with ENG 285.)**

This course will engage students in the craft of storytelling. They will practice both fiction and creative nonfiction, learning to apply techniques associated with each genre for the benefit of writing in both genres. They will also identify and evaluate important distinctions between the two, notably the nonfiction writer's burden of accuracy and authenticity. Deliberate focus on the acquisition and value of narrative knowledge will enable students to articulate how stories work and why this knowledge matters to life and work beyond the page.



### **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 - Doane Brand Ambassadors (1)**

**Prerequisite(s): CMM 113 and CMM 238 and Sophomore standing or above.** Supervised work experience in new media and marketing within Doane. Students will gain practical hands-on experience that can include using a variety of media to produce marketing materials, performing audience and market analysis, and managing stakeholder relationships for Doane University.

### **CMM 313 - Screenwriting (3)**

**Prerequisite: CMM 238. (Cross-referenced with THE 313.)** This course is an overview of writing screenplays for motion picture film, television and commercials. It will examine the art of storytelling using the standard three-act screenplay structure and relates fundamental principles, including script format, structure, plot points, and character development, to sample scripts, films, and exercises.

### **CMM 325 - Documentary and Essay Production (3)**

**Prerequisite(s): CMM 113, CMM 232, CMM 238** In this course, students will learn how to produce non-fiction research-based films. Students will learn the process and ethics of documentary and essay production, including: how to select an appropriate subject; how to report and write for this genre; major approaches to storytelling in this genre; how to shoot and edit documentaries in a way that aligns with the filmmakers' aesthetic and narrative purpose; and the ethics surrounding the myriad decisions during the documentary production, including filmmaker-subject relationships and the impact of framing and editing decisions.

### **CMM 335 - Investigative Journalism (3)**

**Prerequisite(s): CMM 113, CMM 360** Students will learn the process and ethics of investigative journalism, of identifying, developing, and reporting out stories about topics that are important, not well understood, hidden, and/or that are not well covered by the 24-hour news cycle. After completing Investigative Journalism, students will, among other things, learn how to: select a subject to investigate; identify, cultivate, and interview sources; identify, search, and, if necessary, request public records; package and present the findings for a variety of platforms; and work on a team.

### **CMM 336 - Film for Social Change (3)**

Students will learn how film can be used to promote social change by analyzing social-advocacy films and by collaborating to produce a short film of their own. In this course, students will learn: how films have sparked and stymied social change in the United States and abroad; select an appropriate topic; major approaches to storytelling in this genre; shoot and edit documentaries in a way that aligns with the filmmakers' purpose; the ethics of making films that advocate social change; and, broadly, learn about and interrogate the impacts of film on society.

### **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 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 - New Media Internship (0-12)**

See page 48 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 495 - Capstone and Seminar, New Media (3)**

This course is designed to synthesize the knowledge, values and skills acquired in the major. Assignments include completion of the final new media portfolio and an advanced project, a culminating collaborative experience. Students who complete this course will demonstrate the competence necessary for entry into the journalism/media success in the new media field.

## **Communication Studies**

### **CMS 105 - Fundamentals of Communication (3)**

This survey course introduces students to foundational concepts, processes, theories, and models of the human communication process. Using critical thinking and reflection, students will develop skills in public speaking, interpersonal communication, teamwork, leadership, conflict resolution, media analysis, persuasion, and communication ethics. Students will learn major theories and principles of communication by applying them to issues of the day.

### **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 - Measurement, Statistics, and Research Methods (3)**

**Prerequisites: CMS 105 or CMM 113 /ENG 113** Many industries need to make good messaging decisions, yet few people understand how to collect relevant data, make sense of the data they have, or apply those insights to decisions about messaging. Students in Measurement, Statistics, and Research Methods will learn how to do all three. Students will learn methods for and actually design and conduct their own qualitative and quantitative data collection; how to appropriately analyze those data using a variety of qualitative (e.g., grounded theory content analysis) and quantitative methods (chi-squared analysis, independent-samples t-test, the ANOVA family, Pearson's product-moment correlation, and multiple linear regression); and interpret and report those data in various media for scientific and non-scientific audiences.

### **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 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 1) define the various theories included in the area of organizational behavior; 2) identify and comprehend complex organizational behavior issues and problems; 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues; and 4) apply the theoretical concepts of organizational behavior to simulated business situations.

### **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 335 - Communicating Science (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 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 48 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.

## **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, Desk-top 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: 1) Describe several applications of computing and its underlying algorithms where social issues that have ethical dimensions exist; 2) Critically think through and provide an argument for ethical decisions related to social issues arising from computing; 3) 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 or permission** 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)**

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 - Circuits and Electronics (4)**

**Prerequisites: MTH 235 / 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 and Junior/Senior standing, or permission** This course explores software development operations (DevOps) currently used by organizations. At the end of this course, students will be able to: 1) Define DevOps; 2) Describe the necessary phases of an organization's DevOps; 3) Compare and contrast current DevOps platforms, practices and tools used to provide continuous integration and continuous deployment (CI/CD) of software; 4) Gain experience with current DevOps platforms, practices and tools.

### **CMP 355 - Machine Learning (3)**

**Prerequisites: CMP 145 and junior / senior standing, or permission** This course provides a broad introduction to machine learning. Topics include: classification with neural networks and decision trees, different methods of training networks, and deep learning with a variety of systems, such as convolutional neural networks. We will apply these models to several domains such as motion picture recommendations, handwriting recognition, and computer vision. Upon completion of the course, students should be familiar with machine learning in the Python programming language, and be able to create, train, and use machine learning systems to solve at least one real-world problem.

### **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 145 and Junior/Senior standing, or permission** 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 48 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 - Career Development (0-1)**

This course serves as an introduction to and furtherance of one's career development that is concerned with career research, job seeking skills, and Doane's internship for credit program requirements.

## 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).

*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:*

1. By attaining an Enhanced ACT math score of 19 or higher
2. By attaining an SAT math score of 530 or higher
3. By passing Doane's Computational Skills Test
4. By completing DSS 090 with a grade of C- or higher
5. By transferring credits that are equivalent to DLC 090/DSS 090 or college-level mathematics
6. Three years of high school math with C- or higher

### **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.**

### **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 Mastery (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.

## 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: 1) apply economic concepts including opportunity costs, circular flow, production possibilities, and comparative advantage, 2) use the concepts of supply and demand to describe markets, 3) interpret major macroeconomic indicators including GDP, inflation, and unemployment, 4) use the aggregate supply/aggregate demand model to analyze macroeconomic problems and the monetary and fiscal policy options, and 5) 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: 1) use the concepts of supply and demand, both graphically and algebraically, to analyze markets, 2) calculate and interpret various elasticities and explain the roles they play in the supply and demand model, 3) use the theory of utility maximization to analyze consumer decision-making, 4) explain how cost structures differ in the short-run and the long-run, 5) analyze various market structures in terms of their economic performance, and 6) explain hiring decisions in various labor markets.

### **ECO 215 - 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: 1) understand sampling methodology and bias when collecting data, 2) conduct descriptive analysis of a dataset with tabular, graphical, and numerical methods, 3) conduct inferential analysis using probability, hypothesis testing, and confidence intervals, and 4) 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 macroeconomy and the determination of national income in a market-oriented system. Students successfully completing this course will be able to 1) discuss both the long run classical model and macroeconomic growth theory; 2) describe various macroeconomic measurement techniques and issues; 3) explain the short run Keynesian model; 4) discuss the difficulties inherent in macroeconomic policymaking, both monetary and fiscal; and 5) understand the role of presidential leadership in economic policy making.



### **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 1) use indifference curve analysis to understand utility maximization; 2) explain cost theory and use production isoquants in microeconomic analysis; 3) discuss the theory of the firm in competition, monopoly, and oligopoly; and 4) 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 1) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; 2) critically examine and analyze the business of banking and the role of government regulation of the banking industry; and 3) describe and evaluate Federal Reserve monetary policy in both a domestic and international setting.

### **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 1) understand the characteristics, functions, and interactions of public and private institutions; 2) explain fundamental economic theory and terminology as it relates to public finance; 3) apply economic theory to current policy problems; and 4) analyze and apply economic data to the study of a public policy problem.

### **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 1) understand economic theory and terminology as they relate to issues of environmental quality; 2) apply economic theory, where appropriate, to various environmental problems; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to environmental problems; 4) appreciate the global dimension of environmental issues; and 5) analyze and evaluate environmental policy proposals to determine feasible solutions.

### **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 1) understand economic theory and terminology as they relate to health care; 2) apply economic theory to health care problems and issues; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to health care problems and issues; and 4) analyze and evaluate various health care policy proposals to determine feasible solutions.

### **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 1) understand economic theory and terminology as they relate to the problems of economic development; 2) apply economic theory to the problems of economic development; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to economic development problems; 4) understand global economic perspectives and interactions, especially among countries of the world struggling with resource allocation issues; and 5) 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 1) understand simple and multiple linear regressions; 2) test economic theory through the use of econometric methods; 3) analyze economic data and forecast change; and 4) 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 1) demonstrate understanding and application of partial and general equilibrium models of international trade; 2) explain the concept of comparative advantage and its determinants; 3) evaluate the effects of international trade policies on economic welfare and relevant markets; 4) identify risks associated with doing business globally; 5) recommend financial tools that can be used to reduce risk; and 6) apply the theoretical material to critically evaluate real world issues in international trade and finance.

### **ECO 421 - Economics Internship (0-12)**

See page 48 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 1) understand contributions to economic theory and policy in the post-World War II era along with controversies currently being debated in the discipline, 2) learn how to conduct research in economics, and 3) complete a research project in economics.

## **Education**

### **EDU 101 - Introductory Education Seminar (3)**

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 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 221L - CORE Preparation (0)**

**Prerequisite(s): Enrollment in EDU 221 or permission of the Division Chair** This course 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 228 - Child, 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 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 326 - Fine Arts for Elementary Teachers (3)**

**Prerequisite(s): Elementary Education major with junior standing or permission.** A study of the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. The course is designed to prepare prospective elementary teachers to demonstrate competence in knowing, understanding, and applying their knowledge of fine arts in the elementary classroom.

### **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 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 48 for course description.

### **EDU 451 - Elementary Clinical Practice (8-12)**

**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 (8-12)**

**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 (8-12)**

**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 (8-12)**

**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 meeting 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 (8-12)**

**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 (8-12)**

**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 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. (EDU 602 and 645 may not both be used by a student for completion of the Master of Education degree.)

### **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: Must have earned a C- or better in PHY 201 or by permission.** 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)**

**Prerequisite: 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 co-requisite:** 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 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 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 - Circuits and Electronics (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 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 332 - Structural Analysis (3)**

**Prerequisite(s):** EGR 218 As a first course in structural engineering, this class introduces structural concepts such as design loads and load paths for building and other structures, as well as an overview of specific techniques for analyzing trusses, determinate and indeterminate beams, and plane frame structures. Structural analysis involves the application of concepts from calculus, statics, and mechanics of materials to determine internal forces and deflections of structural members and systems. After completing this course, students will be able to calculate the shear, bending moment and displacement of determinate and indeterminate beams and frames, analysis plane truss and use structural analysis software.

### **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 - Systems and Controls (3)**

**Prerequisites:** EGR 215, EGR 320, and EGR 325 **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 352 - Transportation Engineering (4)**

**Prerequisite(s): PHY 201** This course covers foundational topics in transportation engineering. Students will explore surveying topics through hands-on application and field study, including geodetic positions, datum, map projections, surveying computations, and topological maps. Students will learn foundational design topics in transportation engineering, such as geometric design, pavement systems and infrastructure, traffic capacity and flow theory, traffic control devices, and transportation planning and modeling. At the end of this course, students will be able to make design decisions for roadways and intersections based on available data and standards.

### **EGR 355 - Circuits and Electronics II (3)**

**Prerequisite(s): EGR 325** This course builds core understanding of AC and DC power, signals, amplifiers, transistors, diodes, and magnetic circuits. Students will learn theoretical concepts related to p- and n-type materials and their impact on electronic components. Computing component principles will be introduced. Upon completion of the course, students will be able to construct simple circuits and analyze complex power systems.

### **EGR 360 - Communication and Engineering Practice (2)**

**Prerequisite: Junior Standing and EGR 210** In this course, students will continue developing their understanding of a formal design process by completing one of more projects in a team environment. Students will be instructed in technical writing and group communication practices to enhance their project productivity and performance. Projects will show responsible design practices while integrating technical drawing, reporting, and documentation skills with formal oral and written presentations.

### **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, EGR 332** 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 418 - Manufacturing and Process Engineering (3)**

**Prerequisite(s): EGR 210, PHY 310** Manufacturing involves a multifaceted approach to design, including the design of components, development and integration of machinery, quality assurance, and chemical and material processes. Modern manufacturing processes, such as additive manufacturing, rapid prototyping, and CNC machining, are also included. Lean principles of manufacturing are discussed. Students learn about process engineering and optimization of the stages of manufacturing. Completion of this course provides students with a holistic understanding of the manufacturing process.

### **EGR 420 - Robotic Control Systems (3)**

**Prerequisite: EGR 350.** 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 48 for course description.

### **EGR 422 - Structural Concrete Design (3)**

**Prerequisites: EGR 326 and EGR 332** 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.** This course will introduce students to the practice and process of expository writing. Students will navigate the stages of formal writing projects, from initial planning to the final edit. They will identify and develop techniques to convey their ideas clearly and develop them convincingly. In doing so, they will become more intentional writers, more keenly aware of what they are doing on the page at all times, and why. Students will sharpen their ability to think critically by studying how texts work, learning to read a text for the deliberate rhetorical choices made during the writing process, and then working to solve problems themselves on the page. This work will hone their composition skills, improving their style and grammar and giving them more control and confidence as writers, in college and beyond.

### **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 210 - Introduction to 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 - Language in Community and Society (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 239 - Narrative Medicine (3)**

This course will introduce students to narrative medicine and the broader Health Humanities field 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 242 - Dystopian Literature (3)**

This course provides a comprehensive overview of dystopian literature, from its origins in classic literature to its evolution in contemporary sci-fi, environmental, feminist, and young adult genres. Students will explore the historical context for the genre and the common literary themes in these texts: authoritarianism, repression, ecological destruction, and personal autonomy. They will identify how these dystopian narratives reflect the preoccupations of different eras in time and study narrative techniques specific to the genre. Students will also analyze how the social and global issues addressed in these texts shape our understanding of their prospective audiences, current issues, and possible futures.

### **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 - Creative Writing (3)**

**Prerequisite: ENG 101. (Cross-referenced with CMM 285.)** This course will engage students in the craft of storytelling. They will practice both fiction and creative nonfiction, learning to apply techniques associated with each genre for the benefit of writing in both genres. They will also identify and evaluate important distinctions between the two, notably the nonfiction writer's burden of accuracy and authenticity. Deliberate focus on the acquisition and value of narrative knowledge will enable students to articulate how stories work and why this knowledge matters to life and work beyond the page.

### **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 - Stories of Gender and Sexuality (3)**

This course offers a comprehensive overview of voices that have historically been marginalized or neglected from the traditional literary canon. Students will explore works by women and queer writers from diverse periods and cultures, identifying the contributions of these writers and articulating the relevance of these works today. The course will examine issues of identity, visibility, and resistance in the context of ongoing discussions regarding diversity, societal norms, and intersectionality. Students will read a wide selection of works from a variety of genres, applying feminist and queer literary theories and ultimately crafting original arguments rooted in 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 311 - 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: 1) describe the writing center's evolving history and role in higher education, 2) recognize discourse communities and investigate the histories shaping their rhetorical practices, 3) practice composing and responding to writing using various modes and technologies, 4) demonstrate flexible one-with-one and collaborative

pedagogies to serve a diversity of writers, 5) analyze how literacies and power affect the ethics and politics of writing center work, 6) reflect on personal practices and growth, and contribute to the wider writing center studies community.

### **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 - Diverse Voices and Views (3)**

**Prerequisites: Sophomore status or permission of the instructor** This course invites students to explore the diverse and dynamic worldviews found in Anglophone literature, with a particular focus on voices from Africa, South Asia, and the Caribbean. Students will examine how these voices connect to issues of identity and experience. They will engage with a range of texts to understand the complex perspectives written out of a history of colonialism, power, and resistance, and they will articulate how these perspectives may further be informed by race, gender, and ethnicity. Critical evaluation of these views and topics will enable students to develop nuanced knowledge of colonialism and its effects in historical and cultural contexts. Students will examine the literary conventions and innovations employed by Anglophone writers and craft original arguments about the power and necessity of storytelling.

### **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 356 - Writing Out Loud and Outdoors (3)**

**Prerequisite: ENG 285** This course will serve as a bridge between ENG 285 and ENG 485 by giving students experience in the collaborative and performative aspects of writing. Students will continue developing their craft as writers through further practice of storytelling in a workshop setting. They will also begin to apply the techniques of writing and literary analysis for the benefit of others, by organizing and hosting the recurring Write Out Loud campus reading series and by promoting and participating in the annual Sandhills Writing Marathon each spring.

### **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 - English Internship (0-12)**

See page 48 for course description.

### **ENG 485 - Literary Journalism and Applied Narrative Knowledge (1-3)**

**Prerequisite: ENG 285 or permission.** This course builds on the introduction to creative nonfiction in ENG 285, and provides field experience for storytellers and others with training in literary studies. The course will prepare students to change the way others think about stories and storytelling by exploring this question: why do stories matter beyond the page? Answers will take the form of a portfolio that connects the stories they tell on the page with contributions to a range of English Department service activities and outreach programs on campus and beyond.

### **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.

## **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 (8-12)**

**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 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 and Innovation (3)**

This course is designed to give students exposure to the entrepreneurial mindset through learning about entrepreneurs, startup practices and culture and how to solve problems for today's marketplace. Students will plan for and practice the tenants and skills of operating an entrepreneurial venture. They will learn about entrepreneurial budgeting, finance, marketing, selling, negotiation, risks, rewards and how to assess feasibility through various design-thinking strategies. Students will explore the challenges faced by entrepreneurs and the important social role that entrepreneurship has in the local, national and global economy.

### **ENT 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.

### **ENT 301 - Innovation and Creative Venture Design (3)**

In this course, students will identify existing problems to solve through creative ideation. They will gain an understanding of consumer needs and desires through empathetic strategies and investigative curiosity. They will learn how to create unique value propositions for their ideas and find innovative ways to market products and services to target customers. Students will study state-of-the-art innovation framework tools and incorporate design-thinking skills into their work. Through this course, students will have the opportunity to learn and experience prototyping and how to resource materials and supplies that lead to feasibility and viability.

### **ENT 401 - New Venture Experience (3)**

**Prerequisite(s): ENT 201 or ENT 301** In this hands-on, experiential course, students will work together to navigate from idea to viable business model. They will create, launch, run and close a business within the class. Students will pitch business ideas in order to gain funding from a group of investors. They will build their team and operate a business with the goal of realizing a profit by the end of the semester. Students will address business issues and strategies for marketing, legal, finance, operations and more. Students will experience the opportunity to grow and pivot their business as they aim for success.

### **ENT 495 - Launching an Entrepreneurial Venture (1-3)**

**Prerequisite(s): ENT 201 or ENT 301** This advanced course gives students more direct experience in launching, funding, and sustaining an entrepreneurial venture. Students work individually or as teams. They will work through a rigorous process of customer discovery. Students will pitch their business plan to investors, advisors and stakeholders. 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.

## **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 212 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 212, CHM 125, GEO 101, EVS 105, or PHS 105 or permission.** 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).** **(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 48 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.

## **Ethics and Interfaith Studies**

### **EIS 105 - Introduction to Bible (3)**

This course is a one-semester survey of biblical literature. Students will become familiar with the contents of the Bible; understand its development and transmission; and recognize its significance for different peoples, cultures, and religious traditions.

### **EIS 115 - Living Religion (3)**

This course is an introduction to the lived practices, history, and thought of some of the major religious traditions of our world. Students will be introduced to and develop religious literacy.

### **EIS 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.

### **EIS 121 - Introduction to the New Testament (3)**

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

### **EIS 305/405 - Christianity (3)**

This course is an introduction to Christian history, religious thought, culture, practice, and belief. It focuses on the interactions between Christianites and other cultures in four geographical contexts: the ancient Mediterranean, Mexico, China, and the United States. Students will consider how Christianity understands the importance and significance of what it means to be human, especially in interfaith contexts.

### **EIS 315 - Death and the Afterlife (3)**

**(Cross-referenced with SOC 315)** This course is an exploration of various views of and practices surrounding death as well as an examination of how the afterlife has been understood in cultures, both religious and popular. Students will become familiar with lived practices and views of death and the afterlife; understand their historical manifestations and functions; and recognize their current significance for different peoples, cultures, and religious traditions.

### **EIS 323 - Religions in America (3)**

**(Cross-referenced with HIS 323)** This course is a history of religious traditions and their practices in America. Students will explore the roles and influences of these communities and practices to better understand the religious diversity of our nation.

### **EIS 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 1) to develop a critical vocabulary to examine and understand both religion and popular culture through reading and engaging theoretical writings; 2) to become familiar with selected central and/or current examples of

popular culture influenced by religion; and 3) to develop their own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

### **EIS 495 - Experiential Capstone (3)**

Students in this course will take the foundational knowledge they have gained in ethics and interfaith skills and expand outward towards interfaith interactions as part of religious site visits. Classroom time will be devoted to exploring values and practices surrounding interfaith hospitality and humility. These readings and classroom discussions will serve as preparation for off campus engagement opportunities with religious and spiritual communities, which are required as part of this course.

## **Fine Arts**

### **FAR 103 - Introduction to Fine Arts: Music (3)**

An introduction to the art of music as an expression of the cultures of civilizations, both East and West, through selected examples of music literature.

### **FAR 281 - Introduction to Fine Arts: Performing Arts (3)**

An introduction to fine arts with emphasis on appreciation of the visual and the performing arts from the audience perspective.

## **Geography**

### **GEG 112 - Physical Geography (3)**

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

### **GEG 301 - Social-Cultural Geography (3)**

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

### **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-borne 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 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 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 48 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 oversight 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 a 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 SSI 217 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)**

**Prerequisites:** HHP 220 OR with permission & Sophomore standing 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 48 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.

## **Health Science**

### **HSI 211 - Exploring Careers in Health Care (3)**

**Pre-requisites:** sophomore standing This course offers a foundational exploration of health programs and careers as well as the characteristics of a successful health care professional. Perspectives from professional school representatives and medical personnel will be presented through virtual and live presentations. Throughout the course, students will begin constructing a portfolio to aid in organizing personal information relevant to a graduate program application. Upon successful completion of this course, students will gain a better understanding of their career path and required preparation necessary to achieve their academic and professional goals.

### **HSI 212 - Medical Terminology (3)**

**Prerequisites:** BIO 110 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)**

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 314 - Current Issues and Ethics in Health Care (3)**

**Pre-requisites: junior standing** This course will provide foundational knowledge of evidence-based practice, legal responsibilities, and ethics in health care. Students will develop information literacy, critical reading and assessment skills, and communication of controversial issues related to health care. Following successful completion of this course, students will demonstrate the ability to explore the latest issues through research and discussion while focusing on ethical and practical outcomes related to diverse populations, the interdisciplinary workforce, safety, and education.

### **HSI 320 - Community Health (3)**

**Prerequisites: ECO 203, ECO 329, HSI 220, LAR 101, and LAR 202.** 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.

## **History**

### **HIS 105 - History of Civilization I (3)**

An analysis of the development of civilization in Europe and elsewhere from 1300 to 1815. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of how human perceptions changed over time—a key component of the very notion of "civilization." As a result of these courses, students will gain an understanding of the Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us.

### **HIS 106 - History of Civilization II (3)**

An analysis of the development of civilization in Europe and elsewhere from 1815 to the present. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of how human perceptions changed over time—a key component of the very notion of "civilization." As a result of these courses, students will gain an understanding of the Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us.

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

A survey of the American colonial and U.S. national experience prior to 1877. This course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives.

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

A survey of the U.S. national experience since 1865. This course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives.

### **HIS 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.** 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, Wilhem 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 323 - Religions in America (3)**

**(Cross-referenced with EIS 323)** This course is a history of religious traditions and their practices in America. Students will explore the roles and influences of these communities and practices to better understand the religious diversity of our nation.

### **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 emphasize 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 48 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.

### **HNR 421 - Honors Internship (0-12)**

See page 48 for course description.

## **Human Relations**

### **HRE 170 - Human Relations Training (1)**

**Prerequisite(s): Doane faculty or staff status and permission of the Dean of the College of Arts & Sciences** This online, self-paced course reviews information for teaching students in a diverse society. Students successfully completing this course will: 1.) demonstrate an understanding of the values, lifestyles, contributions and history of a pluralistic society; 2.) recognize biases and 3.) identify the impact of biases in education and society.

### **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)**

An examination of alcohol and drug assessment, case planning, and management, which includes the process of collecting client data for making decisions regarding substance use disorder diagnosis, level of care placement, treatment and referral. Students will develop knowledge of two or more alcohol or drug assessment instruments and practice basic record keeping skills. Students will

demonstrate the ability to develop: 1) substance use assessments; 2) diagnosis; 3) individualized treatment plans, 4) progress notes, and 5) discharge plans. Students will engage in clinical case review, including case management activities which facilitate the coordination of services, agencies, and resources to achieve client treatment goals while adhering to the ethics of confidentiality.

### **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: 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)**

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 (1) the guidelines established for disciplinary actions, hiring, firing and promotion; (2) the legal response to sexual harassment in the workplace; (3) the responsibility of the employer to provide safe working conditions; (4) equal employment opportunity law; and (5) legal issues as they pertain to physical, mental, and emotional illness and disability.

### **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 48 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? How do the humanities dialogue with other disciplines, like science, education, and business? Students in Integrated Humanities answer these questions by utilizing multiple disciplines to investigate a current social problem, dilemma, or topic. 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.

## **Interdisciplinary Studies**

### **IDS 104 - Reorientation to Higher Education (1)**

A course designed to 1) help students understand the meaning of a liberal arts and sciences education and the organization and structure of college degree requirements; 2) build the student's confidence in the ability to study and learn in a formal academic setting; 3) diagnose current individual skill levels in the areas of writing, reading comprehension, reading rate, vocabulary, and math; 4) continue development of study skills for note-taking, textbook analysis, time management, test-taking, and listening; and 5) help students understand college-level writing requirements and demystify writing as a skill. **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 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 48 for course description.

## **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: 1) recognize historical and current leadership theory, 2) understand how current leadership theory and research can be applied within their respective field, 3) develop a personal leadership philosophy, and 4) 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: 1) recognize commonly used leadership theories in multiple disciplines, 2) evaluate current leadership theory in a specific field or industry of choice, 3) create leadership frameworks using leadership theory, and 4) 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 , 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: 1) develop a leadership plan with other group members; and 2) 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, and 2) Identify how their leadership growth will impact their professional life.

For students who complete the course for additional credit hours, students will also: 1) Assess current leadership challenges within their organization (professional business, non-profit, volunteer, potential entrepreneurship etc.), 2) Create leadership plans evaluating current leadership style/theory within the organization and 3) 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 48 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 Seminars

### **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 - Learning the Art of Inquiry (1)**

**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 1) construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem; 2) articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem; 3) engage all participants to foster a constructive team climate; and 4) 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.

## Liberal Arts Studies

### **LAS 110 - Sport as a Liberal Art (3)**

Sport as a Liberal Art is an interdisciplinary course that explores the intersection of sports and the liberal arts, providing students with a unique perspective on the role of athletics in society. Students will examine how sports serve as a rich and complex canvas for the exploration of various aspects of the human experience. They will examine connections between sports and the liberal arts as they identify and discuss the cultural, philosophical, and societal significance of sports as a multifaceted aspect of society.

### **LAS 350 - Liberal Arts: The Tradition (3)**

This course will engage students in the history of the liberal arts, from antiquity to the present, to examine the value of a liberal arts education in the future. Students will identify and discuss the historical components of the liberal arts tradition as they analyze and evaluate the utility of their own liberal arts training, both in the classroom and beyond.

### **LAS 450 - Liberal Arts: The Future (3)**

This course will explore the relevance of a liberal arts education in an era characterized by technological revolution and socioeconomic evolution. Students will examine and articulate the relevance of the liberal arts and liberal arts skills in

contemporary society. They will evaluate the impact of technologies like artificial intelligence on a liberal arts education. They will also identify and discuss strategies for leveraging their liberal arts experience for personal growth and professional aspiration.

### **LAS 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.

### **LAS 497 - Senior Seminar in Liberal Arts Studies (3)**

**Prerequisites:** LAS 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 105 - College Algebra (3)**

This course will cover fundamental concepts of algebra required to analyze a variety of functions and solve several types of equations. Students who successfully complete this course will be able to: 1) Factor polynomials 2) Perform operations on polynomials and polynomial functions. 3) Solve linear, quadratic, polynomial, rational, and linear systems of equations. 4) Be able to graph linear, quadratic, rational, exponential, and logarithmic functions. 5) Be able to graph linear inequalities. 6) Understand the relationship between a function and its inverse. 7) Solve problems that require the application of the concepts to a variety of situations.

### **MTH 107 - Problem Solving (3)**

**Prerequisites:** Math placement exam 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)**

**Prerequisites:** Math placement exam 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 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.

### **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: 1) proper data structures, 2) the ability to create visualizations for a variety of data types, 3) effective communication of the meaning of their visualizations, 4) the ability to effectively explain pertinent characteristics about a data set.

### **MTH 125 - Precalculus: College Algebra with Trigonometry (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 1) identify important characteristics of the base-ten system; 2) represent and interpret numbers in a variety of bases; 3) develop number sense with respect to magnitude of large numbers; 4) determine how the structure of word problems can impact the strategies young children use to solve them; 5) use and justify a variety of strategies for mathematical operations; 6) explain and use traditional and non-traditional algorithms; 7) use manipulatives, models, and number lines to represent decimal and fractional quantities in order to represent, compare, and order them; and 8) 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 1) demonstrate integer operations using a variety of strategies; 2) demonstrate understanding of important number theory concepts including divisibility, greatest common factor, and least common multiple; 3) model the concept of variable and algebraic properties to solve equations; 4) solve proportions using a variety of strategies; 5) use appropriate terminology to identify, categorize, and compare various two- and three-dimensional objects; 6) apply area concepts to justify important measurement formulas for area, surface area, and volume; 7) calculate and interpret statistical measures of center; and 8) 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)**

**Prerequisites:** MTH 235 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 1) applying appropriate statistical methods to data sets to extract and interpret information, 2) making informed judgments about system reliability, and 3) developing statistical quality control systems.

### **MTH 235 - Calculus I (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 1) conceptually understand the definitions of limit, derivative and integral, 2) apply the concepts of limits and differentiation to a variety of theoretical and real-life questions and 3) decisively utilize paper/pencil and technology-based problem-solving techniques.

### **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 , 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: 1) determine the appropriate multivariate analysis tool, 2) assess assumptions of these tools, and 3) carry out and interpret multivariate analyses.

### **MTH 316 - Categorical Data Analytics (3)**

**Prerequisites:** BIO 295 , ECO 215 , , 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: 1) determine the appropriate tool for a variety of categorical situations, 2) assess the assumptions of these tools, 3) 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 1) understand philosophically the difference between teacher and student of mathematics, 2) know the difference between conceptual understanding and procedural knowledge, 3) write lesson objectives and use questioning techniques to determine if those objectives were met, and 4) 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 1) use content-specific pedagogy for numerous math courses in grades 7-12; 2) integrate and utilize technology into the mathematics curriculum; 3) develop specific assessment practices that align with instruction, including rubrics and tests; 4) create a homework philosophy and course grading structure; and 5) 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 1) clarify their personal philosophy of teaching, 2) recognize and use higher order thinking and questioning, and 3) 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 1) develop effective teaching strategies appropriate for general mathematics curriculum at the Middle School level; 2) become familiar with pedagogy that develops conceptual understanding of algebraic topics that are appropriate for students in their first full year of algebra; and 3) 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 1) solve integration problems using a variety of techniques; 2) model systems with differential equations including first-order equations, linear differential equations, and systems of differential equations; 3) apply these concepts to a variety of theoretical and real-life questions and; 4) 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 1) conceptually understand the multiple-variable expansion of single-variable calculus concepts, 2) apply these multivariate concepts to a variety of theoretical and real-life questions, and 3) 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 1) be capable of determining probability and calculus tools applicable to financial and insurance problems, and 2) 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 1) the development of common probability and statistical tools, 2) the ability to prove propositions regarding these tools, and 3) clear communication of results associated with these tools.

### **MTH 421 - Mathematics Internship (0-12)**

See page 48 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 1) understand the development of elementary calculus tools; 2) be familiar with the history, theorems, and conjectures of traditional mathematical analysis; and 3) 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.

## **New Media (see page 128)**

### **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.

#### **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.

#### **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)**

##### **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.

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 - National Security Affairs and Preparation for Active Duty I (3)**

##### **MSI 435L - Leadership Laboratory (0)**

Course description available in the UNL catalog.

##### **MSI 436 - National Security Affairs and Preparation for Active Duty II (3)**

##### **MSI 436L - 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 105/106B - 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 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 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 111B/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 for MUS 111I: MUS 115. Prerequisite for MUS 112I: MUS 111I.** 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 211I - Improvisation Lessons (1)**

**Prerequisite for MUS 211I: MUS 112I. Prerequisite for MUS 212I: MUS 211I.** 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 311I - Improvisation Lessons (1)**

**Prerequisite for MUS 311I: MUS 212I. Prerequisite for MUS 312I: MUS 311I.** 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 411I - Improvisation Lessons (1)**

**Prerequisite for MUS 411I: MUS 312I. Prerequisite for MUS 412I: MUS 411I.** 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 1) familiarity with and nomenclature of each instrument, 2) proper playing position, 3) proper embouchure formation, 4) basic technical proficiency, and 5) 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 1) familiarity with and nomenclature of each instrument, 2) proper playing position, 3) proper embouchure formation, 4) basic technical proficiency, and 5) 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 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 48 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 solfège exercises, scales on solfège, 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 1) demonstrate an awareness of the major factors involved in the development of Rock and Roll from its roots to the present; 2) develop an aural awareness of the changing sounds of Rock and Roll over time; 3) classify the subject of a pop song into cultural/social categories such as environment, peace/antiwar, sports, social upheaval, justice/injustice, civil rights, economics, gender roles in society, romantic love, sex, alienation, introspection, counter culture, etc.; and 4) demonstrate the art of song writing using music technology.

### **MUS 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**

### **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 110 - Introduction to Philosophy (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.

### **PHI 111 - Introduction to 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.

### **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 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.

### **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.

## **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 studied include the nature of light and color, electrical phenomena, heat and energy, as well as other topics necessary for understanding much of the phenomena associated with everyday life. Chemistry topics include 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 48 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 flyfishing).

### **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. Students will acquire 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 to 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 and 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 107 - Introductory Physics I (4)**

**Prerequisite:** Two years of high school algebra or any mathematics course numbered 100 or above. MTH 125 (or higher) recommended. An algebra-based 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 kinematics, dynamics, work, energy, rotational mechanics, and fluids. Students will gain a conceptual understanding and an 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. An algebra-based 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, circuits, waves and oscillations, light and 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 kinematics, dynamics, work, energy, rotational mechanics, and fluids. 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, circuits, waves and oscillations, light and 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 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 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)**

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)**

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 - Circuits and Electronics (4)**

**Prerequisites:** MTH 235 and PHY 202. (Cross-referenced with CMP 325&nbsp;& 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 371 - Selected Topics (1-3)**

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

### **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.

## **Policy and Values**

### **POV 101 - Introduction to Policy and Values (3)**

An introduction to the ways in which policymaking and societal values intersect. Students will be challenged to examine political questions from social and ethical standpoints, with an eye toward understanding how the policies we create reflect the values we hold. Upon successful completion of the course, students will demonstrate an understanding of how policy is created and why societies decide which policies to debate, install, and implement.

## **POV 496 - Policy and Values Capstone Experience (3)**

**Prerequisite(s): Junior or senior standing and permission** A major experiential learning opportunity that challenges students to use the material they have learned in the course of their major and apply it in the "real world." Students will also write a final paper reflecting on their experience and connecting it to the theory they have learned in the classroom. Students will work with Policy and Values faculty prior to enrollment to find an opportunity appropriate to their talents and chosen concentration. Upon successful completion of the course, students will demonstrate an understanding of how theory relates to practice in the area of policy and values.

## **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 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'll 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 1) understand the characteristics, functions and interactions of public and private institutions; 2) explain fundamental economic theory and terminology as it relates to public finance; 3) apply economic theory to current policy problems; and 4) analyze and apply economic data to the study of a public policy problem.

### **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 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 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)**

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 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 48 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'll 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 232 - Sport and Performance Psychology (3)**

**Prerequisite(s): PSY 117** This course examines the application of psychology research, theory and practice to sport and human performance. Students successfully completing this course will demonstrate their understanding of the psychology of sport and human performance, the role of sport and performance psychology, ideal performance state, and psychological techniques for improved performance.

### **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 320 - Sensation & Perception (3)**

**Prerequisite(s):** PSY 117 This course examines the mechanisms that transform physical energy into perceptual experience. Students who successfully complete the course will demonstrate knowledge of the physiology, phenomenology and cognitive processes associated with various sensory systems, and the methods used to study them.

### **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 1) identify psychological aspects of culture and how they affect behavior, 2) recognize the role of culture and cultural bias in psychology, and 3) 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 1) the psychological, biological, sociological, and cultural influences on gender development and identity; 2) the influence of race, class, culture, ethnicity, sexism, ageism and other areas of privilege in relation to gender; and 3) 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 1) articulate ways in which psychological and sociological theories apply in field settings; 2) apply knowledge gained in the classroom to field settings; and 3) 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 - Psychopathology and Mental Health (3)**

**Prerequisite(s): PSY 117 and junior standing recommended** This course examines psychopathology and mental health, including diagnoses, causes and treatments. The role of society and culture in determining definitions of psychopathology, mental health and approaches to treatment is also addressed. Students successfully completing the course will be able to demonstrate knowledge of the etiology, prevalence rates, and treatment of a variety of major psychological disorders and critically discuss social and cultural factors relevant to mental health and psychopathology.

### **PSY 421 - Psychology Internship (0-12)**

See page 48 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.

## **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 permission. 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** 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 315 - Death and the Afterlife (3)**

**(Cross-referenced with EIS 315)** This course is an exploration of various views of and practices surrounding death as well as an examination of how the afterlife has been understood in cultures, both religious and popular. Students will become familiar with lived practices and views of death and the afterlife; understand their historical manifestations and functions; and recognize their current significance for different peoples, cultures, and religious traditions.

**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 48 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 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 205 - Spanish for Educators (3)**

**Prerequisite(s):** SPA 102 This course is an intermediate-level Spanish language course designed for future and current teachers who work in United States school systems and those who plan to teach in any way. 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 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:** 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 335 - Spanish for Spanish Speakers (3)**

**Prerequisite: by 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 341 - Study Abroad in Costa Rica (1-6)**

This course offers students the opportunity to study the Spanish language and Latin American and/or Hispanic culture in a study abroad setting in Costa Rica. This course will address cover linguistic acquisition and application to build proficiency in reading, writing, listening, and speaking in Spanish. Additionally, the course incorporates a cultural component through cultural immersion in the Costa Rican context and the study of Hispanic, Latin American, and/or Costa Rican cultures and cultural artifacts. Courses will be taught in Costa Rica, and course level placement will be dependent on the results of a placement exam.

### **SPA 342 - Study Abroad in Costa Rica II (1-6)**

This course builds upon the content and outcomes SPA 341: Study Abroad in Costa Rica I and continues to offer students the opportunity to study the Spanish language and Latin American and/or Hispanic culture in a study abroad setting in Costa Rica. This course will address cover linguistic acquisition and application to build proficiency in reading, writing, listening, and speaking in Spanish. Additionally, the course incorporates a cultural component through cultural immersion in the Costa Rican context and the study of Hispanic, Latin American, and/or Costa Rican cultures and cultural artifacts. Courses will be taught in Costa Rica, and course level placement will be dependent on the results of a placement exam.

### **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 48 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 (3)**

**Prerequisite:** CMM 238. (Cross-referenced with CMM 313.) This course is an overview of writing screenplays for motion picture film, television and commercials. It will examine the art of storytelling using the standard three-act screenplay structure and relates fundamental principles, including script format, structure, plot points, and character development, to sample scripts, films, and exercises.

### **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 48 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.**

# 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.

## Trustee Executive Board

**Toni M. Ganzel**, M.D., 2005-, Chair, Dean, School of Medicine, Professor of Surgery and Otolaryngology, University of Louisville School of Medicine, (Retired) Louisville,

**Susan M. Fritz**, Ph.D., 2020-, Vice-Chair, Chair, Building and Grounds Committee, Emerita Executive Vice President and Provost, Dean of the Graduate College (Retired), Crete, NE

**Stephen C. Joel**, Ed.D. ('76), 2023-, Secretary, (Retired) Superintendent, Lincoln Public Schools, (Retired) Lincoln, NE  
**TBD**, Chair, Academic Affairs Committee

**Richard A. Bartlett** ('88), 2007-, Chair, Technology and Innovation Committee, Principal & Co Chairman, Lone Peak Capital; Chairman, CD2 Learning, LLC., Overland Park, KS

**Bruce L. Berglund**, ('88), 2019-, Chair, Advancement Committee, Founder & President, Donor By Design (DBD) Group, Palatine, IL

**Kim Opsahl Heier** ('82, '05A), 2017 -, Chair, Diversity, Equity and Inclusion Committee, Philanthropist, Former Vice President for Student Leadership, Doane College, Sedona, AZ

**Allen J. Moore** ('73), 2016-, Chair, Investment Committee, Past President/Investment Consultant, Smith Hayes Financial Services Corporation (Retired), Lincoln, NE

**William H. Pallett**, Ph.D. ('71), 2018-, Chair, Enrollment Services Committee, President, The Individual Development and Educational Assessment Center (IDEA) (Retired), Manhattan, KS

**Anthony J. "Tony" Sorrentino**, J.D., 2016-, Chair, Governance and Nominations Committee, Shareholder/General Counsel, Silverstone Group, Omaha, NE

**Amy E. Sack Vertin**, M.D. ('95), 2016-, Chair, Student Affairs Committee, Emergency Department Medical Director, Crete Area Medical Center/Physician Leader-Organizational Quality, Bryan Health, Crete, NE

**Roger A. Hughes**, Ph.D. ('82), 2021-, Board ex-officio, President, Doane University, Crete, NE

**Linda Scholting**, 2021-, Treasurer, Vice President for Finance and Administration, Doane University, Crete, NE

**Jenei L. Skillett** ('19, '23A), 2011-, Assistant Secretary, Senior Executive Assistant to the President, Doane University, Crete, NE

## Trustees

**John L. Allbery**, ('80), 2018-, Independent Corporate Director, Denver, CO

**Patrick E. Beans**, ('79), 2007-, Manager of Amandla, LLC., Lincoln, NE

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

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

**Amy Godbey Dearking**, ('95), 2023-, Alumni Council Rep, Global Senior Director, Recruiting Operations, Navan, Elkhorn, NE

**Douglas J. Estrada**, ('89), 2024-, Senior Director II of Supply Chain and Transportation, Bentonville, AR

**Kenneth E. Fridrich**, ('59), 1969-, Senior Vice President, INVISTA Capital Management; Managing Director-Marketing/Pension Services, The Principal Financial Group, (Retired), Omaha, NE

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

**Richard S. "Dick" Held**, ('70), 2007-, Real Estate Investor, Los Angeles, CA

**Troy A. Kanter**, ('90), 2005-2008, 2009-, Private Investor, Former CEO & President, Kenexa, Inc., Lincoln, NE

**Rev. James Keck**, Ph.D., 2011-, Senior Minister, 1st Plymouth Congregational Church (UCC), Lincoln, NE

**Lonnie D. Mahrt**, ('86), 2018-, Senior Vice President, Head of Customer Experience Business, CSG, (Retired) Fremont, NE

**Elizabeth J. (Betty) Mason**, ('86), Alumni Representative, Sr Director, Head of Program Management, Zoetis Global, Firth, NE

**Carrie McCain Morton**, ('98), 2019-, Actuary, Principal Financial Group, Waukee, IA

**Mark W. Mulkey**, M.D., ('82), 2017-, Plastic and Reconstructive Surgeon, Mason City Clinic, Mason City, IA

**Steven A. Rasmussen, Sr.**, ('96A), 2023-, Executive Director, Andrea Waitt Carlton Family Foundation, (Retired) Sun Lakes, AZ

**Enrique E. Sanchez**, ('74), 2005-, Executive Manager, Purchasing Warehouses, and Inventories (Retired), Republic of Panama

**J. Richard "Dick" Shoemaker**, ('72), 2022-, Chairman Pinpoint Holdings, Cambridge, NE

**Jihad Shoshara**, M.D., 2024-, President of Pediatric Health Associates, Chicago, IL

**Jill A. Smith**, J.D. ('74), 1997-, Senior and General Counsel, Mayo Clinic, (Retired), Eden Prairie, MN

**Elizabeth A. "Betsy" Tonniges**, Ed.D., ('06, '08E, '11E), 2022-, Primrose of Lincoln Wilderness Hills Owner, Lincoln, NE

**Terri J. Vrtiska**, M.D., ('83), 2023-, Associate Professor of Radiology, Mayo Clinic College of Medicine and Science, (Retired) Rochester, MN

## Emeriti Trustees

**Jack E. Barker**, J.D. ('61), 1996-2012, President (Retired), Mountain States Employers Council (Retired), Littleton, CO  
**Ann Songster Cahill**, ('72), 2011-2023, Philanthropist, St. Louis, MO  
**Vernon C. Ray Daniels**, J.D. ('78), 2006-2022, Judge, Douglas County, Omaha, NE  
**Jacob H. Dering**, 1982-2008, Pharmacist, (Retired), Crete, NE  
**Donald F. Dillon**, 1988-2007, Chairman, Fiserv, Lincoln, NE  
**Melvin E. Emeigh** ('58), 1977-2001, Allstate Insurance, Sierra Vista, AZ  
**George F. Haddix**, Ph.D. ('62), 1999-2014, Member/Manager Riverton Management Resources, LLC, Ralston, NE  
**Edward G. Heilman**, J.D. ('67), 1989-2012, Attorney at Law, Palm Desert, CA  
**Ken E. James** ('69), 1989-2017, Consultant, Hewitt Associates (Retired), Sunset, SC  
**Eugene A. Klingler, Jr.** M.D. ('57), 1976-2016, Surgeon; Medical Director, Manhattan Ambulatory Surgical Hospital, Manhattan, KS  
**Linda L. Mann**, Ph.D., 2001-2007, Dean, College of Communication and Fine Arts, Grossmont College, (Retired), Hillsboro, OR  
**Kenneth J. McCumber** ('68), 1999-, Senior. Vice President-Sales, Airborne Express, (Retired), Bend, OR  
**Dennis E. Nelson** ('67), 1992-2015, Denco Group, Marblehead, MA  
**John Nelson**, 1992-2015, Chairman, SilverStone Group, Inc., Council Bluffs, IA  
**Allison D. Petersen** ('78), 1982-1994, 2004-2022  
**Kim M. Robak**, J.D., 1995-2012, Partner, Ruth Mueller and Robak, LLC, Lincoln, NE  
**William E. Shoemaker** ('68), 1975-2004, Private Investor, Cambridge, NE  
**Peter Sura** ('66), 1979-1996, Senior Management ABN AMRO Bank of Amsterdam (Retired), Konstanz, Germany  
**John M. Vasak**, Ph.D. ('67), 1997-2013, Director, (Retired) Division Operations, the MITRE Corp., (Retired) Vienna, VA  
**Michael A. Weston**, ('93), 2010-2022, Senior Agency Field Specialist, State Farm Insurance Companies, Lincoln, NE  
**Lois L. 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

**Roger Hughes** ('82), 2021-, B.S., M.S., Ph.D., President  
**Derek Bierman**, 2020-, B.S., Chief Information Officer  
**Lorie Cook-Benjamin**, 2017-, B.S., M.Ed., Ed.D., Chief Academic Officer  
**John Frost**, 2022-, B.S., M.S., Vice President Enrollment Management and Marketing  
**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, '23A), 2011-, B.S., M.I.L., 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

**Daniel Bothe**, 2024-, B.S., M.B.A., DBA, 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 Emeriti

**Lyn Forester**, 1992-2019, B.A., M.Ed., Ed.D.

### 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.  
**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.  
**Jay Gilbert**, 1993-2022, B.S., M.M., D.M.  
**Tom King**, 1992 - 2018, B.A., M.Ed., Ed.D.  
**Julie Kozisek**, 2004-2020, B.A., M.S., Ph.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.  
**Liam Purdon**, 1980-2020, B.A., M.A., 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.  
**Christopher Wentworth**, 1989-2021, B.S., Ph.D.  
**C. Robert Wikel**, 1979-2003, B.A., M.S., Ph.D.

## Doane University Faculty

**Shandi Anderson**, 2021-, *Theatrical Costume Specialist and Assistant Professor of Practice*  
 Doane University, B.A.

**Chelsey Augustine**, 2023- *Assistant Professor in the Art & Design Dept.*  
 Fort Hays State University, B.A., M.A.

**Matthew Beio**, 2018-, *Assistant Professor of Practice in Biochemistry*  
 Illinois State University, B.S., University of Nebraska-Lincoln, Ph.D.

**Cali Biaggi**, 2018-, *Online Learning Librarian, Associate Professor of Practice*  
 Doane University, B.A.; University of Denver, M.L.I.S.

**Jennifer Bossard**, 2007-, *Professor of Economics*  
 University of South Dakota, B.S., B.A., University of Nebraska - Lincoln MA, PhD

**\*Dane Bowder**, 2017-, *Associate Professor of Biology*  
 Doane University, B.S.; University of Nebraska-Lincoln, Ph.D.

**Courtney Buchkoski**, 2023- *Assistant Professor of History*  
 The University of Alabama, B.A., University of Nebraska-Lincoln, M.A., University of Oklahoma, Ph.D.

**Rachel Catlett**, 2023 - *Assistant Professor of Practice, Director School Counseling*  
 University of Nebraska - Omaha, B.S. M.S., Doane University, M.Ed.

**Dan Clanton**, 2008-, *Associate Professor of Religious Studies*  
 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.

**Alexandra Clouse**, 2024 - *Assistant Professor of Practice in Education*  
 Doane University, B.A., M.Ed.

**Jared Cook**, 2020 -, *Assistant Professor of Leadership, Chair, Leadership Dept.*  
 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, Chair, Accounting Department*  
 Lincoln School of Commerce, A.A.S.; Doane University, B.A.; University of Nebraska-Lincoln, M.P.A.

**Danelle DeBoer**, 2001-, *Professor of Sociology, Chair, Sociology Dept.*  
 Bellevue University, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

**Terri Deems**, 2021-, *Visiting Assistant Professor of Business, Chair, Instructional Design & Technology Dept.*  
University of Nebraska-Lincoln, B.S., M.A., Ph.D.

**Rodney Diercks**, 1997-, *Professor of Education, Co-Chair, Teaching and Learning Dept.*  
Chadron State College, B.S.; Doane University, M.Ed., University of Nebraska-Lincoln, Ed.D.

**Erin Doyle**, 2013-, *Associate Professor of Biology*  
The University of Tulsa, B.S.; Iowa State University, Ph.D.

**Tessa Durham Brooks**, 2009-, *Professor of Biology*  
University of Nebraska, B.S.; University of Wisconsin, Ph.D.

**Joel Egger**, 2017-, *Associate Professor of Theatre*  
University of Nebraska-Lincoln, B.A.; California Institute of the Arts, M.F.A.

**Bradley Elder**, 2004-, *Professor of Biology, Interim Chair, Biology Dept.*  
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.

**Tracee R. Fairbanks**, 1998-, *Assistant Professor and 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., Ph.D.

**Tim Frey**, 2013-, *Professor of Education; Dean, College of Education*  
Doane University, B.A., M.Ed.; Indiana University, Bloomington, IN, 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.

**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 "Peggy" E. Hart**, 1992-, *Associate Professor of Mathematics*  
University of Nebraska-Lincoln, B.S., M.S., M.S.

**Timothy Hill**, 2003-, *Professor of Political Science*  
Furman University, B.A.; The Ohio State University, M.A., Ph.D.

**Eric Holley**, 2021-, *Visiting Assistant Professor of Practice of Biology*  
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, Chair, Chemistry Dept.*  
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, History Dept.*  
University of Connecticut, B.A.; Southern Connecticut State University, M.S.; University of New Hampshire, M.A., Ph.D.

**Barbara Jennings-Herzog**, 2012-, *Professor of Mathematics, Chair, Mathematics and Data Analytics Dept.*  
Northern Arizona University, B.S., M.S.; University of California, Riverside, Ph.D.

**Andrea "Andy" Johnson**, 2022-, *Assistant Professor of Sociology and Director of the Honors Program*  
Doane University, B.A., University of Nebraska-Lincoln, 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, Teaching and Learning Dept.*  
Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.Ed., Ph.D.

**Lucas Kellison**, 2017, *Undergraduate Faculty Coordinator; Assistant Professor of Practice*  
Doane University, B.A., M.Ed., Ed.D.

**Jean Kilnoski**, 2006-, *Assistant Professor of Practice*  
Doane University, B.A., University of Georgia, M.A.A., Doane University, M.A.C.

**Heather Lambert**, 2003-, *Professor of Psychology, Chair, Psychology Dept.*  
Nebraska Wesleyan, B.A.; University of Kansas, M.S.; University of Nebraska-Lincoln, Ph.D.

**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.

**Katherine E. Marley**, 2001-, *Professor of Biology*  
Southwestern University, B.S.; Florida State University, Ph.D.

**Jill McCaslin-Timmons**, 2023-, *Assistant Professor*  
University of Nebraska at Kearney, B.S., Ed.S., University of Nebraska-Lincoln, Ph.D.

**Robert McEntarffer**, 2024- *Assistant Professor of Education*  
University of Nebraska-Lincoln, B.A., M.A., 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, Chair, Dept. of Computing*  
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.

**Felicia Nofuente**, 2024 - *Assistant Professor of Practice in Education*  
University of Nebraska-Omaha, B.S., M.S.

**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, Director Masters in Educational Leadership Program*  
University of Nebraska, B.S., M.Ed., Ed.D.

**Trina Pettit**, 2021 -, *Assistant Professor of Education*  
University of Wisconsin, B.S.; University of Nebraska-Lincoln, M.A., Ed.D.

**\*Joshua Pope**, 2015-, *Associate Professor of Modern Languages*  
Drury University, B.A.; Bowling Green State University, M.A.; University of Wisconsin-Madison, Ph.D.

**Carrie Rath**, 2021-, *Assistant Professor of Practice in Education*  
University of Nebraska-Lincoln, B.A.; University of Nebraska-Omaha, B.A., M.A., Ed.D.

**Melanie Ritzenthaler**, 2022-, *Assistant Professor of English*  
The Ohio State University, B.A., McNeese State University, M.A., Ohio University, Ph.D.

**Jerome Roehm**, 2023-, *Assistant Professor of Data Analytics*  
Benedictine College, B.A. B.S., M.A., University of Delaware, Ph.D.

**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-, *Associate Professor of Psychology*  
Nebraska Wesleyan University, B.S.; University of Nebraska-Omaha, M.A., Ph.D.



**Greg Seier**, 2019-, *Associate Professor of Practice of Exercise Science, Chair, Health and Human Performance Dept.*  
Doane University, B.S.; Wayne State College, M.S.E., Doane University, Ed.D.

**Catherine Sommervold**, 2015-, *Associate Professor of Practice in Education, Director of the Ed.D. Program*  
University of South Dakota, B.A., M.A.; University of St. Thomas (MN), Ed.D.

**Russell D. Soucek**, 1996-, *Professor of Environmental Science, Chair, Natural Resources and Environmental Science Dept.*  
Doane University, B.A.; Texas A & M University, M.S., M.S., Ph.D.

**Rebecca Sprouse**, 2022-, *Assistant Professor of Practice in Biology*  
University of Nebraska at Kearney, B.S., M.S.

**Jeffrey Stander**, 2006-, *Professor of Theatre, Chair, Theater Dept.*  
University of Nebraska-Lincoln, B.F.A.; San Diego State University, M.F.A.

**Eric Stearns**, 2010-, *Professor of Art, Chair, Art and Graphic Design Dept.*  
Doane University, B.A.; Fort Hays State University, M.F.A.

**Cale Stolle**, 2017-, *Associate Professor of Engineering*  
University of Nebraska-Lincoln, B.S., M.S., Ph.D.

**Joel TerMaat**, 2018-, *Associate Professor of Engineering, Chair, Engineering and Physics Dept.*  
University of Nebraska-Lincoln, B.S., Ph.D.

**Lisa Tschauner**, 2010-, *Assistant Professor of Practice in Entrepreneurship, Chair, Entrepreneurship Dept.*  
Doane University, B.A.; Peru State College M.S.

**Eric Tucker**, 2024-, *Assistant Professor of Practice in Multiplatform Journalism*  
University of Illinois, B.A., University of Oregon, M.S., University of Nebraska-Omaha, M.F.A.

**J.B. Tyson**, 2023-, *Assistant Professor of Practice in Video and Media Production*  
Wayne State College, B.S., M.S.

**James L. Vertin**, 2001-, *Associate Professor of Practice in Mathematics*  
Doane University, B.S., M.Ed.

**Trisha, Vickrey**, 2023-, *Assistant Professor in Chemistry and Biochemistry*

**Jeanne Vrbka**, 2022-, *Assistant Professor of Practice, Co-Chair, Accounting Department*  
University of Nebraska-Omaha. B.S., University of Nebraska-Lincoln, M.S.

**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 Weidl**, 2005-, *Professor of English, Chair, English Dept.*  
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, Director of Institutional Effectiveness*  
Luther College, B.A.; University of Iowa, M.A., Ph.D.

**Nathaniel Wilson**, 2012-, *Assistant Professor of Practice in Communication, Director of Forensics, Chair, Communication Dept.*  
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.

\* On leave Fall 2024 or Spring 2025

## Adjunct Faculty

**Chris Brady**, 2017-, *Adjunct Instructor in Liberal Arts Studies and History*  
Doane University, B.A., University of Nebraska-Kearney, M.A.

**Leah Cech**, 2018-, *Adjunct Instructor*

**Quint Geis**, 2018-, *Adjunct Instructor of Leadership*

**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.

**Alanna Hoffman**, 2017, *Adjunct Instructor*

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

**Tom King**, 1992-, *Adjunct Instructor*  
Westminster College, B.A.; Phillips University, M.Ed.; Oklahoma State University, Ed.D.

**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.

**Tammie Lang**, 2018-, *Adjunct Instructor*

**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 of Business*  
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.

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

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

**Janet Scott** *Adjunct Faculty in Economics*  
Union College B.S., B.A., University of Nebraska Lincoln M.A.

**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.

**Ann Marie Williams**, 2014-, *Adjunct Instructor in Leadership*

**David Williams**, 2017-, *Adjunct Instructor of Business*

# Honors and Awards 2023-24

## 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:

- Zane Boudreau
- Anna Harveson
- Justin Nevells
- Julia Ramirez
- Anabelle Daugherty
- Kylie Hughes
- Juan (Zach) Perez

### Honors and Awards

Alpha Lambda Delta Katherine Buell Award: Isabella Chappell, Anabelle Daugherty, Juan (Zach) Perez

Bob Palensky Music Award: Gabe Tramp

Crete Campus Alumni Senior Awards: Blair Soucek, Felipe Lozano

Dr. David H. Smith Memorial Research Award: Matthew Morbin

Dawes Oratorical Award: Alex Moulton, Olivia Vore

Doane Band Award: Anna Harveson

Doane Theatre Award: Emma Woods

Excellence in Education Scholarship: Olena Fleck, Chad Knihal

Helen Doane Perry Outstanding Student Award: Anabelle Daugherty, Justin Nevells

John E. Makota, Jr. Computing Excellence Award (continuing student): Gavin Schramm

John E. Makota, Jr. Computing Excellence Award (graduating senior): Olivia Navarro, Kamryn Plock

Kaitlyn Erickson Pro-Musica Award: Julia Ramirez

Kenneth R. Rossman Prize: Veronica Reynolds

Kerry Strayer Memorial Scholarship: Abby Ulrich

Kozisek Denker Family Scholarship: Karlie Muff

Levi & Hazel Wilson Fellowship Award: Juan (Zach) Perez, Olivia Nall, Alexis Carbajal

Lumir C. Havlicek Concert Band Scholarship: Maddie Valdez, Griffin Spencer

Marianne Clarke Writing Excellence Awards At Large: Anna Prauner, Blair Kampovitz, Johnathan Schmidt, Maddy Ramey, Morgan Craig

Marianne Clarke Writing Excellence Awards First-Year: Adley Rose, Johnathan Schmidt, Josslyn Clafin

Marianne Clarke Writing Excellence Awards Owl: Cassie Kessler, Kylie Hughes

Marianne Clarke Writing Excellence Awards Xanadu: Cassie Kessler, Tellysha Metes

Mary L. Chapin Art Award: Sheyanne Laschanky

Mathematics Excellence Award: Zack Perez

Modern Languages Award: Dani Avalos, Elsy Sierra-Valle

National Council of Examiners for Engineering and Surveying (NCEES): Zane Boudreau, Izayah Morris, Evan Stiles, Matthew Arent

The Nebraska Society of CPA's Foundation 150-Hour Scholarship: Nathaniel Fox, Jared Smith, Zach Turner

The Nebraska Society of CPAs Foundation General Accounting Scholarship: Cole Essex

Novice Speaker Award: Jackson Finner

Outstanding 1st Year Chemistry Award: Preston Senne, Lilleth Umberger

Outstanding 1st Year Math Student Award: Preston Senne

Outstanding Engineering Achievement Award: Ivana Lopez

Outstanding Senior in the College of Business Award: Isabella Chappell

Robert C. Makosky Prize: Justin Nevells

Robert D. Muckel Tri Beta Award: Justin Nevells

Ruth Mary Stevens Prize: Terungwa Unongo

Student Congress-Outstanding Faculty Members of the Year: AJ Charadia, Rebecca Sprouse

Student Congress Outstanding Staff of the Year Awards: Blake Tobey, Jody Yank

Student Teacher Music Award: Elly Weimer

Thomas Doane Outstanding Award Faculty: Phil Weitzl

Thomas Doane Outstanding Award Staff: Brian Flesner

Tonniges Early Childhood Scholarship: Kylie Meinke

### Fulbright Grants and other International Awards

Fulbright grants are awarded each year for students, teachers, and scholars to study, teach and conduct research at international sites. Administered by the Institute of International Education and the U.S. State Department, the Fulbright Program began in 1946.

**The following Doane graduates are listed with their majors and the location of their Fulbright grants:**

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/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  
 2024 Daniela Avalos '24 Spanish/Psychology, Mexico  
 \* Received Fulbright Scholarship but did not participate in program

**The following Doane graduates received other prestigious international awards. Listed next to their names are their majors, their awards, and locations.**

2016 Delta Wilson '16 Sociology/International Studies, Japan Exchange and Teaching program, Japan  
 2017 Bridget O'Connell '17 Music/French, Teaching Assistant Program in France, France  
 2018 Rachel Schartz '18 English, Japan Exchange and Teaching program, Japan  
 2020 \*Ivy Banks '20 German, Japan Exchange and Teaching program, Japan  
 2020 \*Aubrey Schatz '20 Biochemistry, Japan Exchange and Teaching program, Japan  
 2022 Maya Mohr '22 Psychology, North American Language and Cultural Assistants Program, Spain  
 2022 \*Madi Warrelmann '22 Social Science/History/Secondary Education, North American Language and Cultural Assistants Program, Spain  
 2023 Ryleigh Gebers '21 English/Secondary Education, Japan Exchange and Teaching program, Japan  
 2024 Abby Reedy, Gilman Scholarship  
 \* Received awards but did not participate in program

## Lincoln, Omaha, and Online Honors and Awards

### Senior Awards

Outstanding Graduate in Business Administration: Alexis Victoria Folmer, Marwan Atef Abdulrhman Yehya  
 Outstanding Graduate in Graphic Design: Tiffany Marie Wittrock  
 Outstanding Graduate in Health Sciences: Cristen Ja'dawn Jackson, Christopher Raja Shehadi  
 Outstanding Graduate in Human Relations: Kylie Ann Krivohlavek, Tami M. Brinkhoff  
 Outstanding Graduate in Information Systems Management: Alexander Lubrano, Carrisa Ann Smith  
 Outstanding Graduate in Liberal Arts Studies: Gehrig Antonino Perez, Jennifer Ann Foreman  
 Outstanding graduate in Organizational Communication: Justin Wayne Anderson

### Valedictorian

- Alexander Lubrano
- Tami M. Brinkhoff

# Endowment and Resources

Loyal support 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  
The Walter S. Waas & J. Edward Pallett Chair of Economics

## 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.

Bernice Adams  
Margaret Emily Adams  
Lou & Jo Albrecht  
Margaret H. Aldrich  
Alexander Technique  
Charles L. & Iris West Aller  
Alumni Fund  
Anderson Family  
A. W. Anderson  
Edna Ogden Anderson  
Olsie M. Anderson  
Artist in Residence Fund  
Herbert R. Atkins  
Athletic Directorship  
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  
C. L. "Bill" & Catharine Carns  
Vance & Gladys Carns  
Chadron Academy  
Benjamin Chapin  
Mr. & Mrs. Frank H. Chickering  
Chilcoat Family  
Irene Mortensen Church  
City of Crete  
Sam & Janet Johnson Clarke  
Lucille S. Cobb Lectureship  
Dr. Carl J. Cornelius, Jr.  
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  
Larry D. Green '70  
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  
Mr. & Mrs. E. J. Hainer  
Gerald & Lynn Hallas  
Zenon C.R. Hansen Leadership Program  
Leo D. Harman, Jr.  
Dr. Julia M. Hawkes  
Ward H. Haylett Prize  
Edward & Mary Heilman  
Dick and Debbie Held  
Edward H. Hemingway  
Capt. Charles L. Herman  
Richard & Grace French Herman  
B. Keith & Norma F. Heuermann Foundation  
David & Corinne Higbee

Reed & Eunice Higby  
 Duane H. Hillmer  
 John Hodgson  
 Wallace & Janet Heilman Hood  
 Donald M. Hosford  
 Eleanora F. Houser  
 Andrew & Lottie Lee Houston  
 Mary C. Houston  
 Mary Ellen Ingles-Farries  
 Ardis Butler James  
 Mrs. D. Willis James  
 Robert & Ardis James Foundation  
 Mary E. Jeffery  
 James E. Jones  
 Jones-Hilmer Theatre  
 Ellen Marek Kalal  
 Hertha I. Kayser  
 Jody Kerssenbrock  
 Benjamin & Cora Kemp  
 Frank B. Kennicott  
 Alva & Grace Barragar Kinney  
 Henry & Mary Louise Kleinkauf  
 Dr. Eugene A. Klingler  
 John & Beth Klosterman  
 Herbert & Mary Knapp  
 Karl & Mary Tidball Koch  
 Benjamin & Choon Sook Kremanak  
 Harold W. Kruse  
 Dr. Joseph Kuncil, Jr.  
 Mildred Oberg Kuncil  
 J. Leighton & Joyce Kunkel  
 Winthrop B. Lane  
 Dr. George R. LaRue  
 Stanley H. Lawton  
 Fred W. Leavitt  
 Lawrence H. Lee Library Fund  
 Literary Fund of 1896  
 Carl E. Lockman  
 Fred & Mary Elizabeth Rodgers Loomis  
 Harvey Mahloch  
 John & Anne MacDonald  
 Robert C. Makosky Prize  
 Alfred S. Martin  
 Arthur & Elizabeth Welty Mayer  
 Corlies Maynard  
 John & Clarice Drouillard McDermand  
 Charles & Alys McMunn  
 Beth Anna Mekota  
 Mebus  
 John E. Mekota, Jr.  
 Eloise B. Messacar  
 Frederick E. Meyer  
 Henry Meyer  
 Clarence R. & Mary A. Miles  
 Mary Mortensen Mougey  
 Doane Music Program Endowment  
 Wilbert & Phyllis Johnson Myers  
 Nebraska Quarter Centennial  
 George L. Newton  
 Margaret Stines Nielsen  
 Louise Niemann  
 Ralph & Harriet Noyce  
 J. Chris & Dorothy Gorder Nyrop  
 Glen M. & Janet Olson  
 Ruth & Walt Olsen Family  
 Walt Olsen Memorial Endowment for the Exploration of Religion,  
 Philosophy, & Ethics  
 Gwen Feebee Oltmanns  
 Paul R. & Barbara Oppenheim  
 M. David Osterhout Arboretum  
 J. Edward Pallett  
 Al Papik Doane Athletic Club  
 Mrs. D. K. Pearsons Professorship  
 Kitty M. Perkins Foundation  
 David Brainerd Perry Professorship  
 Mary Stone Perry Library Fund  
 Petersen Manufacturing Co.  
 Martha Sprague Pierce  
 Herman & Rhoda Platt  
 Howard & Louise Kinney Platt  
 Robert L. Polk Lectureship in Race & Social Justice  
 Jennie E. Pool  
 Anne Porter  
 Vincent J. Prucha  
 Richard & Lois Duffy Quimby  
 Reinold & Lillian Rall  
 John C. Rapp  
 Lloyd & Trudy Reeves  
 Howard & Patricia Platt Richoux  
 Robert & Myra Bevins Rivett  
 Emily F. Rorer  
 Francis & Dorothy Blatter Ross  
 James & Miriam Dewey Ross  
 Kenneth R. Rossman DKP Lectureship  
 Kenneth R. Rossman Library  
 Endowment in History  
 Kenneth R. Rossman Prize in History  
 Stuart S. Rough  
 E. E. Sanborn Prize  
 S. A. Sanderson Athletic Prize  
 Josephine Sanford Professorship  
 Lillian M. Boswell Schauflier Professorship  
 Addison & Margaret Thompson Sheldon Professorship  
 Frank J. & Shirley W. Sibert  
 Lester & Ruth Herron Skolil  
 Arch & Neldea Shoup Slate  
 Charles C. Smith  
 A. Elula Smith Smrha  
 Charles C. Snow  
 Ruth Mary Stevens Prize  
 Mary Gregory Stowell  
 Marjorie & Don Tarr  
 Frank & Marion Olsen Taylor  
 Joseph E. Taylor Library History Fund  
 John & Rene Burton Teague  
 Clayton & Janet Tidball  
 William & Verna Trepka  
 Trustee-Faculty Enrichment Professorship  
 Ralph W. Tyler Lectureship  
 Undergraduate Research Fund  
 Van Loan Family  
 Richard Vercruyse Endowment for the Support of the Doane  
 Agribusiness Program  
 Edison & Ida Padour Walker  
 Elizabeth Walker  
 Alice E. Wallace  
 Gladys & Vera Warner  
 Eric Weber Memorial Promising Educator  
 Conrad C. Wells  
 Wilson A. Wells  
 Dr. Lloyd E. & Florence Fredrick West  
 David Whitcomb Professorship  
 Edward Whitin Library Fund  
 Gustave F. Wildhaber  
 John O. Wiley Research Fund  
 T.F.A. Williams  
 Josephine Darrow Wolcott  
 Wolph Memorial  
 Worcester Professorship  
 Dr. John & June Yost  
 Otis Young Ethics & Religion Lectureship

# Scholarship Funds

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

## Donated Scholarships

Ethel S. Abbot Foundation  
Alpha Omega Fraternity  
Anheuser-Busch of NE (Double Eagle Beverage)  
BANK OF THE WEST  
Blue Cross Blue Shield of NE  
BRAN  
Brent Borgen Memorial  
William and Esther Bohi  
Joe & Nancy Chapman Music  
Chi Delta Sorority  
Cooper Foundation  
Council of Independent Colleges Challenge Grant  
Council of Independent Nebraska Colleges Foundation Possibilities Project  
Students of Color Cooper Foundation  
Dr. CC and Mabel L Criss Foundation  
Dennis Daily  
James Denney & Memorial  
Dolly Brt Denney  
Doane Family Association  
EducationQuest Foundation  
Terry A. Egger Memorial  
Virgil Eihusen  
Farm Credit Services of America  
Ernest Fridrich  
Gamma Phi Iota  
Lynn "Red" Grovert Basketball  
Dr. George & Susan Nemer Haddix  
Cole Hamm Memorial  
Ethel Hansen Art  
Hawks Foundation  
Phil Heckman  
Mary-Ellen Inglis  
Jim Johnson Textbook  
Kaufman-Cummings Foundation  
Kawasaki Motors Manufacturing-USA

Peter Kiewit Legacy  
Doroty Knouse Koepke Memorial  
Michael W. Krantz Trust  
Lanham-Hawlick  
Lincoln Industries Art  
Live Doane  
Patty Loring  
Mastera Family  
Charlotte & James M.D. McGarth  
Cindy Meyer Volleyball  
NE Golf Association  
Nebraska Independent College Foundation  
Never Too Late  
NexTus  
Mastera Family  
Omaha Community Foundation  
Omega Phi Theta  
Robert Palensky  
Kitty M. Perkins Foundation  
Pinnacle Bank  
Donald Purvis Pre-Med  
Quivey Bay State Foundation  
Jane Renner-Hood  
Edgar & Francis Reynolds Foundation  
Edward and Lida Robinson Trust  
Songster & Cahill Family  
SW Nebraska  
Joan Tamkovik Veteran  
Tau Sigma Zeta  
Dr. Betsy Tonniges Early Childhood Education  
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  
Arnold, Elsie, and Donald Chab  
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  
 James & Donna Cotsana  
 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 Vassel 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  
 Dr. Garfield & Irma Lanham Hawlick  
 William Randolph Hearst  
 Philip R. Heckman  
 Dick and Debbie Held  
 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  
 Jones-Hilmer Theatre  
 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  
 Jody Kerssenbrock  
 Kiewit Foundation Scholarship  
 Angie Klasek Memorial  
 Carolyn Kollmeier  
 Paul & Esther Farley Korff  
 Kozisek-Denker Family  
 Michael Krantz  
 Alan Sharon Krauter Seagren  
 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  
 Diane Eastburn Ludlam  
 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  
 Dana Miller Leader Impact  
 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  
 Nextus  
 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. Betsy Tonniges Early Childhood Education  
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  
Walter S. Waas  
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 153rd Year  
Doane University Lincoln Campus's 44rd Year  
Doane University Omaha Campus's 12th Year

## 2024-25 16-Week Calendar - Crete Campus

### FALL SEMESTER 2024 24/FAL August 14 - December 14

#### August

9 Friday .....Last day to add an 8 week online course  
10-13 Sat-Tues .....New Student Orientation  
**14 Wednesday .....FIRST DAY of FALL SEMESTER/** Payment due date  
21 Wednesday .....Last day to drop a first 8 week session course  
22 Thursday .....Opening Convocation 11:00 a.m.  
23 Friday .....Last day to add a semester long course  
28 Wed .....Last day to drop a semester course/**Fall Census**; Pass/Fail deadline for 8wk courses (week 2)

#### September

2 Monday .....Labor Day - University CLOSED  
11 Wed .....Final day for Jr/Sr. to declare a P/F course (week 4); Deadline to withdraw from an 8wk course

#### October

4 Friday .....MID-TERM GRADES DUE by NOON and available on Self-Service  
9 - 11 W - F .....Fall Break for students  
14 Monday .....Spring 2025 schedule release  
14 Monday .....Second 8-week session starts  
19 Saturday .....Homecoming  
25 Friday .....Pass/Fail deadline for 8wk courses  
30 Wednesday .....Deadline to withdraw from a course receiving a "W". (week 10)  
30-11/8 .... Student REGISTRATION and ADVISING for Spring 2025

#### November

8 Friday .. .....Final day to withdraw from University. Grades are W's. Deadline to withdraw from 8wk crse  
25 - 29 M-F .....Thanksgiving Break - 11/28-29 University CLOSED

#### December

9 - 13 M-F .....FINAL EXAMS  
13 Friday .....Crete Campus DECEMBER GRADUATES GRADES DUE at 8am  
**14 Saturday .....December Graduation Ceremony Fuhrer Fieldhouse**  
17 Tuesday .....Fall Semester GRADES DUE by 8 a.m.  
18 Wednesday .....Fall Semester grades available on Self-Service

### SPRING SEMESTER 2025 25/SPR January 15 - May 17

#### January

10 Friday .....Last day to add a first 8 week session course  
13 Monday .....New Student Orientation  
**15 Wednesday .....FIRST DAY of SPRING SEMESTER/** Payment due date  
20 Monday .....Martin Luther King Day - University CLOSED  
22 Wednesday .....Last day to drop a first 8 week session course  
24 Friday .....Last day to add a semester long course  
29 Wed .....Last day to drop a semester course/Spring Census; Pass/Fail deadline for 8wk courses (week 2)

#### February

12 Wednesday .....Final day for Jr/Sr. to declare a P/F course (week 4); Deadline to withdraw from an 8wk crse

#### March

7 Friday .....MID-TERM GRADES DUE by NOON and available on Self-Service  
10 - 14 M-F .....Spring Break  
17 Monday .....25/FAL and 25/SUM schedule release  
17 Monday .....Second 8-week session starts  
28 Friday .....Pass/Fail deadline for 8wk courses

#### April

2 Wednesday .....Deadline to withdraw *from a course* receiving a "W". (week 10)  
2 - 11 .....Student REGISTRATION and ADVISING for Fall and Summer 2025  
11 Friday .....Final day to withdraw from University. Grades are W's. Deadline to withdraw from an 8wk crse  
17-18 Th-Fri .....Easter Break, Crete Campus

#### May

12 - 15 M-Th .....FINAL EXAMS  
16 Friday .....Crete Campus MAY GRADUATES GRADES DUE at 8am  
Baccalaureate Service, President's Concert, Honors Convocation  
**17 Saturday .....COMMENCEMENT - 10 a.m. Non-Residential Undergraduates and Graduate programs**  
**COMMENCEMENT - 2:00 p.m. Crete Campus Undergraduates**  
20 Tuesday .....Spring Semester GRADES DUE by 8 a.m.  
21 Wednesday .....Spring Semester grades available on Self-Service

## 2024-25 8-Week Calendar – Lincoln and Online

<u>July 8</u> Monday .....	Autumn Term schedule released
15 Monday .....	Priority Registration begins for Autumn Term
22 Monday .....	Registration begins for Autumn Term
<u>August 9</u> Friday .....	Summer Term grades published to Self-Service
9 Friday .....	Last day to add Autumn Term
<b>14 Wednesday</b> .....	<b>Autumn Term Begins</b> / Payment Due
21 Wednesday .....	CENSUS DAY - Last day to drop Autumn enrollments
<u>September 2</u> Monday .....	UNIVERSITY CLOSED - Labor Day
3 Tuesday .....	Winter I Term schedule released
9 Monday .....	Priority Registration begins for Winter I Term
11 Wednesday .....	Last day to withdraw from an AUTM course and receive a 'W'
16 Monday .....	Registration begins for Winter I Term
<u>October 8</u> Tuesday .....	Autumn Term Ends
9 Wednesday .....	Last day to add Winter I Term
11 Friday .....	Autumn Term grades published to Self-Service
<b>14 Monday</b> .....	<b>Winter I Term Begins</b> / Payment Due
21 Monday .....	CENSUS DAY - Last day to drop Winter I enrollments
<u>November 8</u> Friday .....	Last day to withdraw from a WIN1 course and receive a 'W'
18 Monday .....	Winter Flex/Winter II Term schedule released
27, 28, & 29.....	NO CLASS MEETINGS - Thanksgiving weekend
<u>December 2</u> Monday .....	Priority Registration begins for Winter Flex/Winter II Terms
9 Monday .....	Registration begins for Winter Flex/Winter II Terms
14 Saturday .....	Winter I Term Ends
<b>14 Saturday</b> .....	<b>December Commencement Ceremony</b>
20 Friday .....	Winter I Term grades published to Self-Service

**The Doane Offices will be CLOSED December 25 through January 1**

<u>January 3</u> Friday .....	Last day to drop or add Winter Flex enrollments
5-11 Sunday-Saturday.....	Winter Flex Term
10 Friday .....	Last day to add Winter II Term
<b>15 Wednesday</b> .....	<b>Winter II Term Begins</b> / Payment Due
20 Monday .....	UNIVERSITY CLOSED - Martin Luther King Day
22 Wednesday .....	CENSUS DAY - Last day to drop Winter II enrollments
<u>February 10</u> Monday .....	Spring Term schedule released
12 Wednesday .....	Last day to withdraw from a WIN2 course and receive a 'W'
17 Monday .....	Priority Registration begins for Spring Term
24 Monday .....	Registration begins for Spring Term
<u>March 11</u> Tuesday .....	Winter II Term Ends
12 Wednesday .....	Last day to add Spring Term
14 Friday .....	Winter Flex/Winter II Term grades published to Self-Service
<b>17 Monday</b> .....	<b>Spring Term Begins</b> / Payment Due
24 Monday .....	CENSUS DAY - Last day to drop Spring Term enrollments
<u>April 11</u> Friday .....	Last day to withdraw from a SPRG course and receive a 'W'
21 Monday .....	Summer & Summer Flex Term schedules released
28 Monday .....	Priority Registration begins for Summer & Summer Flex Terms
<u>May 5</u> Monday .....	Registration begins for Summer & Summer Flex Terms
17 Saturday .....	Spring Term Ends
<b>17 Saturday</b> .....	<b>Spring Commencement Ceremony</b>
21 Wednesday .....	Last day to add Summer Term
23 Friday .....	Spring Term grades published to Self-Service
<b>26 Monday</b> .....	<b>Summer Term Begins</b> / Payment Due
26 Monday .....	UNIVERSITY CLOSED - Memorial Day
<u>June 2</u> Monday .....	CENSUS DAY - Last day to drop Summer & Summer Flex enrollments
19 Thursday .....	No CLASS MEETINGS - Juneteenth
20 Friday .....	Last day to withdraw from a Summer course and receive a 'W'
<u>July 4</u> Friday .....	UNIVERSITY CLOSED - Fourth of July
7 Monday .....	Autumn Term schedule released
14 Monday .....	Priority Registration for Autumn Term
21 Monday .....	Registration begins for Autumn Term
26 Saturday .....	Summer Term Ends
27-August 2 Sunday-Saturday .....	Summer Flex Term
<u>August 8</u> Friday .....	Summer & Summer Flex Term grades published to Self-Service

# 2025-26 16-Week Calendar - Crete Campus

## FALL SEMESTER 2025 24/FAL August 18 - December 11

### August

13 Wednesday .....Last day to add an 8 week online course

14-17 Thus-Sun .....New Student Orientation

**18 Monday** .....**FIRST DAY of FALL SEMESTER/** Payment due date

21 Thursday .....Opening Convocation 11:00 a.m.

25 Monday .....Last day to drop a first 8 week session course

27 Wednesday .....Last day to add a semester long course

29 Friday .....Last day to drop a semester long course/Fall Census; Pass/Fail deadline for 8wk courses (week 2)

### September

1 Monday .....Labor Day - University CLOSED

12 Friday .....Final day for Jr/Sr. to declare a P/F course (week 4); Deadline to withdraw from an 8 week course.

### October

4 Saturday .....Homecoming

9-10 Th-Fri .....Fall Break for students

11 Saturday .....First 8-week session ends

13 Monday .....Spring 2026 schedule release

13 Monday .....Second 8-week session starts

15 Wednesday .....MID-TERM GRADES DUE at 8am and available on Self-Service

24 Friday . .....Deadline to withdraw from a semester course receiving a "W". (week 10) Pass/Fail deadline for 2nd 8wk courses

### November

7 Friday .. .....Final day to withdraw from the University. Grades are W's. (week 12) Deadline to withdraw from 2nd 8 wk crs

26 - 28 W-F .....Thanksgiving Break - 11/27-28 University CLOSED

### December

8 - 11 M-Th .....FINAL EXAMS

12 Friday .....Crete Campus DECEMBER GRADUATES GRADES DUE at 8am

**13 Saturday** .....**December Graduation Ceremony Fuhrer Fieldhouse**

17 Wednesday .....Fall Semester GRADES DUE by 8 a.m.

18 Thursday .....Fall Semester grades available on Self-Service

## SPRING SEMESTER 2026 26/SPR January 12 - May 14

### January

7 Wednesday .....Last day to add a first 8 week session course

9 Friday .. .....New Student Orientation

**12 Monday** .....**FIRST DAY of SPRING SEMESTER/** Payment due date

19 Monday .....Martin Luther King Day - University CLOSED

19 Monday .....Last day to drop a first 8 week session course

21 Wednesday .....Last day to add a semester long course

23 Friday .....Last day to drop a semester long course/Spring Census; Pass/Fail deadline for 8wk courses (week 2)

### February

6 Friday .....Final day for Jr/Sr. to declare a P/F course (week 4); Deadline to withdraw from an 8 week course.

### March

7 Saturday .....First 8-week session ends

9 - 13 M-F .....Spring Break

11 Wednesday .....MID-TERM GRADES DUE at 8am and available on Self-Service

16 Monday .....26/FAL and 26/SUM schedule release

16 Monday .....Second 8-week session starts

27 Friday .....Deadline to withdraw from a semester course receiving a "W". (week 10) Pass/Fail deadline for 2nd 8wk courses

### April

2-6 Th-Mon .....Easter Break, Crete Campus

8-17 .....Student REGISTRATION and ADVISING for Fall and Summer 2026

10 Friday .....Final day to withdraw from the University. Grades are W's. (week 12) Deadline to withdraw from a 2nd 8 week course.

### May

11 - 14 M-Th .....FINAL EXAMS

15 Friday .....Crete Campus MAY GRADUATES GRADES DUE at 8am

Baccalaureate Service, President's Concert, Honors Convocation

**16 Saturday** .....**COMMENCEMENT - 10 a.m. Non-Residential Undergraduates and Graduate programs**  
**COMMENCEMENT - 2:00 p.m. Crete Campus Undergraduates**

20 Wednesday .....Spring Semester GRADES DUE by 8 a.m.

21 Thursday .....Spring Semester grades available on Self-Service

## SUMMER SEMESTER 2026 26/SUM June 1 - August 1

# 2025-26 Lincoln and Online 8-Week Term Calendar

July 7 Monday ..... Autumn Term schedule released  
 14 Monday ..... Priority Registration begins for Autumn Term  
 21 Monday ..... Registration begins for Autumn Term  
August 13 Wednesday ..... Last day to add Autumn Term  
**18 Monday** ..... **Autumn Term Begins** / Payment Due  
 25 Monday ..... CENSUS DAY - Last day to drop Autumn enrollments  
September 1 Monday ..... UNIVERSITY CLOSED - Labor Day  
 2 Tuesday ..... Winter I Term schedule released  
 8 Monday ..... Priority Registration begins for Winter I Term  
 12 Friday ..... Last day to withdraw from an AUTM course and receive a 'W'  
 15 Monday ..... Registration begins for Winter I Term  
October 8 Wednesday ..... Last day to add Winter I Term  
 11 Saturday ..... Autumn Term Ends  
**13 Monday** ..... **Winter I Term Begins** / Payment Due  
 15 Wednesday ..... Autumn Term grades due at 8am  
 16 Thursday ..... Autumn Term grades published to Self-Service  
 20 Monday ..... CENSUS DAY - Last day to drop Winter I enrollments  
November 7 Friday ..... Last day to withdraw from a WIN1 course and receive a 'W'  
 17 Monday ..... Winter II Term schedule released  
 26, 27, & 28 ..... NO CLASS MEETINGS - Thanksgiving weekend  
December 1 Monday ..... Priority Registration begins for Winter II Terms  
 8 Monday ..... Registration begins for Winter II Terms  
 10 Wednesday ..... December Graduates grades due at 8am  
 13 Saturday ..... Winter I Term Ends  
**13 Saturday** ..... **December Commencement Ceremony**  
 17 Wednesday ..... Winter I Term grades due at 8am  
 18 Thursday ..... Winter I Term grades published to Self-Service

**The Doane Offices will be CLOSED December 25 through January 1**

January 7 Wednesday ..... Last day to add Winter II Term  
**12 Monday** ..... **Winter II Term Begins** / Payment Due  
 19 Monday ..... UNIVERSITY CLOSED - Martin Luther King Day  
 19 Monday ..... CENSUS DAY - Last day to drop Winter II enrollments  
February 6 Friday ..... Last day to withdraw from a WIN2 course and receive a 'W'  
 9 Monday ..... Spring Term schedule released  
 16 Monday ..... Priority Registration begins for Spring Term  
 23 Monday ..... Registration begins for Spring Term  
March 7 Saturday ..... Winter II Term Ends  
 11 Wednesday ..... Last day to add Spring Term  
 11 Wednesday ..... Winter II Term grades due at 8am  
 12 Thursday ..... Winter II Term grades published to Self-Service  
**16 Monday** ..... **Spring Term Begins** / Payment Due  
 23 Monday ..... CENSUS DAY - Last day to drop Spring Term enrollments  
April 10 Friday ..... Last day to withdraw from a SPRG course and receive a 'W'  
 20 Monday ..... Summer Term schedules released  
 27 Monday ..... Priority Registration begins for Summer Terms  
May 4 Monday ..... Registration begins for Summer Terms  
 13 Wednesday ..... May Graduates grades due at 8am  
 16 Saturday ..... Spring Term Ends  
**16 Saturday** ..... **Spring Commencement Ceremony**  
 27 Wednesday ..... Last day to add Summer Term  
 20 Wednesday ..... Spring Term Grades Due  
 21 Thursday ..... Spring Term grades published to Self-Service  
 25 Monday ..... UNIVERSITY CLOSED - Memorial Day  
June 1 Monday ..... **Summer Term Begins** / Payment Due  
 8 Monday ..... CENSUS DAY - Last day to drop Summer enrollments  
 19 Friday ..... No CLASS MEETINGS - Juneteenth  
 26 Friday ..... Last day to withdraw from a Summer course and receive a 'W'  
July 3 Friday ..... UNIVERSITY CLOSED - Fourth of July Recognized  
 6 Monday ..... Autumn Term schedule released  
 13 Monday ..... Priority Registration for Autumn Term  
 20 Monday ..... Registration begins for Autumn Term  
August 1 Saturday ..... Summer Term Ends  
 5 Wednesday ..... Summer Term grades due at 8am  
 6 Thursday ..... Summer Term grades published to Self-Service

# 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

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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

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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

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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

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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

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Disclosure: Equity in Athletics

Description: Information on Doane's intercollegiate athletic teams

Contact: Doane University Athletic Director - 402.826.8583

More Information: Athletic Department

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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

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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

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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

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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](mailto: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](mailto:titleix@doane.edu)

More Information: Employee handbook, student handbook