



2015-2016

Doane College

School of Arts and Sciences

Crete Campus Catalog

The Doane College School of Arts and Sciences catalog is published annually in Crete, Nebraska. Doane College reserves the right to make changes in the curriculum, course structure, calendar, graduation requirements, costs, or any of its policies without notice.

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

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the College 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 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 College's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973, is directed to contact Laura Sears, Director of Human Resources at laura.sears@doane.edu or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6773. Laura Sears has been designated by the College 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

Correspondence should be addressed to the appropriate office, followed by: Doane College, 1014 Boswell Avenue, Crete, NE 68333-2430.

Crete Campus toll free	1.800.333.6263
Academic Affairs Office	402.826.8221
Academic Support Center	402.826.8554
Admission Office	402.826.8222
Advancement/Alumni Offices	402.826.8258
Athletic Department	402.826.6717
Bookstore	402.826.8288
Business Office	402.826.8200
College to Career Center	402.826.8501
Faculty Office	402.826.8660
Financial Aid Office	402.826.8260
Graduate Studies Office	402.466.4774
Grand Island Campus	308.398.0800
Grand Island Campus toll free	877.443.6263
Hansen Leadership Program	402.826.8271
Lincoln Campus	402.466.4774
Lincoln Campus toll free	888.803.6263
Office of International Programs	402.826.8215
Office of Technology (Help Desk)	402.826.8411
Office of Strategic Communications	402.826.8294
Omaha Campus	402.891.6600
Perkins Library	402.826.8287
President's Office	402.826.8253
Registrar's Office	402.826.8251
Student Leadership	402.826.8111

Fax Machines:

Athletics	402.826.8647	Library	402.826.8303
Business Office	402.826.8600	Lincoln	402.466.4228
Grand Island	308.398.7279	Service Bureau	402.826.8278
International Programs	402.826.8592		

E-mail/Internet Accounts: first name.last name@doane.edu

Doane College Web site: www.doane.edu

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

Doane College WebAdvisor: www.doane.edu/wa

Doane College: A college of countless possibilities

Doane College is known for its leadership in higher education, grounded in the college's commitment to academic excellence, innovation, community and a special sense of place for each individual. These are the values that have made Doane successful for more than 140 years and will help build an even stronger college for the future.

Through this commitment to leadership, inquiry, values and engagement, Doane creates the ideal setting for experiences and connections with lifelong value. Our innovative approach to education integrates learning in the classroom with our students' work and life experiences.

This catalog provides a description of the programs, services and academic and financial aid policies at Doane's School of Arts and Sciences in Crete, Nebraska. However, the pages within cannot illustrate the student-centric approach that fosters success for all Doane students. The college's emphasis on its students is shown through how Doane:

- Produces leaders who have received a broad, liberal arts education linked closely to career and professional preparation.
- Provides graduates with appropriate academic programs and skills to prepare them for satisfying and profitable careers.
- Offers the distinctive Zenon C.R. Hansen Leadership Program, which promotes self-confidence and readies students for a future of independence.
- Puts an emphasis on an international and multicultural campus to enhance educational opportunities.
- Extends its education to strategic locations in Nebraska's metro areas, taking learning off-campus through internships, work and a variety of impressive public events.
- Takes an innovative approach to both traditional and nontraditional undergraduate and graduate education, making the college a leader in higher education in the Midwest.

History of Doane

For 143 years, Doane College has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska's oldest private liberal arts and sciences college.

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

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

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

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

Education for a Lifetime

Throughout Doane's 143-year history, the college has provided students with dedicated faculty and quality programs. The highest priority for Doane faculty is to continually improve the teaching and learning process. They are also active with scholarly research and publication, community service and campus life.

Mission Statement

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

Accreditation Statement

Doane College is accredited by the Higher Learning Commission (30 N. LaSalle Street, Suite 2400, Chicago, IL, 60602-2504). NCA may be reached at 800.621.7440 or ncaahlc.org.

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

Doane is also accredited by other standardizing agencies, including the Nebraska Coordinating Commission of Post-Secondary Education (301 Centennial Mall South, P.O. Box 94987, Lincoln, NE, 68509-4987), which can be reached at 402.471.2295.

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

Assessment Statement

Doane values the participation of undergraduate and graduate students in its institution-wide program to assess student achievement. This program is part of the institution's responsibility to monitor student outcomes and assure the continuing quality of a Doane degree. Multiple strategies are used to gather information about student achievement throughout the college experience. Information collected as a part of the assessment program is used for assessment purposes only and is not used to evaluate individual performance. The college protects the confidentiality of data collected.

Doane College Memberships

American Association of Colleges for Teacher Education
Association of Independent Colleges and Universities of Nebraska
College Entrance Examination Board
Council for the Advancement and Support of Education
Council of Independent Colleges
Great Plains Athletic Conference

National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
Nebraska Association of Colleges and Universities
Nebraska Independent College Foundation
Nebraska Independent College Library Consortium

Doane College Presidents

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

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

Fiscal Responsibility

The college 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.

Campus Buildings and Scenic Locations

Doane College'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 now has one of the most scenic campuses in the Midwest. Currently, Doane maintains 26 primary buildings for academic, residential and cocurricular activities.

Bauer House is the official home of the Doane College president and was donated by Dr. John Bauer, a 1904 graduate. Built in 1950, the home was dedicated in 1965. The three-story home is located on Boswell Avenue, near the south entrance to campus.

Boswell Observatory, built in 1883, was named for Charles Boswell of Connecticut, whose stepson taught at Doane. He was also a close friend of Doane's first president, David Brainerd Perry. He donated \$5,000 for the building and astronomy equipment, which included an eight-inch equatorial telescope and a meridian transit used by college founder and civil railroad engineer Thomas Doane. The observatory is believed to be the first weather service headquarters in Nebraska and is one of three Doane buildings listed in the National Register of Historic Places. It has been altered several times, once following a fire in 1930. The observatory now serves as a mini-museum for historical equipment and is 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. College 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** is the college's newest bridge, spanning the ravine on the north side of the campus. It was constructed in 2004 and dedicated to Dr. Fred Brown, the college's 10th president.

Burrage Hall and **Colonial Hall**, commonly known together as "The Quads," are residential halls consisting of four-bedroom suites (quads) that accommodate eight people, two in each room. Each quad also has a living room and a bathroom. The majority of the Greeks consider the quads their home. Burrage was completed in 1966 as Georgian Hall, but was renamed for Dwight G. Burrage, an instructor in Greek and Latin and registrar from 1906-44, in 1978. Colonial is the smaller of the two halls. In 2006, an outdoor basketball court was added just south of "The Quads" and east of Smith Hall.

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.

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

The **Chab Weyers Education and Hixson Lied Art Building** opened in 2007, providing new offices and classrooms for the education and art departments. It also houses the college'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 College 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-new in 2014-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 old upper level of the library. The commons houses the **24/7 Lab**, **Writing Center**, **Technology Services** desk, **Research Services** desk, 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 college, 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, rejuvenating Doane's historic district. The project was completed as a gift from Delta Kappa Pi fraternity and alumni in honor of Khouri, the former college treasurer, and his wife.

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

Fairchild Apartment Building, completed in 1956, was named for Arthur B. Fairchild, longtime treasurer (1886-1919) and acting president of the college 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 houses classrooms and faculty offices. Production studios for television, 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 college's Board of Trustees, and their families. They contributed a total of \$7 million to the project. The **Gibson Hall of Fame Room**, on the upper level of the building and looking out into the performance gym, is named after Richard and Wanda Gibson of Council Bluffs, Iowa, who donated \$2.5 million toward the building.

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

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

Lauritsen Track is named for the late Walter Lauritsen '30, an outstanding alumnus, former multi-sport athlete and chairman of the Board of Trustees who did much to further the academic and financial advancement of the college. 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 and a shared two-story press box and concession stand. The complex also includes new track and field throwing competition areas.

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

Martin Maintenance Building was built in 1991 and houses the maintenance 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 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 college 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 college and the community share use of the field, which features new FieldTurf installed in 2011, for football and soccer games throughout the year. In 2013, the field was rededicated in honor of Al Papik, a 1950 graduate who had a celebrated career as a coach and administrator at Doane. He later worked with Bob Devaney and Tom Osborne in the University of Nebraska-Lincoln's athletic department.

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 college on the treeless prairie. The building opened in January of 1963 and included recreation areas, a lounge and **Tiger Inn** 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. **Common Grounds Coffeehouse** opened in 2006 and provides assorted beverages and pastries in a relaxing, social atmosphere. 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 college.

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

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

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

Sheldon Hall, located east of Frees Hall and west of Hansen Leadership Hall, opened in 1970 as a women's dormitory but is now a co-ed residence hall. The three-story building remained nameless until 1978 when it was dedicated after Margaret Thompson Sheldon, an 1886 graduate and, later, Doane's first dean of women and an English professor. She served the college

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 college. 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.

Taylor House, located at 1110 E. 4th St., was purchased in 1976 with the help of a generous gift from the Kruse family, former occupants of the house. The two-story frame house was the original home of Doane's former academic dean J.E. "Josh" Taylor.

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.

Tiger Inn was the name given to the snack shop located at 13th Street and Forest Avenue in the 1940s and 1950s. The name stuck when the shop moved to campus in the 1950s. Located for a time in Fiske Lodge, it was then moved to Perry Memorial Campus Center in 1964. Tiger Inn was given a new look in 1995, offering an alternative area for meals, and was renovated again in 2007.

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

Admission

General Admission Policy

www.doane.edu/applynow

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

High School Seniors and First-year Students

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

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

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

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

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

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

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

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

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

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

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

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

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

Transfer Applicants

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

1. Complete an application for admission and submit it to the Office of Admission.
2. Provide official academic transcripts and financial aid information from all secondary (high schools) and post-secondary (colleges and/or universities) institutions attended.

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

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

1. Evaluation of official collegiate transcripts.
2. Rank in high school graduating class and grade point average (when necessary).
3. Scores on ACT or SAT admissions tests (when necessary).
4. Individual character and personal abilities.

Incomplete or false information is grounds for denial of admission or subsequent dismissal from the college. Final transcripts from institutions previously attended must be received prior to census day, or the student will be dropped from courses. Upon receipt of all application materials, the Faculty Admission Committee will review the file for admission and notify the applicant of a decision within two to three weeks. If accepted, the applicant must send a \$200 enrollment deposit (\$100 if living off campus) - refundable through May 1 - to confirm his/her place in the incoming class.

Spring Term Applicants

First-year and transfer students applying for admission to Doane College's Spring term must meet applicable admission standards as stated in the "first-year" and "transfer" sections. Upon receipt of all application materials, the Faculty Admission Committee will review the file for admission and notify the applicant of a decision within two to three weeks. If admitted, the applicant must send in a \$200 enrollment deposit (\$100 if living off campus) - refundable through February 1 - to confirm his/her place in the class.

Early Enrollment of High School Students

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

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

International Applicants

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

Admission of Veterans of Military Service

Doane College courses are approved by the Veterans Administration for veterans and other persons eligible for VA benefits. Doane also participates in the Yellow Ribbon program.

Four-Year Guarantee

Doane College was one of the first colleges 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 and the Doane Core Connections, and the college's graduation requirements within four year. We will provide a qualified academic advisor to assist students in scheduling classes. Doane will provide academic support services to assist student in successfully completing their degree.

The student will enroll in eight consecutive semesters as a full-time student earning an average of 15 credit per term. Students' need to maintain a cumulative GPA to remain in good academic standing. The student will declare their major before their fourth semester. Students' have to meet at least once per semester with his/her assigned academic advisor.

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

Three-Year Guarantee

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

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

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

Readmit Process

A readmitted student is defined as a student who has matriculated at Doane College in the School of Arts and Sciences (A&S) but does not enroll in consecutive terms, in effect, stepping out of the educational process, who then decides to re-enroll in A&S. The readmitted student could also be a graduate of A&S 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 School of Arts and Sciences (A&S) who wish to return to AS to seek further education that prepares them for better career opportunities. Candidates must demonstrate that by returning for a specific progression of courses, career advancement is possible.

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

Educational Costs and Business Regulations

General Information

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

Summary of Costs for the Academic Year 2015-2016

Tuition

Full-time students per term (includes fees):

Fall Term	\$14,395.00
Spring Term	14,395.00
TOTAL	\$28,790.00

Part-time students per credit hour

(fewer than 12 credit hours): \$940.00

Credit overload per credit hour:

(more than 18 credit hours per semester) \$940.00

Fees

Part-time students per semester:

1-2 credit hours	\$130.00
3-5 credit hours	\$155.00
6-8 credit hours	\$260.00
9-11 credit hours	\$310.00

Basic Room and Board

Fall Term	\$4,175.00
Spring Term	4,175.00
TOTAL	\$8,350.00

TOTAL \$37,140.00

Room and Board Requirements

All students living in campus housing are required to be on a meal plan and the college will attempt to meet special dietary needs when documented by a physician's order. Basic board charges are for a 21-meal flexible plan. Ten-meal-a-week and 14-meal-a-week plans are available at a reduced rate. A 21-regular meal plan is also available. A 5-meal-a-week plan is available to students who live off-campus. (Meal plan options and prices are subject to change.)

A room and key deposit of \$100 is withheld from the student's admission deposit. Private rooms (subject to availability) are extra.

Miscellaneous Fees:

- Professional Education course fees
- Science Lab fees
- Studio Art course fees
- Applied music fees for non-music majors/non-music scholarship recipients
- Other fees including graduation fees, residence hall fees, and travel related fees are not listed, but may be applicable

Business Office

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

Check Cashing

The Business Office will gladly cash a check between 8:30 a.m. and 3:30 p.m., Monday through Friday. There is a \$10 charge for each check returned to Doane College payable by the individual who cashed the check. In addition, payment for returned checks must be settled within 48 hours or the County Attorney's Office will be contacted. Stopped payment requests for lost checks carry a \$10 service charge.

Student Bills

Student bills are available online through WebAdvisor. 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.

Business Policies

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

College bills are due in full on the first day of class each semester, unless a payment plan has been authorized by the Business Office.

Registration may be refused 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 college. Registration may be cancelled for any student who is delinquent in his/her payments.

A late fee will be added to all unpaid accounts in the event that amounts due and owed to the college are not paid in full when due. At the discretion of the administration of Doane College, a student may be suspended for nonpayment of his/her indebtedness.

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

At the discretion of college administration, a transcript may be released for a currently enrolled student entering graduate or a professional school who has a balance on his/her account, provided the student is current with the payment plan.

All bills are due and payable the first day of class for each semester. In order to assist students in meeting college expenses, an online installment plan is available through FACTS. Payments may be made through automatic debits to checking or savings accounts or through credit or debit cards. The college also accepts Visa, MasterCard, Discover, and American Express, and a 2.75 percent convenience fee applies to card payments.

Adjustments may be made to the payment plan, depending on the actual amount of financial aid received and the net cost for that semester.

If the financial aid package or the charges change, it is the student's responsibility to contact the Business Office to make adjustments in the payment plan. 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.

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

Installment Payment Plan Option-FACTS for Tuition Management:

The FACTS monthly payment plan is a low-cost plan that allows for budgeting tuition and education expenses. It is possible to budget up to 12 monthly payments for each academic year. Agreement must be received by the college 30 days prior to the first payment date. All payments will be processed from a checking or savings account or credit card (Visa, MasterCard, Discover, American Express, 2.75% convenience fee applies) on either the 5th or 20th of the month.

FACTS charges a \$25 semester/ \$45 annual non-refundable enrollment fee for this service. More information is available at the Financial Aid and Business Offices, or go to www.doane.edu/facts.

Official Business Day

The college's official business day, as defined for federal financial aid delivery purposes, is 8:30 a.m. to 3:00 p.m., Central time.

Cross Enrollment

In rare instances, a student is permitted to cross-enroll between the School of Graduate and Professional Studies and the School of Arts and Sciences during the fall and spring terms. Permission to do so is required from the Vice President for Academic Affairs. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at other than his/her main campus. Students may cross-enroll during the summer without special permission, but must notify the Registrar's Office. Directed Study and Internship courses can be offered only from a student's home campus.

Refunds

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

For a student who is not receiving Federal Title IV (Pell Grant, Federal Supplemental Grant, Federal Perkins Loan and/or Federal Stafford Loan[s]) student financial aid, the refund is determined by the number of days that have passed from the official beginning of a term according to the following schedule:

0-10 days: 100%	22-28 days: 25%
11-21 days: 50%	29-35 days: 10%

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 college.

After census day, no refund is made unless a complete withdrawal occurs. Refunds are not made for a student dropping an overload, credits or classes, or a student dropping from full-time to part-time status. A student adding modules and credits after census day which result in an overload, is billed for these credits.

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 college, the costs for board are pro-rated according to the withdrawal policy in effect at that time.

Federal law requires a specific calculation be used for those students who are Federal Title IV recipients, and who withdraw from the institution during the first 60 percent of the period for which they have been charged. (Institutional costs are defined as charges that Doane College assesses a student for education expenses that are paid to Doane College directly.) If a student drops after the 60% point in the enrollment period, the percentage earned is 100%. There is no refund, nor is there a calculation of Title IV Assistance earned. Doane College retains 100% of all charges.

The following education expenses are considered institutional costs:

- All charges for tuition, fees, room and board, (if contracted with Doane College)
- Expenses for required course materials, if the student does not have a "real and reasonable opportunity" to purchase the required course materials from any place but Doane College.

The total amount of all institutional costs must be used in the calculation of a refund, including the calculation of unpaid charges, if they are specifically designated as excludable.

Excludable costs are defined as costs that the regulations permit Doane College to exclude from the total amount of institutional charges when calculating the refund.

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

The Doane College refund policy is based on the last date of verified class attendance, as determined by the college. The calculation will use the total number of calendar days of the enrollment period divided by the total number of calendar days the student attended. This percentage shall be used to determine the Doane College costs to be charged, as well as the financial aid dollars credited to the period of enrollment.

Refunds are based upon the official start of the term and the official withdrawal date. A term is defined as one complete semester in the School of Arts and Sciences. The official registration and withdrawal process must take place during the appropriate time frame for the student to be considered for a refund. In some cases, the actual start date of a course may occur after a refund is no longer available.

If a withdrawing student received benefits from federal financial aid, a portion of any refund calculated must be returned to the federal student aid program(s) used. Funds are restored to each program up to the total amount disbursed for the term before any funds are replaced in the next program.

Doane College restores funds to the student aid programs in the following order:

1. Federal Stafford Student Loan Program (unsubsidized, subsidized)
2. Federal Perkins Loan Program
3. Federal Parent (PLUS) Loan Program (if applicable)
4. Federal Pell Grant Program
5. Federal Supplemental Educational Opportunity Grant Program (SEOG)
6. Federal Academic Comp. Grant (ACG) or Federal SMART Grant
7. Nebraska State Grant
8. Doane Scholarships/Grants
9. Outside Scholarships
10. Student

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 College, funds are awarded to students based on their qualifications and/or financial need. Financial aid based on need must be applied for by completing the FAFSA on an annual basis.

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

1. Complete the Doane College admission process.
2. Complete the Free Application for Federal Student Aid (FAFSA).

Doane's Title IV code is **002544**.

Doane College encourages families to complete the FAFSA electronically (www.fafsa.gov). The application is used to determine eligibility for all federal and Doane aid based upon financial need.

Doane College awards certain limited grants on a first come first serve basis. Therefore the Financial Aid Office encourages you to complete the FAFSA early.

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

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Doane's Title IV code is **002544**. This application must be completed annually. Commitments for financial aid based upon financial need are made annually.
2. Preregister for the upcoming academic year.

Requirements for Financial Aid

All types of financial aid are normally awarded for an academic year and credited equally to fall and spring semester bills. Each semester, the Financial Aid Office examines the academic records of students to determine if they are fulfilling the satisfactory academic progress (SAP) requirements necessary for the federal and state aid dollars awarded to them. Doane College is not required to replace lost funds with other types of financial aid.

For more information, please contact the Financial Aid Office or refer to the College website.

Notice of Federal Student Financial Aid Penalties for Drug Violations is located in the Student Handbook or online at www.doane.edu/federal-drug-conviction.

Academic Scholarships

Academic Scholarships are granted in the School of Arts and Sciences on the basis of high school academic records and performance to first-time full-time degree-seeking students only. Transfer students can receive academic scholarships based on their performance at their previous institution/s.

The student's Cumulative Grade Point Average (CGPA) is reviewed each spring after the grades are final. If the student is not meeting the CGPA requirements, his/her academic award is decreased accordingly for the next academic year. The student may regain his/her scholarship the following year, if he/she has regained the required CGPA after the following Spring semester. Scholarships can be reinstated up to the original award level, but not higher.

The student's academic scholarship remains the same all four years if all requirements are being met. The scholarship does not increase in accordance with tuition increases.

Faculty Distinction Scholarships are available to juniors and seniors in the School of Arts and Sciences who excel at Doane College. A minimum of 60 Doane College credits is required to be eligible for this scholarship. The award is made to those students who have a 3.60 cumulative grade point average (CGPA) or higher and do not already have a full tuition scholarship. Full-time students must maintain a cumulative grade point average of 3.50 to retain this scholarship once received.

Special Ability Scholarships may be awarded to first-time or transfer full-time students in the School of Arts and Sciences. Such students are expected to participate in the program for which the award was given. Failure to participate, remain eligible, or satisfactorily meet the area department's requirements may result in the removal of the scholarship. Doane College is not obligated to replace lost funds.

Academic Scholarship Cumulative GPA Level Requirements

Cumulative GPA levels needed for continuing students to maintain a scholarship are:

Senator Hugh Butler Academic Leadership: 3.50 or above

Board of Trustees: 3.20 or above

Dredla/Sanderson: 3.20 or above

Faculty Distinction: 3.50 or above

Perry or Merrill Transfer Scholarship: 3.00 or above

Phi Theta Kappa Scholarship: 3.00 or above

Presidential: 3.40 or above

Van Hoy: 3.00 or above

Cumulative GPA levels needed for students who first enrolled Fall 2014 or Spring 2015 semester to maintain a scholarship are:

Board of Trustees: 3.00 or above

Dredla/Sanderson: 3.20 or above

Faculty Distinction: 3.50 or above

Hansen Fellows Award (formerly Directions Leadership): 3.00 or above

Perry or Merrill Transfer Scholarship: 3.00 or above

Phi Theta Kappa Scholarship: 3.00 or above

Presidential: 3.00 or above

Van Hoy: 3.00 or above

Cumulative GPA levels needed for students beginning enrollment on/after Fall 2015 semester to maintain a scholarship are:

Board of Trustees: 3.00 or above

Dredla/Sanderson: 3.20 or above

Hansen Fellows Award: 3.00 or above

Faculty Distinction: 3.50 or above

Merrill Transfer Scholarship: 3.00 or above

Presidential Scholarship: 3.00 or above

Student Employment

Student employment in the School of Arts and Sciences is awarded with the expectation of satisfactory performance. Job performance that is not satisfactory to the supervisor may result in the termination of such employment. The student is responsible for securing aid from other resources if unable to work the number of hours necessary to reach the employment award. The Doane College Student Employment Handbook is a guide and available to download online at www.doane.edu/workstudy

Availability of Financial Aid

1. A student may receive institutional grant monies and/or scholarship aid for up to eight semesters or until the first baccalaureate degree is received, whichever comes first.
2. Transfer students may receive financial aid at a pro-rated amount based on the number of semesters necessary to complete their degree. **Determination of this amount is made by the Financial Aid Office.**
3. **Award packages for part-time students** may include the following, if the student is eligible: Federal Pell Grant, Federal Stafford Student Loan, Federal Parent Loan (PLUS), and other aid programs on a funds-available-only basis. *There is no institutional scholarship program for less-than-full-time students.*
4. Students who already have a baccalaureate degree are not eligible for institutional scholarships and/or grants.
5. Employee scholarships are available to employees, their spouse and their dependent children. For more information, please refer to the Doane College Employee Handbook.

More information of financial aid can be found online at www.doane.edu/financial-aid

Doane Semesters Abroad

Students pay Doane tuition, fees, room and board (if provided while abroad) and register through the college. If the study abroad experience is required by the catalog for a major, or if the student is in the Honors program the student is able to retain their institutional aid for one semester of study abroad. If the experience is not required by the catalog for a student's major, the student does not receive his/her institutional aid for the semester abroad. Federal grants and loans are available; student employment funds are not. All students must attend approved programs from the Office of International Programs and complete all required paperwork. Students may use their Travel Scholarship for Study Abroad Programs.

Travel Scholarship for Off-Campus Trips

Full-time students enrolled at Doane pay the additional student costs, if any, for travel courses as indicated herein. All juniors and seniors are eligible for the \$1000 Travel Scholarship for travel courses. To qualify, students must enroll in TVL-300 and the off-campus portion of the travel course must last 10 days or more. The Travel Scholarship can be applied to one or two eligible off-campus travel courses, with no more than 75% of the expenses of any one trip paid for from the travel fund. Transfer student vouchers will be pro-rated by the number of semesters students will have attended Doane. Eligible students should consult with the travel course instructor for details about application procedures for the travel fund.

Satisfactory Academic Progress for Title IV Federal Financial Aid

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

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

Standards of Satisfactory Academic Progress consist of two measurements:

1. Qualitative or Cumulative Grade Point Average (CGPA) - ensures the student is able to meet the minimum academic grade point average (GPA) to complete a degree at Doane College
2. Quantitative or Pace - measures the student's progress toward a degree by completing 75% of attempted hours.

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

Credits Attempted:	Cumulative GPA:
12-35	1.70
36-59	1.85
60+	2.00

Note: Withdrawals are considered attempted credits.

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

In addition to the minimum cumulative GPA standards, the financial aid office 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 for drop and add) each term. At the end of each term, the financial aid office will review all student records to determine if they have completed at least 75 percent of their total hours attempted. The measurement used is as follows:

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

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

Maximum Time Frame

Students can receive financial aid for up to 150% of the published credit hour requirements to complete his/her bachelor's degree or until a degree is earned. This is determined by the student's catalog year of entry. If it is determined by the college the student is not able to complete his/her bachelor's degree without surpassing the 150% attempted credits, the student would be placed on Financial Aid Suspension and would not be able to receive federal financial aid.

Financial Aid Warning

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

Financial Aid Suspension

Financial Aid Suspension occurs following the term of Warning or any subsequent term after the Warning term if the student fails to achieve the minimum CGPA and/or the 75 percent completion rate. Students are not eligible to receive Title IV Federal financial aid if on suspension and are notified in writing of his/her Financial Aid Suspension status. Students may be able to continue taking coursework, however they are not able to receive Title IV federal aid funds and will need to pay at their own expense.

Appeals

If the student has experienced extenuating circumstances which have impeded his/her ability to make satisfactory academic progress, the student may appeal his/her suspension. Examples of extenuating circumstances include; death of a relative, personal injury or illness of the student, family medical emergency, etc.

A student must submit their circumstances in writing by the date notated in their suspension letter. The appeal must include the following information:

1. Explanation of the circumstance that prevented him/her from making satisfactory progress
2. Explanation of what has changed or been resolved for him/her to make satisfactory progress in the ensuing term and going forward.
3. Supporting documentation of the extenuating circumstance.

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

Financial Aid Probation/Academic Monitoring Plan

Students placed on Financial Aid Probation or on a Financial Aid Academic Monitoring plan will be required to complete an academic plan and agree to the terms and the conditions of the plan in order to receive financial aid. The student's progress will be monitored to ensure he/she is meeting the conditions of the academic plan. If the student completes the terms and conditions of the academic plan, but does not return to satisfactory status after the ensuing term, the student will continue to be monitored and held to the conditions of the academic plan. The student can continue to receive financial aid as long as he/she is meeting the conditions of the academic plan.

If after the term of Financial Aid Probation the student has not complied with the terms of the academic plan and has not returned to satisfactory status, the student will be placed on Financial Aid Suspension and is not eligible to receive Title IV federal financial aid.

Reinstatement

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

Repeat Coursework

A student may receive financial aid for a course taken previously. The student may only receive financial aid twice for the repeated coursework.

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

In addition to the Title IV federal aid rules, a student is subject to Doane College's institutional academic policies. A student not maintaining the minimum grade point average based on credits attempted (as referenced above) may be subject to Academic Probation and/or Academic Suspension at the end of any term if the student is not meeting the above referenced cumulative GPA requirements.

The Vice President for Academic Affairs may place a student on Academic probation or Academic suspension if a student is not making satisfactory progress or is in danger of not meeting all college graduation requirements. If a student is on Academic Suspension, he/she is not allowed to enroll in classes at Doane College. Specific conditions of Academic Probation and Academic Suspension are communicated in writing to the student by the Academic Affairs office.

Note: This policy is separate from the Federal Aid Satisfactory progress policy.

Student Affairs

Doane believes that student life outside the classroom is an important part of the college education and that cocurricular activities have a significant impact on student development. Therefore, the college provides and promotes programs for students, which create a sense of community and enhances personal development.

Student Affairs Office

The office primarily responsible for Doane student services is the Student Affairs Office. Professional staff offer programs and assistance in career development, counseling, residence life and commuter services, safety, orientation, multicultural support services, leadership development, student involvement, student government, health and wellness services, spiritual guidance, as well as community service and volunteerism.

New Student Enrollment Days and Orientation

Enrollment Days for new students are held during the summer. The students work with faculty and student orientation leaders to adjust to college life, make academic plans, and develop goals and activities for the college years which are consistent with the student's objectives.

Orientation, which occurs right before classes begin in the fall, is a four-day program which assists students in making a successful transition to college.

International Student Advising

The Office of International Programs coordinates international student academic advising and SEVIS reporting for those students who hold an F-1 Visa.

Upon arrival to campus each term, international students must check in with the International Programs Office. Students enrolling in their first term must attend the orientation program coordinated by the Office of Student Leadership.

The Offices of Residence Life, Student Leadership, Multicultural Affairs and International Programs coordinate information and services for international students. Throughout the year, cultural programs and workshops are offered by the Office of Multicultural Support Services to encourage integration within Doane's multicultural Community.

College to Career Center

Doane's College to Career Center provides opportunities for students to assess their career interests and goals, explore career options, or help in choosing a major.

Experimental education is an important component at Doane, and the College to Career Center offers internship resources and supervision support. Job search assistance is available including resume and cover letter development, mock interviewing, and job postings. The Career Library contains print resources on career fields, internships, job search, graduate programs, and graduate test preparation. Workshops on various subjects are offered throughout the year.

Multicultural Support Services (MSS)

MSS provide the campus community with diversity training for student leaders, multicultural programming and education, mentoring opportunities and each semester, host an artist in residence program. There are student, staff, and faculty advisory committees that meet and provide input and feedback to MSS and support their activities and efforts. Some of the MSS resources include the Diversity Resource Center located in the Sheldon Hall classroom and the student area located next to the Doane Safety Office where student advisory meetings are held and where students from diverse backgrounds can meet.

Counseling

Doane provides free counseling and referral for students who are experiencing personal, academic or career concerns. These concerns can range from drug and alcohol problems, depression or test anxiety to problems in decision-making. Our counselors are trained professionals and their assistance is confidential.

Health Services

The college has an on-campus Health and Wellness Center which employs a registered nurse. Care and treatment for general illness are available at the Health Center. Referrals for advanced medical care are made to local physician clinics. Student fees do not include fees for physicians' services or hospitalization. Students should notify the Health and Wellness Center for any illness or injury.

Safety Office

The Doane Safety Office provides security resources for all community member. The Safety Office is open 24 hours during the academic year and provides services such as: escorts, patrols, ID cards, video surveillance, parking enforcement, event staffing, crime reports and general campus information.

Food Service

A professional food service organization offers nutritious and varied menus for a meal plan that includes up to 21 meals per week. Meals are served in the upstairs dining room in the Perry Campus Center, the Simply to Go station, Common Grounds Coffeehouse, and in the Tiger Inn.

The Zenon C.R. Hansen Leadership Program

The Zenon C.R. Hansen Leadership Program is designed to help develop the leadership skills of Doane students. The program was launched in 1994 with a fully funded grant from the W.K. Kellogg Foundation. The Zenon C.R. Hansen Foundation endowed the leadership program in 1997.

This collaborative effort involves not only students and faculty, but also alumni and community leaders serving as role models. The unique aspect of the Hansen Leadership Program (HLP) is that the majority of its initiatives are open to all current Doane students. Anyone can participate in HLP.

Hansen Leadership Program initiatives include:

Hansen Speakers Assembly: Through a generous grant awarded by The Zenon C.R. Hansen Foundation, Doane College is able to invite internationally and regionally recognized professional and community leaders to speak on campus each year. Guests of the Hansen Speakers Assembly visit various classes, dine with students, and present lectures which are open to the public free of charge.

Leadershops/Retreats: Throughout the academic year, students may attend various presentations and discussions led by college and community leaders, as well as by other students. All workshops (leadershops) and retreats are specially designed to achieve specific outcomes. Such outcomes include: developing an awareness of leadership styles, attributes and a personal definition of leadership; acquiring and practicing self-development, interpersonal and group/community skills; working effectively with others; and coaching, mentoring and developing leadership skills in others.

Faculty-in-Residence Programs: Faculty-in-Residence programs are designed to foster a stronger relationship between academic inquiry, professional development and the cocurricular experience of Doane students. Several times a year, a member of the college's faculty leads an informal discussion on a topic of his or her choosing with students in the main lounge of a residence hall on campus.

Relay For Life: Relay For Life is an opportunity for people to contribute their time, effort and donations toward the fight against cancer. Students and other members of the Doane and Crete communities walk through the night to show their support of those who suffer from this disease.

Hansen Leadership Hall: This residence hall opened in the fall of 2000 and provides students the opportunity to expand their involvement in community service and leadership development. Students must meet and maintain set criteria in order to reside in this hall.

For more information about The Zenon C.R. Hansen Leadership Program, contact the Student Affairs Office.

Community Living

Residence Life

Doane is a residential college and believes that learning to live with others and participating in the self-governance of a residence hall community are essential elements of the college experience. Therefore, all unmarried full-time students under the age of 21 are required to live and board on campus during the regular academic year. Requests for exceptions to this policy (e.g., students living at home with their parents) should be made to the Director of Residence Life.

Doane's residence halls provide a variety of accommodations, including suite-style living as well as more traditional residences. The halls are staffed with professionals and returning students who have received training in advising, community development, crisis intervention, and programming. The staff is available to help students with problems and to provide leadership in community development.

For a complete description of Residence Life, refer to the Student Handbook.

Judicial Affairs

Doane College has expectations which reflect the values to which the college is committed and which are designed to protect the rights of community members, ensure order in the community, and encourage student responsibility. College expectations include (but are not limited to): 1) Consumption and/or possession of alcoholic beverages on campus are limited to persons of legal age in their private rooms; 2) Doane students are expected to respect the rights of all persons and property; 3) Violations of the law on or off campus are prohibited; and 4) Honesty is expected in all academic endeavors. College policies and procedures are described in detail in the Student Handbook.

Disciplinary Probation, Suspension or Expulsion

Students placed on disciplinary probation may lose all their Doane College aid, and may lose federal entitlement aid. Students suspended from Doane College will lose their Doane scholarships and grants. Doane scholarships and grants will be removed from the beginning of the semester of judicial sanction. Loss of federal aid will follow federal policy. Expulsion from Doane College will be noted on the students official transcript.

Religion

Doane College affirms its historical connection with the United Church of Christ, and joins in fellowship and service with other UCC colleges in the United States. Students are encouraged to realize their spiritual growth through participation in campus religious organizations, through involvement with Doane faculty and staff, and through worship in any of the area churches. Worship services and spiritual programs are offered on campus regularly by the campus chaplain. The chaplain also provides counseling to students.

Fellowship of Christian Athletes, Newman Club, and Campus Crusade for Christ, as well as a variety of other spiritual organizations, meet weekly, conduct regular campus-wide activities, participate in regional conferences, and host speakers.

Alternative Spring Break: Doane students have an opportunity to travel out of state each year to assist one of a variety of non-profit organizations. An Alternative Spring Break committee, consisting of students and a staff adviser, selects the organization it wishes to serve.

Motor Vehicles

Students may operate and maintain motor vehicles on campus. All vehicles must be registered at the Safety Office, and campus vehicle regulations must be obeyed.

Cocurricular Activities

Student Government

Student involvement in college governance is encouraged. Student Congress, Peer Judicial Board, Hall Councils, Student Programming Board, Greek Council make decisions which affect many aspects of student life at Doane, while providing excellent opportunities for leadership experience and service.

Students also serve with faculty members on college committees which govern judicial, curricular, and other institutional matters.

The Student Affairs Office has information about ways in which students may become involved in campus governance.

Athletics

Doane students are encouraged to participate in athletic activities at a level commensurate with their skills and interests. Intercollegiate sports for women include basketball, cross country, golf, soccer, softball, tennis, track and field, cheer, dance, and volleyball. Intercollegiate sports for men include baseball, basketball, cross country, equestrian, football, golf, soccer, tennis, track and field, and wrestling.

Intercollegiate athletes are required to carry their own accident and health insurance. Proof of insurance must be provided to the college before athletes are allowed to participate in athletics in anyway, including practice.

Arts

All Doane students may participate in music, art, and theatre activities on campus. Theatre provides experience in all aspects of theatre production, from set painting to performing on stage. There are also vocal and instrumental music organizations which give students opportunities to develop skills, perform, and travel. The Doane Art League offers the study of art in museums in Nebraska and the region.

Publications

Students interested in writing should consider becoming involved with the Doane Owl, the oldest college newspaper in Nebraska; the 1014 Magazine; and Xanadu, the college's literary magazine.

Student Organizations

Opportunities for participation in Doane's student organizations are limited only by the time a student wants to give to cocurricular activities. The student organizations at Doane reflect varied interests and offer the opportunity to develop new skills, discuss new ideas, and serve the campus community.

Doane has five local sororities and five local fraternities. These groups do not have chapter houses, but do provide social and philanthropic activities for members. Greek rush is held during spring semester.

Student Organizations at Doane College

1014 Magazine	Hansen Leadership Advisory Board
Alternative Spring Break	Health & Medical Occupation Club (HMOC)
AAUW (American Association of University Women)	Health & Wellness Programming
APO (Alpha Psi Omega)	Human Resource Club
Athletic Training Club	Jazz Unlimited and Ensemble
Biochemistry Club	KDNE 91.9 FM (college radio station)
Building Tomorrow	Multicultural Services
Cardinal Key	National Association for Music Education (NAfME)
C-Pals	National Science Teacher Association
CRU	Nature Ambassadors
Collegiate Chorale	Peer Judicial Board (PJB)
Community Services	Phi Beta Lambda
DAEYC (Doane Association for the Education of Young Children)	Photography Club
Doane Accounting Club	Pool League
Doane Art League	Pre Law Club
Doane Band (SWE & Concert)	Psychology/Sociology Club
Doane Catholic Newman Club	Queer Straight Alliance (QSA)
Doane Choir	Relay For Life
Doane College Computer Club (DC3)	Residence Hall Council
Doane Forensics Team	Roots and Shoots
Doane German Club	Sertoma
Doane History and Political Science Club	SSA (Secular Student Alliance)
Doane Line	String Chamber Music
Doane Mascot Club	Student Congress (StuCo)
Doane Owl	Student Education Association (SEA)
Doane Players (theatre)	Student Programming Board (SPB)
Doane Television (DCTV)	Wildlife and Conservation Organization (WACO)
Doublewide	Women's Chorale
Fellowship of Christian Athletes (FCA)	Xanadu
Greek Fraternities and Sororities	

Technology Available for Students

Doane College has a sophisticated network connecting every building on campus with fiber optic cable. Every classroom has Internet access and each residence hall room has two Internet/network connections available. All of the buildings and rooms have access to high speed Internet connection. Students may connect their computers to the network in the residence halls and other academic areas. Wireless network access is available in all Residence Halls and campus buildings.

Bringing a Computer to Campus

Students who have computers are encouraged to bring them to campus. Doane College provides a license for AVG for every student computer connected to Doane's network. This is provided at no charge to the student; all student computers are required to run Doane's corporate license if they are connected to the campus network. When students arrive on campus with their computers, it will be installed for them.

Student computers must meet minimum hardware and software standards prior to connecting to the campus network and to the internet. Below are the criteria that must be met.

Minimum Hardware Requirements

Windows Operating Systems

Processor: Pentium 1 GHz or higher
RAM: 512 MB or higher
Hard Disk: at least 300 MB of free space
Ethernet 10/100 (for room access)
Optional: Wireless 802.11 b/g

Macintosh Operating Systems

Processor: G3 or higher
RAM: 512 MB or higher
Hard Disk: at least 300 MB of free space
Ethernet 10/100 (for room access)
Optional: Wireless 802.11 b/g

Minimum Software Requirements

Windows XP with current patches or Macintosh OS X with current patches. We do not support Windows 95, 98, ME NT Server, Server 2000 or 2003 on student computers. Windows users must install and run at least one spyware removal tool, and one antivirus program. The college-licensed version of AVG is available for no cost.

Computer Software and Other Products

Doane College students may purchase Microsoft Office Professional at a reduced rate in the bookstore. If students would like to order software or other products, Doane has an agreement with <http://www.govconnection.com/doane> to provide students with academic pricing on all computer software or hardware. A student's Doane College e-mail account will allow access to the academic purchasing web sites. Doane also has relationships with Dell and Apple for more details visit http://www.doane.edu/About_Doane/Offices/its/technology-discounts/

E-mail, Web Pages, and Other Network Applications

All students at Doane College are assigned a personal network account that allows them access to their Doane e-mail account, a personal folder for storing documents on a server, online course materials, access to computers in lab areas, and access to electronic databases and reference materials. The college does not charge a fee for network accounts or use of network resources. A student's network account remains active until graduation or withdrawal from Doane. During spring enrollment, students can receive their e-mail accounts, or it will be sent through campus mail during the first week of classes. Doane College students receive a lifetime e-mail account.

Computers Provided by Doane College

More than 340 computers are available for students to use in labs, classrooms, and offices on campus. All computers are connected to the Internet and laser printers.

Most of the computers that are available to students are Pentium 4 class computers running Windows XP Pro operating systems. About 25 percent are Macintosh iMac or eMac computers using operating systems OS X.

Computers in the residence hall labs are open 24 hours, seven days a week. Each of the large residence halls has two-three Mac Mini's with OS X and Windows XP. All computers are connected to laser printers and the Internet.

Laptops are available for students to check out overnight. The laptops are Internet-ready and students may access the Internet from their residence hall rooms.

Using Technology in the Classroom

Students will use technology in a variety of ways. More than 300 courses have an online component that is used to enhance the traditional classroom setting. Professors use Blackboard and course web sites to post syllabi and ideas for class projects, and to deliver online quizzes and discussions.

The Office of Technology provides laptop computers and multimedia projection units for students to use for their in-class presentations. In addition to this equipment, students may also check out a digital camera or digital video camera to prepare their presentations.

All of Doane's classrooms are equipped with a computer connected to the Internet, as well as multimedia presentation equipment. In these classrooms, the Internet and computer are used as teaching aids on a regular basis.

The Office of Technology requests input from the students on a regular basis and strives to meet their technological needs.

Access/Services For Students With Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities 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 on campus be accessible. Some of the architectural barriers on this campus cannot be removed in the immediate future. Thus, it may be necessary to reschedule classes to accessible buildings or take other steps to open some of the programs to students with mobility impairments.

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

For further information refer to Federal Disclosure Information . See student handbook for grievance procedure.

Doane Transportation for 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.

Alcohol and Drug Policy

Because of the serious consequences related to the use of alcoholic beverages and controlled substances, and because this practice can lead to a loss of effectiveness in human life and does not contribute to the teaching-learning process, Doane College takes seriously the enforcement of state and federal laws pertaining to the use of alcohol and/or controlled substances. Doane college urges its community to exercise mature judgement and social responsibility regarding the use of alcoholic beverages. More information is available in the student and employee handbooks.

Athletic Department Drug Policy

The use of anabolic steroids, cocaine, amphetamines or any other controlled substance (as defined by federal or state law) by any member of any intercollegiate athletic team of Doane College is strictly prohibited. The only exceptions are physician-prescribed medications for the individual student athlete.

Unauthorized use of such drugs constitutes an abuse of the privilege of practicing and participating in intercollegiate competition. Such unauthorized use may result in dismissal from intercollegiate athletic teams and may lead to further sanctions.

Academic Policies & Procedures

Enrollment Procedures

Registration

All students are expected to register prior to the beginning of each term. Registration for the fall term takes place in April and spring term registration takes place in November, as specified in the college calendar.

New students, including transfer students, entering Doane for the fall term 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 12-17 credits per term. 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.

Exceptional Student Program

The Exceptional Student Program (ESP) enables qualified students to register for credits in excess of 18, but not over 20, without paying an additional per credit charge. A cumulative Doane grade point average of 3.25 must be earned or maintained each term to gain or continue eligibility for the next term.

Excess Registration

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

- 19-20 credits are free to ESP students; other students must pay for any credits above 18 at the rate of \$940 per credit.
- Any credits above 20 must be paid for by all students at the rate of \$940 per credit.

Any requested exceptions to the above guidelines are considered by the Student Status Committee or the Vice President for Academic Affairs.

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 Vice President for 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 college calendar. After the withdrawal date, no courses may be removed except as approved by the Vice President for Academic Affairs.

Cross Enrollment

In rare instances, a student is permitted to cross-enroll between the School of Graduate and Professional Studies and School of Arts and Sciences during the fall and spring terms. Permission to do so is required from the Vice President for Academic Affairs. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at a campus different from his/her main campus. Students may cross-enroll during the summer without special permission but must notify the Registrar's Office. Directed Study and Internship courses can be offered only from a student's home campus.

Senior Citizen Enrollment

Tuition-free courses are open to senior citizens age 65 or over, as class space permits. However, fees must still be paid. Senior citizens wishing to enroll tuition-free are asked to bring identification to verify their age.

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 in the School of Graduate and Professional Studies campus programs.

Veteran Enrollment

Doane submits enrollment verification each term, after census, to the Veterans' administration. After this submission benefits can be received. Any change in enrollment (dropping or adding hours) **must be** reported to the VA. It is the student's responsibility to notify their Doane VA representative of any change in enrollment. Repeated courses that are used to improve the student's GPA cannot be included in the credit hours reported to the VA. A required class that is failed can be repeated one time for purposes of VA assistance.

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 term, 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 college. 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 College.

Transfer Policy between Campuses

A student who attends either the School of Graduate and Professional Studies or the School of Arts and Sciences may be admitted to the other program after an absence from the college of two full academic years. A student who wishes to attend the other program after a shorter period of time must have the written permission of the Vice President for Academic Affairs. The student must meet the criteria for admission and must be formally admitted by the other program. The student must also be in good standing with the Business Office

Withdrawal Policy

A course which is dropped before Census Day does not appear on the transcript.

A student who withdraws from a semester-long course after census day, but before the last day to withdraw according to the college calendar, receives a grade of "W" (withdrawal). A "W" is not computed in the grade point average. The drop dates and withdrawal dates for mini-courses appear each term in the schedule of classes.

A student who discontinues his or her enrollment at Doane College before the close of a term must contact the Student Leadership Office. A student who withdraws from Doane College by the specified last day on the college calendar (around November and April 15th) receives grades of "W" in the subjects for which he/she is registered at the time of withdrawal. Students are subject to administrative withdrawal from the college if they miss all courses for two consecutive academic weeks without an officially valid excuse. The Registrar keeps records of the dates of withdrawal, and along with the Student Leadership Office, notifies all offices and agencies concerned.

Classification of Students

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

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

Credit Hours

A semester credit hour represents the completion of a total of one or more hours of work per week for one semester. Consisting of, but not limited to, formally scheduled events such as lectures, examination, laboratories, quizzes, seminars, studios, and other activities by arrangement, and the informal, which includes research, study, and preparation time.

Advising

First-year students will be advised by a professional first year adviser. At the end of the first year, students will work with a faculty adviser for the duration of their enrollment at the College. When the student officially declares a major they are encouraged to request an adviser in the discipline of the major. A student may change advisers by filing a request with the Registrar after obtaining permission of the new adviser.

Both student and advisor have responsibilities during the advising process.*

The student is responsible for:

1. Seeking out the help available in determining the major.
2. Preparing for the advising meeting, including preparing a draft schedule.
3. Following through on tasks (officially declaring a major, naming the catalog of record, changing advisors, etc.).
4. Keeping accurate records. Making certain 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.
5. Making decisions.

The advisor is responsible for:

1. Providing answers to questions on procedure, policy, etc. (or help find the answers).
2. Helping the student problem solve.
3. Providing academic advice.
4. Helping the student in deciding/selecting a major.
5. Providing information on careers and opportunities in the advisor's discipline.
6. Helping facilitate the student's interaction with the administration.

**These responsibilities are based on the National Academic Advising Association guidelines.*

A wide range of resources is available to students and their advisors. Among these resources are the Registrar's Office, Career Development Center, and Academic Support Center. Students are encouraged to contact the Academic Affairs Office with questions and concerns about advising and other issues related to their success at Doane.

Class Attendance

A student is expected to regularly attend all classes for which he/she is registered. It is college policy that valid absences are only those due to illness or to college 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 or a health emergency, may also be considered justified provided all parties concerned agree the absence is valid.

Absence due to college-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 college-sponsored trips or activities is filed in the office of Academic Affairs. Information concerning absences due to illness is on file in the Office of the Director of Health Services. Absences due to valid extraordinary circumstances require students to make arrangements with their professors as soon as possible for making up work and assignments missed.

Absence from class jeopardizes a student's understanding of the course and may result in a reduction of grade. The extent of such reduction is to be determined by the individual instructor. The accumulated absences in all classes are considered by the appropriate committee in any probationary or disciplinary decision. Furthermore, students are subject to administrative withdrawal from the college if they miss all courses for two consecutive academic weeks without an officially valid excuse.

Each student is responsible for all work missed, regardless of the reason. There is no automatic excuse from any segment of academic endeavor. If possible, a student is expected to contact instructors before an absence occurs, in order to receive the next assignments and to minimize possible loss in the sessions missed.

All 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 his or her own treatment of any student tardiness.

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.

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

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 Vice President for Academic Affairs and the instructor. One-half the regular tuition rate is charged for an audited course. If the course the student wishes to audit puts the student into a credit overload, students will pay one-half the overload tuition rate. This needs to be indicated at registration.

Final Examinations

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

Grade Appeal Policy

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

Steps:

1. Within 10 days of the grade's release, the student will contact the instructor to discuss the student's concern.
2. To continue with the appeal, the student will contact the division chair no later than 10 days into the next term to set up a meeting with the student and instructor to discuss the student's concern. (If the division chair is the instructor, the chair will designate another division faculty member to act as chair in this matter.)
3. The student's next recourse is to file a Grade Appeal Request form with the Registrar's Office within 3 days of meeting with the division chair. The Registrar will notify the Academic Affairs Committee, which will appoint a subcommittee to render a decision on the issue. Within 7 days, the committee will seek a written statement from the student and instructor, and may call a meeting with the student and instructor. If a meeting is called, the student may have an advocate at the meeting.
4. The student or instructor may appeal within 7 days to the Vice President for Academic Affairs, who will review the committee's process. If the process has been followed as stipulated in the policy, the committee's decision will be final.

Grade Changes

After final grade reports are released at the end of a term, the student has up to 10 days to report an error or omission. After 10 days have elapsed, the grade report will be considered correct and complete.

Grade Reports

Reports are issued to students over the web via WebAdvisor at mid-term and end of term. Mid-term grades are not considered permanent grades and do not appear on the transcript. 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. Dependent students are expected to report grades to parents at mid-term and end of term.

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 teacher and the student to detail the coursework required to remove the incomplete. The student must complete the form, obtain the signature of the instructor on the form, and return it to the appropriate 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.

Pass/Fail Grading Options

A number of courses at Doane are offered only on a Pass/Fail basis. Such courses include internships, activities, media practica, and many interterm courses. 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. A student must not enroll in an internship of four credits or more in the same term he/she has declared a Pass/Fail option course.
2. A maximum of two Doane Plan courses may be taken using the Pass/Fail option. A student who transfers in two or more courses for the Doane Plan is not eligible to use the Pass/Fail option for any additional Doane Plan courses.
3. A Pass/Fail option course may be taken in, but not counted toward, the student's major, minor, or endorsement. Exception: A Doane Plan 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.
4. A student must sign up for the Pass/Fail option in the Registrar's Office by the end of the third full week of the semester. Once a course is designated as Pass/Fail, it cannot be changed back to a letter grade.
5. 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.)
6. Credits taken using the Pass/Fail option do not count toward GPA credits required for academic honors.
7. Credits taken using the Pass/Fail option may not be accepted by graduate or professional schools.

Repeated Courses

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.

A student may enroll at another college in a course that is a repeat of a course taken at Doane in which the grade earned was below a C-. The course must be taken for a grade and the grade earned must be at least a C-. The grade in the repeated course is recorded on the Doane transcript as "P" (Pass). 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 May are processed before Commencement. Once processed, these grades are considered correct and complete.

Withdrawal

Students who withdraw from courses according to the withdrawal policy receive a grade of "W."

Academic Dishonesty

is defined in four categories

- a. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." (Gehring, et al p. 6)
- b. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." (Gehring, et al, p. 6)
- c. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," (Gehring, et al, p. 6) and/or coercing others to do the same. Examples (list is not all-inclusive):
- d. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," (Gehring, et al, p. 6) in both oral and written projects.

Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators

Sanctions for Academic Dishonesty

The process is initiated when a faculty member files a complaint for alleged act(s) of academic dishonesty or misconduct. The faculty member will write up the incident and file a copy of the formal complaint with the Chair of the Academic Integrity Committee, who will forward the complaint to the Academic Affairs Office. Copies of any documents of evidence must be provided to the Academic Affairs Office. Before the Charge of Academic Integrity Violation complaint form is filed, the student must sign the form to show that he/she has been informed of the charges. Only the Chair of the Academic Affairs Integrity Committee will check to see if this is a first or subsequent charge(s) for the student. The faculty member will retain discretion with regard to the sanctions for the offense in the case of a first offense. However, sanctions will not be imposed until the faculty member receives written notification from the Academic Integrity Committee concerning the outcome of the meeting between the committee and the student. If a student is charged and found guilty of a subsequent offense, the faculty member may impose sanctions for the course; however, the committee may impose additional sanctions. In cases where the faculty member is a parent or close relative of the student involved, the faculty member is required to submit documents related to suspected academic dishonesty to the Department Chair or Vice President for Academic Affairs for evaluation and processing pursuant to the steps below.

First Offense

1. Once the charge has been filed, the student will be notified of when to appear before the Academic Integrity Committee. At this time, students will be notified that they may have an advocate appear before the committee with them. If the student fails to appear at the set time without an excuse acceptable to the Committee, the charges will be automatically confirmed.
2. If the student admits to the charge, he/she will appear before the committee to discuss academic integrity. The complaint and accompanying documentation will be filed with the Academic Affairs Office. The faculty member will be informed concerning the outcomes of the meeting and will impose sanctions for the course. If the student decides to appeal the charges, he/she is required to notify the chair of the Academic Integrity Committee in writing within 72 hours after receiving the initial notice. Committee members will hear testimony from the student and faculty member who has been asked to be available at the time of the meeting) and will have the opportunity to ask the student questions as well as inform the student on issues related to academic integrity. Students may provide evidence on their behalf.
3. Based on the testimony, the Committee will either confirm or rescind the charges. [NOTE: If the charges are rescinded, the student is exonerated and all documentation sent to the Academic Affairs Office and the Chair of the Committee will be destroyed immediately. If the charges are confirmed, the complaint and accompanying documentation will be kept only in the Academic Affairs Office for a period of seven years for record-keeping

purposes (i.e. to establish whether or not a student has a prior complaint). At the end of the seven-year period, all documents concerning this charge are destroyed.]

4. If appealing or denying the charges, the student will be informed at the end of the meeting when the written decision of the Committee will be sent to the student through campus mail and that the student will need to sign for the letter during the next two weeks. The student has the right to appeal the Committee's decision to the Vice President for Academic Affairs within 72 hours after receiving the Committee's written decision. If the student has not signed for the written decision in the two weeks after the date of the letter, it will be assumed that the student does not wish to appeal. The faculty member will be informed of the Committee's decision and will impose sanctions for the course.
5. If the charges are confirmed, the student's advisor will also be informed of the charges and the sanction(s) in writing.

Subsequent Offense(s):

If a complaint is filed by a faculty member and it is determined that this is a subsequent offense for the student, the following procedures will take effect:

- i. If the Committee confirms the charges, the Committee has the right to impose additional sanctions for the second offense, including possible suspension or expulsion from the college.
- ii. The student has the right to appeal the Committee's decision to the Vice President for Academic Affairs within 72 hours after receiving the Committee's written decision.

Academic Probation and Suspension

A student not maintaining the minimum required cumulative grade point average based on credits attempted is subject to academic probation or suspension at the end of any term, according to the following formula

Credits Attempted	Academic Average
12-35	Below 1.70
36-59	Below 1.85
60 or over	Below 2.00

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

A student who is suspended may request a review of the facts of his/her case by the Vice President for Academic Affairs by the appeal deadline stated in the suspension letter. A student suspended for academic reasons must remain out of the college for at least one regular term and undertake an activity that illustrates a renewed commitment to learning before applying to the Academic Standing Committee for readmission. Students who remain out of the college for an academic year or more must request readmission through the Admission Office.

A student whose cumulative grade point average is above the minimum for the number of credits attempted, but whose last term grade point average was low, is notified in writing by the Vice President for Academic Affairs that he/she is eligible to continue at Doane College, but the term grade point average needs to improve in the next term.

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

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 College.

Alpha Lambda Delta

The purpose of Alpha Lambda Delta is to recognize men and women who achieve high scholarship in their first year at Doane College. 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 College, 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 her first semester at Doane, provided no more than 20 credits have been transferred from previous schools.

Dean's List

A student who earns a grade point average of 3.70 or higher in at least 12 graded credits for the term is placed on the Dean's List for that term and receives a letter of congratulations from the Vice President for Academic Affairs.

Doane Scholar

A student ranking in the top eight percent of his or her graduating class and completing at least 105 GPA credits at Doane College 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.

Graduation Honors

Degrees with honors are conferred upon those students who graduate with a 3.80 GPA or higher.

Summa Cum Laude	3.98 - 4.00
Magna Cum Laude	3.92 - 3.97
Cum Laude	3.80 - 3.91

The School of Arts and Sciences and the School of Graduate and Professional Studies graduates are considered separately for determination of degrees with honors.

Degrees with honors are not conferred upon students who have been enrolled at Doane College for less than four terms, excluding summer sessions. Such degrees are not conferred upon those who have earned fewer than the following number of graded credits:

Regular Terms of Attendance	Graded Credits
4	48
5	60
6	72
7	85
8	97

If a Doane student participates in an approved off-campus or study abroad program in which credit is transferred as pass/fail rather than graded, the term or terms the student is off-campus do not count as regular terms of attendance.

Honor Societies

Doane has chapters of several national honor societies, including:

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

Graduation

Participation in Commencement

Commencement is held once a year at the end of the spring term. A student who has not completed degree requirements by the end of the spring term may participate in the ceremony and be considered a candidate for the August degree if he/she is lacking one requirement (competency or course) and receives permission from the Vice President for Academic Affairs to participate. The decision is based on the following criteria:

- Both the cumulative grade point average and the major grade point average are at least a 2.00 after spring grades are processed, and
- The student's plan to complete the requirement no later than August 15 is approved before Commencement by the Registrar or Vice President for Academic Affairs.

NOTE: Any anticipated May 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 make formal application for graduation through the Registrar's Office. This application should be filed by February 1 for students who plan to graduate in May. Failure to comply may extend his/her intended graduation date.

Award of Degree/Issuance of Diplomas

Degrees at Doane College are awarded and diplomas are issued twice a year—at the end of the spring term in May and on August 15. However, the graduation ceremony takes place only in May. Students who complete graduation requirements after the August 15 degree date and before May Commencement of the following year will be May graduates. A comment stating that requirements for the degree have been met and that the degree will be awarded at the May ceremony is added to the transcripts of such students upon completion of all requirements. The diploma will be issued during the May Commencement or mailed to the student if he/she is in absentia.

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

Diploma's only list the degree awarded (Bachelor of Arts or Bachelor of Science) not the majors earned. Students who double major do not receive two diplomas.

Second Degree Policy

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

Transfer of Credit

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 his/her 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 Vice President for Academic Affairs is needed before a student may enroll in the School of Graduate and Professional Studies (GPS) in any term other than summer. The Registrar must also be consulted before enrolling in any GPS course in order to verify that the course meets a particular requirement. All GPS courses are considered Doane credits and therefore show on the transcript as graded. All costs associated with GPS enrollment, including tuition, must be paid.

A student who is full-time in the School of Arts and Sciences during a regular term must have permission from the Vice President for Academic Affairs to take a course from another institution during that term.

A student who studies abroad for a summer, semester, or year must have his/her 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 Off-Campus and Study Abroad options.

A student who has been admitted to Doane College 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 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. Credits transferred from another institution are entered on the Doane College transcript as "P" (passed) credits. These credits are not included in the Doane College grade point average calculations, but do count toward the total credits required for graduation.
3. The School of Arts and Sciences accepts a maximum of 90 semester credits completed at a four-year college or university.
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 College. 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. Completion of three or more courses, each of which are equivalent to at least two semester credits in one Doane Core Connections subject, fulfills the general education requirement in that subject.

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, the College Level Examination Program (CLEP), Doane Tests, ACT Proficiency Examination Program, DANTES, and International Baccalaureate Diploma. If credit is earned, a grade of "P" (pass) is given and the credits count toward the total required for graduation. The grade of "P", however, does not figure in the calculation of the grade point average. 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 College in awarding advanced academic credit to an incoming student who receives a grade of 5, 4 or 3. 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 College.

College Level Examination Program (CLEP)

Doane College 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. The credit for subject examinations is awarded according to the recommendations of the American Council on Education (ACE). There is no additional tuition charge for CLEP credit which is accepted by Doane College.

DANTES Subject Standardized Tests (DSSTs)

A student who has successfully completed selected subject examinations administered through the Defense Activity for Non-Traditional Education Support (DANTES) may earn college credit. 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 College. Only tests which are designated as Baccalaureate/Associate Level (B) or Baccalaureate Upper Division (BU) are considered in the awarding of credit.

Doane College 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. Test are available in accounting and math. The credit is not added to the Doane transcript until the tuition is paid in full.

International Baccalaureate Diploma

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

Transcripts

The Registrar's Office releases official Doane transcripts of a student's academic record only after the student has granted permission in writing. Transcripts are not issued to students who have financial obligations to the college. Students who request transcripts should allow three days for them to be prepared and issued. Transcript fee's range from \$5.25 to \$7 depending on the request and delivery method.

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

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

Title IX Policy Statement

It is the policy of Doane College not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane College, Crete, NE 68333 or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

FERPA

The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to protect the confidentiality of students educational records and to give students access to their records to assure accuracy. FERPA outlines four rights with respect to students Education Records. They are:

1. **Access to Education Records:** students have the right to inspect and review their Education Records within 45 days of the day the College receives a written request for access, anytime after their matriculation.
2. **Request for Amendment of Education Records:** students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading or in violation of their privacy rights.
3. **Disclosure of Education Records:** this right protects confidentiality of student records and requires the student's signature to release academic records, such as transcripts. Some exceptions exist such as school officials who've been determined to have a legitimate educational interest, or information determined to be directory information. Examples of directory information include: name, addresses, email, telephone numbers, major and/or minor fields of study, degree sought, expected date of completion of degree requirements and graduation, degrees conferred, awards and honors (e.g. Dean's list), full or part time enrollment status, dates of attendance, or photograph.
4. **Compliance:** students have the right to submit complaints concerning the College's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 202024605, email address: ferpa@ed.gov.

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

Verification of Student Identity

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

Academic Divisions

Courses are grouped into the following six academic divisions:

Academic Information Services - Library, Instructional Design

Economics and Business - ACC-Accounting, BUS-Business, ECO-Economics, ENT-Entrepreneurship

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

Fine Arts and Humanities - ART-Art, ENG-English, ESL-English as a Second Language, CMS-Communication Studies/Speech Communication, FAR-*Fine Arts*, FRE-French, GER-German, HUM-*Humanities*, JOU-Journalism & Media, MUS-Music, PHI-Philosophy, PRE-*Philosophy/Religion*, RST-Religious Studies, SPA-Spanish, THE-Theatre

Science, Mathematics, and Information Science and Technology - AST-*Astronomy*, Biochemistry*, BIO-Biology, CHM-Chemistry, CST-Computational Studies, EGR-Engineering, EVS-Environmental Science, GEG-*Geography*, GEO-*Geology*, HSC - Health and Society, IST-Information Science & Technology/Computer Science or Information Systems, MTH-Mathematics, PHS-Physical Science, PHY-Physics, RES-*Research*, SCI-Science

Social Science - ANT-*Anthropology*, HIS-History, INT-International Studies, LDR-Leadership, LPS-Law, Politics & Society, PSI-Political Science, PSY-Psychology, PAD-Public Administration, SOC-Sociology, SSI-Social Science

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

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 College. The bachelor of arts degree (BA) is the central degree at Doane College, but a student may opt for the bachelor of science (BS) degree if the following criteria are met:

- 1) a major in biochemistry, biology, chemistry, computer science, environmental science, information systems, mathematics, natural science, physical science, or physics; or
- 2) a total of four courses (a minimum of 12 credits) chosen from astronomy, biology, chemistry, geology, information science and technology (not including any course below IST 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.

Majors

Requirements for the majors are specified in the "Programs of Instruction: Majors & Minors and Courses of Instruction" chapter. 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 College.

Accounting	Environmental Science *	Physical Education
Art	French	Physics
Biochemistry *	German	Political Science
Biology	Health and Society	Psychology
Business Administration	History	Public Administration
Chemistry	Information Systems	Religious Studies
Computer Science	Information Systems - Honors	Science *
Computer Science - Honors	Interdisciplinary Studies *	Social Science *
Economics	International Studies *	Sociology
Elementary Education	Journalism and Media	Spanish
Engineering Physics	Law, Politics, and Society *	Special Education
English	Mathematics	Theatre
English as a Second Language	Music	
English/Language Arts *	Philosophy	* Interdisciplinary Majors

Minors

A minor is not required for graduation. Students who choose to complete one or more minors must declare their choice(s) at the Registrar's Office. Once declared, students must meet the requirements specified in the catalog in effect during their year of entry or subsequent terms of enrollment at Doane College.

Accounting	Entrepreneurship	Philosophy
Art	Environmental Studies	Physics
Biology	French	Political Science
Business Administration	German	Psychology
Chemistry	History	Religious Studies
Computational Science	Information Technology	Software Development
Computational Thinking	Journalism and Media	Sociology
Computer Studies	Leadership Studies	Spanish
Creative Writing	Mathematics	Speech Communication
Economics	Ministry	Theatre
English	Music	

Declaration of Major and Minor

In 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.) Students may also declare a secondary major, minor(s), emphasis or endorsement. Students are encouraged to select an adviser in their area of study by obtaining permission of the new adviser and completing a change of adviser form. Transfer students entering at the junior or senior level declare their major during their first term at Doane. Once a student officially declares a major, minor, or emphasis, he/she must report any additions, deletions, or changes to the Registrar's Office and fill out a Change of Major form.

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.

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 adviser 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 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.

Supplemental Course Offerings

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.

Directed Studies (290, 390, 490) offer an opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty. Any discipline may choose to offer a directed study. Such courses are generally restricted to sophomores, juniors, and seniors. Directed studies may be offered for 1-3 credits. (For courses which include a laboratory component, one additional credit may be added.) Students must complete a directed study application form, secure the necessary signatures and submit the form to the Registrar's Office. Directed studies are repeatable for credit, provided the topic is different.

Honors Courses (298, 398, 498) provide opportunities for enrichment and are offered to students who have demonstrated outstanding academic performance in a particular discipline. These opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, or research and writing. Honors courses may be offered for 1-3 credits. (For courses which include a laboratory component, one additional credit may be added.) Students must complete an honors course application form and submit it to the Registrar.

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

Starting August 2014, Doane College's general education program was modified from the Doane Plan (DP) to the Doane Core Connections (DCC). Students starting fall 2014 or later will follow the new Doane Core Connections. Students entering Doane College prior to the fall of 2014 will follow the Doane Plan.

In addition to this change, the School of Arts and Sciences eliminated Interterm starting 2014-15 and modified the semester calendar. With elimination of the 9 credit hour Interterm requirement, Doane reduced the amount of hours required to graduate for all undergraduate students from 132 to 123 credits.

School of Arts & Sciences has a gradual reduction of credits required to graduate based on when students started at Doane and the availability of interterms.

Start Term	Catalog Year	Anticipated Graduation	Credits Required	Interterms Required	General Education Program
15/FAL, 16/SPR	2015	May 2019, December 2019	123	0	Doane Core Connections
14/FAL, 15/SPR	2014	May 2018, December 2018	123	0	Doane Core Connections
14/SPR	2013	December 2017	126	0	Doane Plan
13/FAL, 14/ITM	2013	May 2017	126	1	Doane Plan
13/SPR	2012	December 2016	129	1	Doane Plan
12/FAL, 13/ITM	2012	May 2016	129	2	Doane Plan

Philosophy of the Undergraduate Core at Doane

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

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

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

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

Develop crucial *intellectual skills*. Students will learn to:

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

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

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

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

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

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

Communicate effectively

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

Use information wisely

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

Pursue a healthy lifestyle

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

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:

1. explore dimensions of human experience with regard to perceptions of self
2. understand how individuals interact to form communities and social structures
3. analyze the practical and ethical implications of interactions between individuals and those social structures

- | | |
|--|---|
| • CMS 112 - Small Group Comm (3) | • JOU 105 - Intro to Jrnslm & Media (3) |
| • ECO 203 – Macroecon and Literacy (3) | • PSI 101 - American Politics (3) |
| • ENG 231 - Linguistics (4) | • PSY 117 - Intro to Psychology (3) |
| • HIS 205 - History of the U S I (3) | • SOC 109 - Introduction to Sociology (3) |
| • HIS 206 - History of the US II (3) | • PSY 259 - Lifespan Development (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:

1. analyze and model mathematical situations using a variety of techniques to solve problems effectively
2. communicate a clear understanding of conclusions
3. apply mathematical systems of thinking

- | | |
|------------------------------------|--|
| • MTH 107 - Problem Solving (3) | • MTH 125 - Precalculus (4) |
| • MTH 108 - Modeling & Appl (3) | • MTH 235 - Calculus I (4) |
| • MTH 115 - Finite Mathematics (3) | • PHI 105 - Logic & Critical Thnkg (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:

1. analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication
2. support a clear argument with appropriate evidence and analysis in a focused and organized way

3. understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing

- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Comm (3)
- ENG 101 - Writing Seminar (3)
- ENG 201 - Intermediate Writing (3)
- GER 310 - Oral German (3)
- GER 311 - Reading and Comp (3)
- RST 316/416 - Book of Genesis (3)
- SPA 305 - Spanish Conv & Comp (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:

1. understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures
2. interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience
3. create a refined empathetic understanding of a multifaceted world

- ANT/SOC 308 - Cultural Anthro (3)
- BUS 101 - Environmnt of Bus (3)
- BUS 357 - Intrntnl Marketing (3)
- CMS 321 - Intercult Commun (3)
- ENG 205 - World Literature I (3)
- ENG 206 - World Literature II (3)
- ENG 329 - Great Plains Studies (3)
- FRE 101 - Elementary French (3)
- FRE 102 - Elementary French (3)
- FRE 203 - Intermediate French (3)
- FRE 204 - Intermediate French (3)
- GEG 301 - Social-Cultural Geog (3)
- GER 101 - Elementary German (3)
- GER 102 - Elementary German (3)
- GER 203 - Intermediate German (3)
- GER 204 - Intermediate German (3)
- HIS 106 - History of Civilizatn II (3)
- HIS 304 - Military History (3)
- HIS 321 - Amer Race Relations (3)
- INT 101 - Global Issues (3)
- MUS 335 - World Music (3)
- PHI 310 - Compar Philosophy (3)
- PRE 115 - Comparative Religions (3)
- PSI 105 - Comparative Govts (3)
- RST 315/415 - Buddhism (3)
- RST 318/418 - Islam (3)
- SOC 324 - Race and Nationality (3)
- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)
- SPA 203 - Intermediate Spanish (3)
- SPA 204 - Intermediate Spanish (3)
- SPA 210 - Medical Spanish (3)

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

1. employ methods of science for inquiry in a scientific discipline
2. develop their scientific literacy and ability to critically evaluate scientific information
3. consider the ethical and social implications of scientific study and use of scientific findings

- AST 103 - Intro Astronomy (3)
- BIO 101 - Intro to Biology (4)
- BIO 110 - Intro Biol Investign (3)
- CHM 101 - Intro to Chemistry (4)
- CHM 125 - General Chemistry I (4)
- GEG 112 - Physical Geography (3)
- GEO 101 - Environmental Geol (4)
- GEO 103 - Physical Geology (4)
- GEO 107 - Intro to Meteorology (3)
- PHS 105 - Princ of Phys 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:

1. interpret artistic and/or aesthetic expression
 2. develop skills in self-expression through the production of their own creative work, or the critical analysis of others' work
 3. use their insights to articulate the role of creativity in the examination of the human condition
- ART 101 - Art Appreciation (3)
 - ART 107 - Two-Dimen Design (3)
 - ART 110 - Three-Dimen Design (3)
 - ART 207 - Drawing (3)
 - ART 234 - Intro to Digital Photo (3)
 - ART 235 - Color Theory and App (3)
 - ENG 202 - Intro Poetry Writing (3)
 - ENG 238 - Intro Fiction Writing (3)
 - ENG 285 - Intro Writng Creative Nonfiction (3)
 - FAR 103 - Intro Fine Arts: Music (3)
 - FAR 104 - Fund of Music (3)
 - MUS 125 - Hist of Rock and Roll (3)
 - RST 310 - Jesus: Hist & Afterlves (3)
 - RST 325/425 – Relig & Pop Cult (3)
 - THE 101 - Intro to the Theatre (3)
 - THE 103 - Acting I (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:

1. consider ways that humans have come to understand the meaning of existence
 2. evaluate the philosophical or spiritual implications of human actions and policies
 3. develop an understanding of their ethical values
- ENG 237 - Intro to Fiction (3)
 - HIS 105 - History of Civ I (3)
 - PHI 210 – Ancient & Medieval Philo (3)
 - PHI 212 - Modern & Contemp Philo (3)
 - PRE 110 - Philosophical Problems (3)
 - PRE 111 - Ethics (3)
 - PRE 120 - Intro Old Testament (3)
 - PRE 121 - Intro New Testament (3)
 - RST 305/405 - Christianity (3)
 - RST 309/409 - Judaism (3)

Liberal Arts Studies 9 credits

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

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

Students who transfer in a minimum of 30 credits have LAR 101 waived. Students that transfer in the 90 credit maximum have LAR 202 waived.

Experiential Learning 3 credits

A defining experience, applying knowledge and skills to practice, requiring guided reflection, which includes one or more of the following:

- | | |
|--|---------------------------------------|
| <u>Cultural Immersion</u> | <u>Scholarly Practice</u> |
| 1. Study Abroad | 1. Independent Research |
| 2. Short-term travel | 2. Creative production or performance |
| <u>Professional Practice</u> | <u>Service-learning</u> |
| 1. Internship | |
| 2. Student teaching | |
| 3. Professional practice within a course | |

NOTE: International Students studying full-time at Doane College are considered to have met this requirement at matriculation.

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 500 or higher
- c. By passing Doane's Computational Skills Test
- d. By completing Doane Learning Center DLC 090/Doane Student Support Services DSS 090 with a grade of C- or higher
- e. By transferring credits that are equivalent to DLC 090/DSS 090, or college-level mathematics

Basic Writing Skills

All students must demonstrate adequate basic skills before enrolling in ENG 101. This requirement may be met in any of four ways:

- a. By attaining an ACT English subscore of 19 or above
- b. By completing Doane Learning Center DLC 116/Doane Student Support Services DSS 117 with a C- or higher
- c. By completing ENG 100 with a C- or higher (for international students whose primary language is not English)
- d. By transferring credits that are equivalent to DLC 116, DSS 117, 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 student's primary discipline.
3. Completion of an optional minor or additional major(s) or minor(s) also requires a grade point average in that major or minor of 2.00 or above.

Stipulations

1. The following credit maximums apply toward graduation:
 - a. A total of 48 credits in the major prefix discipline with these exceptions: 54 credits in the music major, public school music emphasis; 54 credits in the art major, public school art emphasis; 63 credits in the art major, professional or graphic arts emphasis; 56 credits in the art major, art history emphasis.
NOTE: The 48-credit limit does not apply to the interdisciplinary majors.
 - b. Three physical education activity credits.
 - c. Six activity credits.
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. Before enrolling for internship credit, however, students are required to successfully complete CED 205. 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 College.
5. 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.
6. 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.
7. Each student is responsible for making certain all degree requirements are met. Faculty advisers, student advising guides, and the program evaluations available on web adviser help students monitor their progress toward graduation.
8. Graduation requirements are reviewed on a case-by-case basis for students who return to Doane after an extended absence.
9. All other academic policies and regulations as stated in this catalog must be followed.

Programs of Instruction: Majors & Minors

Accounting

Associate Professor Maus

Assistant Professor Wize

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 must exhibit effective communication and interpersonal skills in a variety of business contexts. The accounting major also prepares students for further study at the graduate level.

Some accounting students may consider taking 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. Students considering the CPA exam need to meet additional state-mandated requirements, in addition to completion of the accounting major, in order to write the exam. Academic advisers at Doane work closely with students who are considering certification options.

Internship Credits: Students majoring in Accounting who are on the 150-hour track are required to earn a minimum of 1 credit hour for internship experience. However, many Accounting majors complete more than one internship during their four years at Doane. 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 on the 150-hour track are allowed to apply up to six hours of Summer internship credit to the following Fall semester (rather than the three credit hours usually allowed).

Upon successful completion of the Accounting major, students qualify to take the CMA examination.

Complete the following 37 credits:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ACC 231 - Intermediate Accounting I (4)
- ACC 232 - Intermediate Accounting II (4)
- ACC 315 - Tax Accounting I (4)
- ACC 331 - Advanced Accounting I (3)
- ACC 332 - Advanced Accounting II (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) (1 credit minimum)
- ACC 427 - Auditing (3)

Complete the following cognates:

- BUS 205 - Business Writing (3)
- BUS 215 - Statistics (3) or
 - MTH 356 - Statistics (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 339 - Quantitative Methods (3)
- BUS 350 - Commercial Law (3)
- BUS 365 - Ethics in a Business Environment (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- MTH 115 - Finite Mathematics (3) or
 - MTH 235 - Calculus I (4)

ACC 104 and above must be completed through the Division of Economics and Business at the Doane College School of Arts and Sciences.

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

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

Accounting Minor

Complete the following 18 credits:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ACC 231 - Intermediate Accounting I (4)
- ACC 232 - Intermediate Accounting II (4)
- ACC 315 - Tax Accounting I (4)

ACC 104 and above must be completed through the Division of Economics and Business at the Doane College School of Arts and Sciences.

Art

Associate Professor Stearns

Assistant Professor Belitz

Assistant Professor Gaul

Assistant Professor of Practice Knobel

Visiting Assistant Professor Smith

The department of Art at Doane College 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. Graphic design emphasis - a mix of studio, history;
4. Art history emphasis which allows students to prepare for a grad degree in art history or museum studies;
5. Certification emphasis which prepares students for K-12 teaching.

Complete the following courses:

- 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 252 - Modern Art (3) or
 - ART 350 - Contemporary Art and Issues (3)

Complete 1 or 2

Option 1 Complete one emphasis chosen from the following:

Liberal Arts (minimum 26, maximum of 48 total art credits)

- ART 204 - Visual Communication in History I (3)
- ART 205 - Visual Communication in History II (3)
- ART 260 - Intro. to Professional Practices (1)
- ART 307 - Drawing II (3)
- ART 460 - Advanced Professional Practices (1) (2 credits)
- Minimum of 3 elective credits in art; maximum of 15 elective credits in art

Professional (minimum 54, maximum of 63 total art credits)

- ART 204 - Visual Communication in History I (3)
- ART 205 - Visual Communication in History II (3)
- ART 260 - Intro. to Professional Practices (1)
- ART 307 - Drawing II (3)
- ART 460 - Advanced Professional Practices (1) (2 credits)
- Minimum of 21 elective credits in art; maximum of 30 elective credits in art

Graphic Arts (minimum 42, maximum of 63 total art credits)

- ART 225 - Typography (3)
- ART 234 - Introduction to Digital Photography (3)
- ART 256 - Illustration (3)
- ART 258 - Introduction to Digital Media (3)
- ART 260 - Intro. to Professional Practices (1)
- ART 303 - Graphic Design I (3)
- ART 304 - Graphic Design II (3)
- ART 355 - History of Modern Design (3)
- ART 403 - Graphic Design III (3)
- ART 404 - Graphic Design IV (3)
- ART 460 - Advanced Professional Practices (1) (2 credits)
- Minimum of 3 elective credits in art; maximum of 12 elective credits in art

Art History (minimum 52, maximum of 56 total art credits)

- ART 204 - Visual Communication in History I (3)
- ART 205 - Visual Communication in History II (3)
- ART 211 - Printmaking (3)
- ART 215 - Topics in Non-European Art History (3)
- ART 234 - Introduction to Digital Photography (3)
- ART 254 - The Visual Arts in the United States (3)
- ART 355 - History of Modern Design (3)
- ART 460 - Advanced Professional Practices (1) (2 credits)
- ART 421 - Art Internship (0-12) for 2-6 credits
- 6 credits of any foreign language

Option 2: Art Teaching (maximum of 54 total art credits)

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

- ART 204 - Visual Communication in History I (3)
- ART 205 - Visual Communication in History II (3)
- ART 211 - Printmaking (3)
- ART 232 - Ceramics Throwing (3)
- ART 258 - Introduction to Digital Media (3)
- ART 307 - Drawing II (3)
- ART 310 - Art in Secondary Schools: 7-8 (1)
- ART 315 - Art in Secondary Schools: 9-10 (1)
- ART 320 - Art in Secondary Schools: 11-12 (1)
- ART 325 - Art in Secondary Schools (2)
- ART 326 - Art in Elementary Schools (3)
- A total of six elective credits in art
- All requirements listed under the catalog section Secondary Education

Note: All students majoring in Art must contribute works to the annual Seniors' Art Exhibition group show. Students completing the Professional emphasis have the option of a solo show in addition to the 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 21 credits in Art:

- ART 107 - Two-Dimensional Design (3)
- ART 207 - Drawing (3) or
 - ART 110 - Three-Dimensional Design (3)
- ART 204 - Visual Communication in History I (3) or
 - ART 205 - Visual Communication in History II (3)
- ART 231 - Ceramics Handbuilding (3)
- ART 252 - Modern Art (3) or
 - ART 350 - Contemporary Art and Issues (3)
- Six additional credits in art.

Biochemistry

Requirements for the Biochemistry Major:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 335 - Molecular Biology (4)
- CHM 110 - Professional Development and Careers in Chemical Sciences (1)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 195 - Introduction to Chemical Research (1)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 210 - Biochemistry Inquiry Experience (2)
- CHM 303 - Analytical Chemistry (4)
- CHM 330 - Biochemistry I (4)
- CHM 430 - Biochemistry II: Advanced Topics in Biochemistry (3)

To complete the research sequence students must take:

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

Two additional courses are required:

a) One course chosen from

- BIO 317 - Introduction to Immunology (3)
- BIO 331 - Cell Biology (3)
- BIO 348 - Microbiology (4)
- BIO 349 - Infectious Diseases (3)
- BIO 356 - Human Physiology (4)

b) One course chosen from

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

Complete the following cognates:

- 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 236 are strongly recommended. MTH 236 is a prerequisite for CHM 411. PHY 108 (or PHY 202) is required for entrance into most medical schools.*

Biology

Professor Clement

Associate Professor Elder

Associate Professor Durham Brooks

Assistant Professor Doyle

Assistant Professor Laungani

Visiting Assistant Professor Haverkost

Visiting Instructor Dworak

The goal of the Doane College 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.

Requirements for the Biology Major:
Complete 1 or 2.

Option 1

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 202 - Biology Career Seminar (1)
- BIO 295 - Biostatistics (3)
- BIO 351 - Biology Research I (2) or
 - CHM 351 - Chemistry Research I (2) or
 - EVS 351 - Environmental Science Research I (2)
- BIO 495 - Biology Research II (4) or
 - CHM 495 - Chemistry Research II (2) or
 - RES 495 - Research II (1-2) or
 - EVS 495 - Environmental Research II (2) for 2 credits
- BIO 496 - Biology Research III (3) or
 - CHM 496 - Chemistry Research III (2) or
 - RES 496 - Research III (1-2) or
 - EVS 496 - Environmental Research III (2) for 2 credits

One course with a laboratory from each of the following elective groups:

Organismal Group:

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

Molecular Group:

- BIO 316 - Introduction to Computational Biology (4)
- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 356 - Human Physiology (4)

Two Additional BIO Electives

Complete two additional BIO electives for a total of 4 elective courses. Electives can be additional courses from the organismal or molecular groups above, not already taken and/or from among the following courses:

- BIO 308 - Animal Behavior (3)
- BIO 317 - Introduction to Immunology (3)
- BIO 331 - Cell Biology (3)
- BIO 340 - Evolution (3)
- BIO 345 - Conservation Biology (3)
- BIO 355 - Human Anatomy (4)

Note: A maximum of 4 credits of Biology directed study may be counted toward the major.

Complete the following cognates:

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

- Two additional four-credit courses in Chemistry
or
- 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)
- MTH 107 - Problem Solving (3) or
 - MTH 108 - Modeling & Applications (3) or above (MTH 235 is strongly recommended)

Note: *Partial fulfillment of the major may be arranged through transfer of credit by successful completion of appropriate courses from an approved professional school.*

Option 2: Biology Teaching

Students seeking certification for teaching in biology must complete:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 295 - Biostatistics (3)
- BIO 348 - Microbiology (4)
- BIO 351 - Biology Research I (2) or
 - CHM 351 - Chemistry Research I (2) or
 - EVS 351 - Environmental Science Research I (2)
- BIO 494 - Bioscience Research (2)

Complete four of the courses listed below. At least one course must come from each group.

Organismal Group

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

Molecular Group:

- BIO 316 - Introduction to Computational Biology (4)
- BIO 335 - Molecular Biology (4)
- BIO 355 - Human Anatomy (4)
- BIO 356 - Human Physiology (4)

Cognates

- 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)
- SCI 322 - The Teaching of Laboratory Sciences I (0-1)
- SCI 324 - The Teaching of Laboratory Sciences II (0-1)
- SCI 326 - The Teaching of Laboratory Sciences III (0-1)
- SCI 327 - The Teaching of Laboratory Sciences IV (4)
- PHY 107 - Introductory Physics I (4)
- GEO 101 - Environmental Geology (4) or
 - GEO 103 - Physical Geology (4)

All requirements listed under the catalog section Secondary Education

Biology Minor

Requirements for the Biology Minor:

Complete the following:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to 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 326 - Comparative Anatomy (4)
- BIO 332 - Ecological Zoology (4)
- BIO 333 - Ecological Botany (4)

Molecular Group:

- BIO 335 - Molecular Biology (4)
- BIO 348 - Microbiology (4)
- BIO 316 - Introduction to Computational Biology (4)
- BIO 356 - Human Physiology (4)

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

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

Business Administration

Professor Merritt

Associate Professor Bossard

Assistant Professor Hind

Assistant Professor of Practice Zumpfe

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 College also prepares students for further study at the graduate level.

Complete the following 23 credits:

- BUS 215 - Statistics (3) or
 - MTH 356 - Statistics (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 365 - Ethics in a Business Environment (3)
- BUS 496 - Strategic Management (3)
- BUS 498 - Executing Business Strategy (2)

Complete the following cognates:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)

300/400 Level Electives Complete 12 additional credits of 300/400 level Business or Economics courses with at least 3 of those credits at the BUS 400 level (excluding BUS 421 and all 400-level ECO prefixed courses).

Note: Only two 300-level Economics courses may be used toward the 12 additional credits required for the Business Administration major.

These courses must be completed through the Division of Economics and Business at the Doane College School of Arts and Sciences.

- ACC 104 - Managerial Accounting (3)
- BUS 496 - Strategic Management (3)
- BUS 498 - Executing Business Strategy (2)
- plus six business credits at the 300/400 level (excluding BUS 421)

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

Note: *Students choosing a business administration major may want to focus on a specific functional area of business and should consider suggested electives for each area, as stated on-line or available from their advisors.*

Business Administration Minor

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

Complete six credits chosen from

- any 300/400 BUS prefixed course (excluding BUS 365 and BUS 496).

Note: One 300 level ECO prefixed course can also be counted toward the minor.

Complete the following cognates:

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

Chemistry

Professor Clevette

Associate Professor Holmes

Assistant Professor Sikich

Visiting Assistant Professor Burks

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.

Requirements for the Chemistry Major:

Complete 1 or 2.

Option 1

The following thirteen courses:

- CHM 110 - Professional Development and Careers in Chemical Sciences (1)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 195 - Introduction to Chemical Research (1)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- CHM 303 - Analytical Chemistry (4)
- CHM 351 - Chemistry Research I (2)
- CHM 411 - Physical Chemistry I (4)
- CHM 412 - Physical Chemistry II (4)
- CHM 494 - Communication of Chemical Research (0)
- 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 495 and CHM 496.

Two additional courses from

- CHM 322 - Instrumental Analysis (4)
- CHM 326 - Advanced Inorganic Chemistry (4)

The following cognates:

- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

Option 2: Chemistry Teaching

Students seeking certification for teaching in chemistry must complete:

The following nine 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 (4)
- CHM 412 - Physical Chemistry II (4)
- CHM 110 - Professional Development and Careers in Chemical Sciences (1)

The following cognates from the natural sciences:

- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)

- BIO 111 - Energy of Life: Cells to Ecosystems (3) or
 - BIO 112 - Information of Life: Genetics to Evolution (3)
- AST 103 - Introductory Astronomy (3) and
- AST 103L - Astronomy Laboratory (1) or
 - GEO 103 - Physical Geology (4)

The following cognates in mathematics:

- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)

The following natural science methods courses:

- SCI 322 - The Teaching of Laboratory Sciences I (0-1)
- SCI 324 - The Teaching of Laboratory Sciences II (0-1)
- SCI 326 - The Teaching of Laboratory Sciences III (0-1)
- SCI 327 - The Teaching of Laboratory Sciences IV (4)

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 eight credits from:

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

Communication Studies

Instructor Wilson

This speech communication minor is designed for students who are interested in the essential role communication plays in the development and maintenance of identities, relationships, groups, and societies and cultures. Communication structure and process is explored and particular attention paid to the way in which meaning is managed in order to coordinate joint activity.

Speech Communication Minor

Requirements for the Speech Communication Minor:

- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)

Complete three of the following courses:

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

Complete one of the following courses for three credits:

- CMS 210 - Public Speaking (3)
- CMS 226 - Beginning Competitive Speech I (0 or 3)
- CMS 227 - Beginning Competitive Speech II (0 or 3)
- CMS 326 - Advanced Competitive Speech I (0 or 3)
- CMS 327 - Advanced Competitive Speech II (0 or 3)

Computational Studies

Computational Science Minor

While applicable to many disciplines, the computational science minor is designed to complement majors in the natural sciences - biology, chemistry, physics, environmental science, and mathematics.

Complete a minimum of 21 credits including the following:

To develop foundational skills in problem solving and mathematics, complete:

- BIO 295 - Biostatistics (3) OR
 - MTH 356 - Statistics (3)
- IST 145 - Introduction to Programming and Problem-Solving (3)
- MTH 107 - Problem Solving (3)

To build simulation, modeling and visualization skills on top of the foundational skills, complete:

- CST 210 - Fundamentals of Computational Science (3)

To apply the foundational, simulation, modeling and visualization skills in a scientific domain, complete:

- CST 310 - Parallel Computational Techniques (3)
- CST 495 - Computational Studies Seminar (0-3)

Two courses from:

- BIO 316 - Intro to Computational Biology (4)
- BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- BIO 356 - Human Physiology (4)
- CHM 303 - Analytical Chemistry (4)
- EVS/IST 320 - Intro to GIS (3) or
- EVS 325 - Soil Systems and Sustain (3)
- MTH 329 - Differential Equations (3)
- PHY 302 - Electricity and Magnetism (3)
- PHY 306 - Theoretical Mechanics (3)
- PHY 405 - Quantum Mechanics (3)
- PHY 435 - Math Methods for Physics (3)

Computational Thinking Minor

While applicable to many disciplines, the computational thinking minor is designed to complement majors in fine arts and humanities, business and economics, education, and the social sciences.

Complete a minimum of 18 credits including the following:

To develop foundational skills in problem solving and reasoning, complete:

- IST 145 - Introduction to Programming and Problem-Solving (3)
- MTH 107 - Problem Solving (3)
- PHI 105 - Logic and Critical Thinking (3)

To build simulation, modeling and visualization skills on top of the foundational skills, complete:

- MTH 108 - Modeling & Applications (3)

To apply the foundational, simulation, modeling and visualization skills, complete:

- CST 495 - Computational Studies Seminar (0-3)

Two courses from:

- ACC 411 - Systems/Applied Accounting (3)
- BIO 316 - Intro to Computational Biology (4)
- BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- BIO 356 - Human Physiology (4)
- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Stat for Soc Sci (3)
- BUS 339 - Quantitative Methods (3)
- CHM 303 - Analytical Chemistry (4)
- CST 310 - Parallel Computational Tech (3)
- ECO 340 - Econometrics (3)
- EVS/IST 320 - Introduction to Geographic Information Systems (3) or
- EVS 325 - Soil Systems and Sustain (3)
- MTH 329 - Differential Equations (3)
- PHY 302 - Electricity and Magnetism (3)
- PHY 306 - Theoretical Mechanics (3)
- PHY 405 - Quantum Mechanics (3)
- PHY 435 - Math Methods for Physics (3)
- SOC 285 - Social Research (4)

Economics

Professor Manns

Associate 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 college 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.

Requirements for the Economics Major:

Complete the following 30 credits:

- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 303 - Intermediate Macroeconomics (3)
- ECO 304 - Intermediate Microeconomics (3)
- ECO 340 - Econometrics (3)
- ECO 495 - Seminar in Economics (3)
- and four additional economics courses at the 300-400 level, excluding ECO 421.

Complete the following cognates:

- BUS 215 - Statistics (3) or
- MTH 356 - Statistics (3)

Economics Minor

Requirements for the 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)

Education Division

Professor Forester

Professor Diercks

Professor Johnson-Farr

Professor Kozisek

Associate Professor Frey

Associate Professor Kalbach

Assistant Professor of Practice Wehrs

Lecturer Griesch

Lecturer Piper

Doane's Education Division commits its mission, beliefs and guiding principles to the future in setting the following standards:

Mission

To meet future expectations of our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences; and 4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work which advocates success for all students.

Belief Statements

Becoming a teacher/leader is an emergent process based upon integration of theory and practice to develop knowledge, skills and dispositions. We believe:

- Programs of quality promote learner-centered experiences, and collaborative planning among the college teacher-educators, liberal arts faculty, PK-12 practitioners, and pre-service/in-service students.
- Programs of quality promote inquiry and reflectivity and develop leadership to improve professional practice.
- Programs of quality provide a learning environment encouraging teachers to inquire into the context of learning and practice, act on beliefs, critique their own learning and teaching, and accept their research as an authentic and important means of improving practice.
- Programs of quality facilitate curriculum and instruction honoring diversity in gender, ethnicity, culture, language, social class and exceptionalities.
- Programs of quality promote modeling as an essential aspect of effective teacher education. Faculty in teacher education will model excellent teaching as defined by current research, applied practice, and professional experience.
- Faculty in programs of quality engage in teaching in authentic settings and utilize research for the direct purpose of enhancing educational practices.
- Programs of quality offer opportunities for students to examine the moral purposes of education and put into practice a philosophy of learning and teaching that is inclusive and based on a personal ethical platform.
- Programs of quality see change and innovation as an essential element in learning, teaching and leadership, and promote practices which value students, teachers and administrators as change agents in educational settings.
- Programs of quality prepare teachers to work in and contribute to society utilizing community resources and interacting with its constituency.
- Programs of quality prepare teachers to advocate for students valuing self-determination and fairness, and believing in the right for all students to succeed.
- Programs of quality promote the practice of leadership by providing opportunities for accepting different roles, becoming a leader in the school, community, and in engaging self-development.

Guiding Principles

- All teacher education students have a strong foundation in the liberal arts and sciences.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions.
- All middle school, early childhood and ESL pre-service teachers demonstrate competency in their respective academic areas.
- All elementary, special education, and secondary pre-service teachers complete practica majors in their certification area(s).
- The teacher education programs integrate PK-12 practicums and internships and Doane classroom experiences locally and globally in the promotion of educational leaders. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education programs pledge the competence of their program graduates 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 programs provide an induction experience for their graduates in the first year of teaching.
- The teacher education programs maintain high standards.
- 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 utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful research and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty values authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning ethnicity, race, gender, class, language, religion and exceptionalities.

Requirements for Admission and Certification:

1. Students intending to work toward certification in either elementary education, special education or secondary education must have a 2.30 grade point average to enter the initial teacher education course, EDU 211 - Practicum IA (3). Students intending to receive certification in either elementary education, special education, or secondary education are required to apply to the Teacher Education Committee for admission to the program at the conclusion of the sophomore year (or after they have completed EDU 211, if it comes later than the sophomore year). The minimum requirements for admission to the Teacher Education Program are:
 - a. Attainment of a cumulative grade point average in all courses of 2.60.
 - b. Attainment of a cumulative grade point average in all education courses of 2.80.
 - c. Attainment of a cumulative grade point average in all courses in the major of 2.50.
 - d. Recommendation from the teacher(s) under whom they have completed their teacher assisting for Practicum I.
 - e. Recommendation from the faculty in the student's major.
 - f. Recommendation from the faculty in education.
 - g. Recommendation of the Student Leadership Office for the school of Arts and Sciences students.
 - h. Recommendation of a medical professional.
 - i. Demonstration of basic mathematical skills by achieving an acceptable score on the mathematics portion of the ACT or SAT test, by passing the Doane College Computational Skills Test, or by completing a designated course in computational skills with a grade of C- or higher.
 - j. As required by the Nebraska State Department of Education, each student must achieve a passing score on the Core Academic Skills for Educators: Reading, Writing and Math. The following scores have been set by the State as minimum passing scores:

* **CORE tests** - Reading (156), Writing (162), and Math (150);

The initially CORE tests must be taken by May 1st of the sophomore year.

A student must pass the CORE tests by the end of the first semester of his/her junior year. If the student does not pass the CORE tests, he or she may not enroll in education classes. Once the tests are passed, the student may again reapply for admission to teacher education. Individual cases may be reviewed by the certification officer.

- k. Students who are denied admission to the program due to below passing scores on the CORE test, may choose to continue taking education courses through Education 321 and one methods course, but must have passed the CORE test and been admitted to the Teacher Education Program prior to continuing in the program beyond that point.
- l. In the special case of students from underrepresented groups, if the student has been denied admission to Teacher Education on the basis on CORE test scores below the Nebraska minimally acceptable level, the student may continue in education courses beyond the first methods course provided he/she is also enrolled and participating in special courses designed to improve performance on the CORE test. Education faculty will assist all students in enrolling in these special courses.

Students denied on the basis of CORE test scores may retake the test as many times as they wish. After completion of the test with scores above the Nebraska minimum, the student may reapply for admission to the Teacher Education Program.

Students generally take the CORE tests during the sophomore year. These tests are given at testing sites in Nebraska. Registration for the tests will be completed at Doane during the sophomore year.

- m. A student with any grade in a cognate that is below C- has that grade reviewed and may be required to repeat the course.
- n. A student who has received negative comments on those recommendations which relate to personality may be required to complete a personality survey. The form of the survey is determined by the Teacher Education Committee in consultation with the Teacher Education faculty. As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally competent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.
- o. As required by the Nebraska State School Board, each student must affirm that he/she has not been convicted of a felony or a misdemeanor involving abuse, neglect, or sexual misconduct. The State board further states that felons

may not observe, assist, or take part in any K-12 classroom with such a conviction. If there should be such an instance, the student may appeal to the State Board of Education for review. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

2. Students intending to complete student teaching are required to apply to the Teacher Education Committee for permission. The minimum requirements for admission to student teaching are:
 - a. Attainment of a cumulative grade point average of 2.75 in all courses.
 - b. Attainment of a cumulative grade point average of 3.00 in all education courses.
 - c. Attainment of a cumulative grade point average of 2.60 in all courses in the major.
 - d. Recommendation from the teacher(s) under whom the student completed student assisting for Practicum I. (At least two of the recommendations must be positive.)
 - e. Recommendation from the faculty in the major.
 - f. Recommendation from the faculty in education.
 - g. Recommendation of the Student Leadership Office.
 - h. Recommendation of a medical professional.
 - i. Demonstration of proficiency in written English by successfully completing 15 credits of "W" (writing) courses as specified in the college graduation requirements and receiving a grade of C or higher in the required composition course.
 - j. A student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
 - k. A student with any grade in a methods course that is below B- will have that grade reviewed and additional work may be required. (Even though the general guidelines for grade point averages have been met by the student, a grade below B- in a methods course may be used as part of the criteria for not accepting the student into student teaching.)
 - l. A student who has received negative comments on the recommendations which relate to personality may be required to complete a personality survey. The form of the survey will be determined by the Teacher Education Committee in consultation with the Teacher Education faculty. As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally competent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.
3. Students are recommended for certification when all of the following criteria have been met:
 - a. Successful completion of the student teaching experience with a recommendation from both the cooperating teacher(s) and the college supervisor.
 - b. Attainment of a cumulative grade point average of 3.00 in all courses.
 - c. Attainment of a cumulative grade point average of 3.00 in all education courses.
 - d. Attainment of a cumulative grade point average of 2.80 in all courses in the major.
 - e. To receive a licensure from the State of Department of Education, students must take and pass the required content test(s) for their endorsement area.

Elementary Education

Requirements for the Elementary Education Major:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Language Arts and Reading I (3)
- EDU 312 - Language Arts and Reading II (3)
- EDU 318 - Mathematics Methods (3)
- EDU 321 - Practicum IC (2)
- EDU 322 - Science Methods (2)
- EDU 323 - Social Studies Methods (2)
- EDU 330 - Language Arts and Reading III (5)
- EDU 338 - Children, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDU 451 - Student Teaching (Elementary) (8)

Complete the following cognates:

- ART 326 - Art in Elementary Schools (3)
- GEG 301 - Social-Cultural Geography (3)
- IST 201 - Instructional Technology (3)
- MTH 217 - Mathematics for Elementary Teachers (3)
- PED 101 - Physical Activity Course (1)
- PED 104 - Theory of Lifetime Fitness (1)
- ART 101 - Art Appreciation (3) or
 - ART 107 - Two-Dimensional Design (3) or
 - ART 110 - Three-Dimensional Design (3) or
 - FAR 103 - Introduction to Fine Arts: Music (3) or
 - FAR 104 - Fundamentals of Music (3) or
 - THE 101 - Introduction to the Theatre (3)
- BIO 101 - Introduction to Biology (4) or
 - BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3) and
 - BIO 111 - Energy of Life: Cells to Ecosystems (3)
- CMS 112 - Small Group Communication (3) or
 - CMS 210 - Public Speaking (3) or
 - CMS 220 - Interpersonal Communication (3)
- ENG 101 - Writing Seminar (3) or
 - ENG 201 - Intermediate Writing (3)
- Three additional credits in English; course suggestions ENG 205 ENG 206 ENG 237
- HIS 205 - History of the United States I (3) or
 - HIS 206 - History of the United States II (3)
- MUS 226 - Music and Movement for Young Children (3) (music majors use MUS 221)
- PED 450 - Structuring Movement Activities for Elementary-Aged Children (2) (double majors of physical education and elementary education use PED 458)
- MTH 107 - Problem Solving (3) or
 - MTH 108 - Modeling & Applications (3)
- PHS 105 - Principles of Physical Science (4) or
 - GEO 101 - Environmental Geology (4) or
 - GEO 103 - Physical Geology (4) or
 - CHM 101 - Introduction to Chemistry (4)
- PSI 101 - American Politics (3) or
 - PSI 105 - Comparative Governments (3)
- PRE 110 - Philosophical Problems (3) or
 - PRE 111 - Ethics (3)
- PSY 117 - Introduction to Psychology (3) or
 - SOC 109 - Introduction to Sociology (3)

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 natural 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 College in the summer immediately following graduation and prior to certification as follows:

Elementary/Special Education:

- EDS 622 - School Programming 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
 - EDU 665 - Seminar For Beginning Teachers II (3)

Elementary Education with a middle school or early childhood endorsement:

- EDU 600 - Improvement of Instruction (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)
- EDU 600 - Improvement of Instruction (3)
- EDU 663 - Reading and Writing in the Content Area (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
 - EDU 665 - Seminar For 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.

Special Education

Requirements for the Special Education Major:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Language Arts and Reading I (3)
- EDU 312 - Language Arts and Reading II (3)
- EDU 321 - Practicum IC (2)
- EDU 338 - Children, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDS 207 - Introduction to Exceptional Children (3)
- EDS 236 - Curricula and Collaboration in Special Education (3)
- EDS 328 - Special Education Assessment (3)
- EDS 332 - Methods for Secondary Special Education (3)
- EDS 410 - The Collaborative and Inclusive Education (2)
- EDS 426 - Integration of Special Education Competencies I (4)
- EDS 428 - Integration of Special Education Competencies II (4)
- EDS 456 - Student Teaching: Special Education (8)

Complete the following cognates:

- IST 201 - Instructional Technology (3)
- MTH 217 - Mathematics for Elementary Teachers (3)

Nebraska Pre-Standard Certificate

To meet requirements for the Nebraska Pre-Standard Certificate with a Mild/Moderate Handicapped endorsement, the student must also:

- Attain a grade point average of at least 3.00 in the combined areas of Education and Special Education.
- Attain a cumulative grade point average of at least 3.00.
- Receive the recommendation of the Teacher Education Committee.
- Complete 12 graduate credits at Doane College in the summer immediately following graduation and prior to certification as follows: EDU 602, EDS 622, EDS 626, EDS 665

Special Education & Elementary Education Double Major

Students may obtain certification in both Elementary Education and Special Education by completing the requirements for the major in both areas. Graduate course work requirements for the double major are listed under the Elementary Education major.

Coaching Endorsement

Requirements for the Coaching Endorsement:

- PED 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
- PED 221 - Fundamentals in Athletic Training (2)
- PED 345 - Exercise Physiology (4) or
 - PED 346 - Kinesiology/Applied Biomechanics (3)

A minimum of four 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

Requirements for Early Childhood Endorsement:

- EDU 211 - Practicum IA (3)
- EDU 221 - Practicum IB (3)
- EDU 311 - Language Arts and Reading I (3)
- EDU 312 - Language Arts and Reading II (3)
- EDU 318 - Mathematics Methods (3)
- EDU 321 - Practicum IC (2)
- EDU 322 - Science Methods (2)
- EDU 323 - Social Studies Methods (2)
- EDU 338 - Children, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDC 201 - Introduction to Early Childhood Education (3)
- EDC 425 - Methods for Young Children I (3)
- EDC 427 - Methods for Young Children II (3)
- EDC 447 - Seminar in Early Childhood Education (3)
- EDC 457 - Practicum in Early Childhood Education (8)
- EDS 207 - Introduction to Exceptional Children (3)
- MTH 217 - Mathematics for Elementary Teachers (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 255 - Child and Adolescent Development (3)

Completion of one of the following majors: Elementary Education or Special Education.

English as a Second Language Endorsement

Requirements for the English as a Second Language Endorsement:

- ENG 201 - Intermediate Writing (3)
- ENG 231 - Linguistics (4)
- 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 in Secondary Education (2) or
 - EDU 361 - Seminar in Secondary Education (2)
- ESL 325 - Methods I (3)
- ESL 326 - Methods II (3)
- ESL 455 - Student Teaching (English as a Second Language) (10) or
 - EDU 455 - Student Teaching (K-12) (8)

Completion of one of the following majors:

- a. Special Education
- b. Elementary Education
- c. A secondary teaching major

Secondary education students completing the K-12 endorsement must complete the following:

- EDU 312 - Language Arts and Reading II (3)
- MTH 217 - Mathematics for Elementary Teachers (3) or
 - EDU 318 - Mathematics Methods (3)
- EDU 338 - Children, Youth and the Family (3)

Elementary education students completing the 7-12 endorsement must complete:

- EDU 325 - Methods in Secondary Education (2)

Middle School Endorsement

Requirements for the 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 311 - Language Arts and Reading I (3)
- EDU 318 - Mathematics Methods (3)
- EDU 321 - Practicum IC (2)
- EDU 322 - Science Methods (2)
- EDU 323 - Social Studies Methods (2)
- EDU 338 - Children, Youth and the Family (3)
- EDU 341 - Practicum ID (3)
- EDU 350 - Curriculum and Teaching Methodology in the Middle Grades II (3)
- EDU 458 - Student Teaching (Middle Grades) (8)
- MUS 226 - Music and Movement for Young Children (3) or
 - ART 326 - Art in Elementary Schools (3)

Special Area Requirements:

Students shall demonstrate competence in two or more Areas of Specialization with a minimum of 18 semester hours in each, for a total of 36 semester hours.

An endorsement in Special Education Mild/Moderate K-12 Education may be accepted in lieu of an area of specialization. Specialization course work must be selected from the following list.

Complete all courses in **two or more** areas from the following:

Art:

- ART 110 - Three-Dimensional Design (3)
- ART 204 - Visual Communication in History I (3)
- ART 205 - Visual Communication in History II (3)
- ART 207 - Drawing (3)
- ART 310 - Art in Secondary Schools: 7-8 (1)
- one elective (at least 2 credits chosen from any studio or art history course)

Foreign language (choose French, German, or Spanish)

French

- FRE 203 - Intermediate French (3)
- FRE 204 - Intermediate French (3)
- FRE 310 - Advanced Composition and Conversation (3)
- FRE 312 - French Civilization and Culture (3)
- FRE 319 - The Teaching of French I (0)
- FRE 321 - The Teaching of French II (0)
- FRE 322 - Introduction to French Literature (3)
- FRE 324 - The Teaching of French III (0)
- FRE 325 - The Teaching of French IV (2)
- FRE 423 - Twentieth Century French Literature (3)

German

- GER 203 - Intermediate German (3)
- GER 204 - Intermediate German (3)
- GER 310 - Oral German (3)
- GER 311 - Reading and Composition (3)
- GER 322 - The Teaching of German I (0)
- GER 323 - The Teaching of German II (0)
- GER 324 - The Teaching of German III (0)
- GER 325 - The Teaching of German IV (2)
- GER 415 - German Civilization and Culture (3)
- GER 429 - Introduction to German Literature (3)

Spanish

- SPA 203 - Intermediate Spanish (3)
- SPA 204 - Intermediate Spanish (3)
- SPA 305 - Spanish Conversation and Composition (3)
- SPA 306 - Spanish Conversation and Composition (3)
- SPA 312 - Spanish Civilization and Culture (3)
- SPA 314 - Spanish-American Civilization (3)
- SPA 317 - The Teaching of Spanish I (0)
- SPA 319 - The Teaching of Spanish II (0)
- SPA 321 - The Teaching of Spanish III (0)
- SPA 325 - The Teaching of Spanish IV (2)

Note: Courses taken in an experience abroad may be substituted for the foreign language courses above.

Language Arts:

- EDU 312 - Language Arts and Reading II (3)
- ENG 101 - Writing Seminar (3)
- ENG 231 - Linguistics (4)
- ENG 237 - Introduction to Fiction (3) or
 - ENG 205 - World Literature I (3) or
 - ENG 206 - World Literature II (3)
- ENG 323 - The Teaching of English I (0)
- ENG 324 - The Teaching of English II (0)
- ENG 325 - The Teaching of English III (0)
- ENG 326 - The Teaching of English IV (3)
- CMS 112 - Small Group Communication (3) or
 - CMS 210 - Public Speaking (3) or
 - CMS 220 - Interpersonal Communication (3)
- CMS 321 - Intercultural Communication (3) or
- ANT 308 - Cultural Anthropology (3)

Mathematics:

- MTH 107 - Problem Solving (3)
- MTH 108 - Modeling & Applications (3) or
 - MTH 115 - Finite Mathematics (3)
- MTH 125 - Precalculus (4) or
 - MTH 235 - Calculus I (4)
- MTH 217 - Mathematics for Elementary Teachers (3)
- MTH 218 - Geometry for Teachers (3)
- MTH 327 - Middle School Methods (2)

Natural Sciences:

- AST 103 - Introductory Astronomy (3)
- BIO 101 - Introduction to Biology (4) or
 - BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3) and
 - BIO 111 - Energy of Life: Cells to Ecosystems (3)
- GEO 101 - Environmental Geology (4) or
 - GEO 103 - Physical Geology (4)
- GEO 107 - Introduction to Meteorology (3)
- SCI 324 - The Teaching of Laboratory Sciences II (0-1) (0 credit)
- PHS 105 - Principles of Physical Science (4)

Physical Education:

- PED 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
- PED 201 - Issues of Health and Safety (3)
- PED 233 - Personal Performance Competencies I (1)
- PED 234 - Personal Performance Competencies II (1)
- PED 345 - Exercise Physiology (4) or
 - PED 346 - Kinesiology/Applied Biomechanics (3)
- PED 352 - Perceptual Motor Development and Movement Experiences for School-Aged Children (3)
- PED 355 - Adaptive Physical Education (3)
- PED 457 - Techniques of Teaching Physical Education I (7-12) (4)

Social Sciences:

- GEG 301 - Social-Cultural Geography (3)
- HIS 105 - History of Civilization I (3)
- HIS 106 - History of Civilization II (3)
- HIS 205 - History of the United States I (3)
- HIS 206 - History of the United States II (3)
- PSI 101 - American Politics (3)
- SSI 322 - The Teaching of the Social Sciences I (0)

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 - Student Teaching (Secondary) (8) or
 - EDU 455 - Student Teaching (K-12) (8)
- EDS 207 - Introduction to Exceptional Children (3)

Complete the special methods requirement in each of the teaching majors.

Complete the cognate

- IST 201 - Instructional Technology (3)

Complete a teaching major or endorsement in one of the following areas:

- | | | |
|-------------------------|----------------------|------------------|
| • Art | • German | • Science |
| • Biology | • History | • Social Science |
| • Chemistry | • Mathematics | • Spanish |
| • English | • Music | • Theatre |
| • English/Language Arts | • Physical Education | |
| • French | • Physics | |

Note: A second teaching major or endorsement is required when majoring in the following:

- | | | |
|-------------|----------------------|-----------|
| • Chemistry | • German | • Physics |
| • English | • History | • Theatre |
| • French | • 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 College Complete 12 graduate credits at Doane College in the summer immediately following graduation and prior to certification as follows:

Secondary:

- EDU 600 - Improvement of Instruction (3)
- EDU 602 - Assessment Learning (3)
- EDU 663 - Reading and Writing in the Content Area (3)
- EDU 665 - Seminar For Beginning Teachers II (3)

Secondary/Special Education:

- EDS 626 - Advanced Instructional Adaptations (3)
- EDS 622 - School Programming for Exceptional Students (3)
- EDU 663 - Reading and Writing in the Content Area (3)
- EDU 664 - Seminar For Beginning Teachers I (3) or
 - EDU 665 - Seminar For Beginning Teachers II (3)

English

Professor Haller

Professor Johnson

Professor Purdon

Associate Professor Scheele

Associate Professor Weitl

Assistant Professor Hanggi

Visiting Assistant Professor Moscaritolo

Instructor Francis

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.

Requirements for the English Major:

Complete 1 or 2.

Option 1

Complete one of the following emphases:

General emphasis

- ENG 305 - Nineteenth Century American Literature (3)
- ENG 392 - Shakespeare (4)
- ENG 393 - Chaucer and the English Language (4)
- ENG 495 - English Seminar (5)
- ENG 342 - The Romantic Era (3) or
 - ENG 351 - Renaissance Literature (3)
- 12 additional credits in English (excluding ENG 100, ENG 101, ENG 326)

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

Creative writing emphasis

(Students interested in poetry are required to take ENG 202, ENG 316, ENG 496. Students interested in fiction are required to take ENG 238, ENG 312, ENG 497. Students interested in creative nonfiction are required to take ENG 285, ENG 312, ENG 485.)

- ENG 231 - Linguistics (4)
- ENG 302 - Advanced Writing (3)
- ENG 305 - Nineteenth Century American Literature (3)
- ENG 392 - Shakespeare (4)
- ENG 393 - Chaucer and the English Language (4)
- ENG 495 - English Seminar (5)
- ENG 301 - Women Writers (3) or
 - ENG 342 - The Romantic Era (3)
- ENG 202 - Introduction to Poetry Writing (3) or
- ENG 238 - Introduction to Fiction Writing (3) or
- ENG 285 - Introduction to Writing Creative Nonfiction (3)
- ENG 312 - The Novel (3) or
 - ENG 316 - Modern Poetry (3)
- ENG 485 - Seminar in Writing Creative Nonfiction (3) or
- ENG 496 - Seminar in Poetry Writing (3) or
- ENG 497 - Seminar in Fiction Writing (3)

Option 2: Secondary English Teaching

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

- ENG 305 - Nineteenth Century American Literature (3)
- ENG 342 - The Romantic Era (3)
- ENG 392 - Shakespeare (4)
- ENG 393 - Chaucer and the English Language (4)
- ENG 495 - English Seminar (5)
- ENG 101 - Writing Seminar (3) or
 - ENG 201 - Intermediate Writing (3)
- ENG 231 - Linguistics (4)

- ENG 302 - Advanced Writing (3)
- ENG 306 - Modern American Literature (3)
- ENG 323 - The Teaching of English I (0)
- ENG 324 - The Teaching of English II (0)
- ENG 325 - The Teaching of English III (0)
- ENG 326 - The Teaching of English IV (3)
- Six hours of English at the 200-level or above.

One additional teaching major

All requirements listed under the catalog section Secondary Education

English - Creative Writing Minor

- ENG 231 - Linguistics (4)
- ENG 302 - Advanced Writing (3)

Poetry:

- ENG 202 - Introduction to Poetry Writing (3)
- ENG 316 - Modern Poetry (3)
- ENG 392 - Shakespeare (4) or
 - ENG 393 - Chaucer and the English Language (4)
- ENG 496 - Seminar in Poetry Writing (3)

Fiction:

- ENG 238 - Introduction to Fiction Writing (3)
- ENG 301 - Women Writers (3) or
 - ENG 342 - The Romantic Era (3)
- ENG 312 - The Novel (3)
- ENG 497 - Seminar in Fiction Writing (3)

Creative Nonfiction:

- ENG 285 - Introduction to Writing Creative Nonfiction (3)
- ENG 301 - Women Writers (3) or
 - ENG 342 - The Romantic Era (3)
- ENG 312 - The Novel (3)
- ENG 485 - Seminar in Writing Creative Nonfiction (3)

English Minor

Complete a minimum of 15 credits:

- ENG 205 - World Literature I (3) or
 - ENG 206 - World Literature II (3)
- ENG 305 - Nineteenth Century American Literature (3) or
 - ENG 306 - Modern American Literature (3)
- ENG 392 - Shakespeare (4) or
 - ENG 393 - Chaucer and the English Language (4)

A minimum of five additional credits in English, excluding:

- ENG 101 - Writing Seminar (3)
- ENG 302 - Advanced Writing (3)
- ENG 323 - The Teaching of English I (0)
- ENG 324 - The Teaching of English II (0)
- ENG 325 - The Teaching of English III (0)
- ENG 326 - The Teaching of English IV (3)

English as a Second Language

Associate Professor Scheele

Instructor Francis

The English as a Second Language major is intended to provide an education in the teaching of English to speakers of other languages. This major does not provide certification for American public school teaching, but is intended to prepare students for teaching English in non-English-speaking countries. Internship possibilities through the Office of International Programs provide unique training for this major.

Requirements for the English as a Second Language Major:

- ENG 100 - Writing English as a Second Language (3) (or equivalent)
- ENG 101 - Writing Seminar (3)
- ENG 201 - Intermediate Writing (3)
- ENG 231 - Linguistics (4)
- ENG 306 - Modern American Literature (3)
- ANT 308 - Cultural Anthropology (3) or
 - SOC 308 - Cultural Anthropology (3)
- SOC 109 - Introduction to Sociology (3)
- CMS 112 - Small Group Communication (3) or
 - CMS 210 - Public Speaking (3) or
 - CMS 220 - Interpersonal Communication (3)
- ESL 211 - Practicum IA (3)
- ESL 325 - Methods I (3)
- ESL 326 - Methods II (3)
- ESL 421 - Internship in Teaching English as a Second Language (0-12)

Three credits chosen from

- ENG 301 - Women Writers (3) or
 - ENG 312 - The Novel (3)

Six credits chosen from

- ENG 237 - Introduction to Fiction (3)
- ENG 302 - Advanced Writing (3)
- ENG 305 - Nineteenth Century American Literature (3)
- ENG 393 - Chaucer and the English Language (4)
- PSY 336 - Social Psychology (3) or
 - SOC 336 - Social Psychology (3)
- SOC 370 - Social Stratification (3)
- CMS 321 - Intercultural Communication (3)
- CMS 351 - Persuasion (3)

English Language Proficiency

Demonstration of English language proficiency by annual testing of English language skills

Completion of the Second Language Competency as follows: Proficiency in a language not one's own at an intermediate level. Students demonstrate competency comparable to successful completion of second-year college course work in a foreign language. (This requirement is waived for non-native speakers of English.)

English Language Arts

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

Requirements for the English/Language Arts Major:

- ENG 113 - Basic News Writing and Reporting (3) OR
 - JOU 113 - Basic News Writing and Reporting (3)
- ENG 213 - Beat Reporting (3) or
 - JOU 213 - Beat Reporting (3)
- ENG 205 - World Literature I (3) or
 - ENG 206 - World Literature II (3)
- ENG 231 - Linguistics (4)
- ENG 305 - Nineteenth Century American Literature (3)
- ENG 306 - Modern American Literature (3)
- ENG 392 - Shakespeare (4)
- ENG 393 - Chaucer and the English Language (4)
- ENG 495 - English Seminar (5)

Two of the following courses:

- ENG 101 - Writing Seminar (3)
- ENG 201 - Intermediate Writing (3)
- ENG 302 - Advanced Writing (3)

Complete the following cognates:

- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- JOU 105 - Introduction to Journalism and Media (3) or
 - JOU 353 - Contemporary Issues (3)
- THE 103 - Acting I (3)

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

- ENG 323 - The Teaching of English I (0)
- ENG 324 - The Teaching of English II (0)
- ENG 325 - The Teaching of English III (0)
- ENG 326 - The Teaching of English IV (3)

All requirements listed under the catalog section Secondary Education

Entrepreneurship Minor

Professor Merritt

The Entrepreneurship minor is intended to expose students to the process of planning, developing, and launching new ventures and leading in existing organizations using an entrepreneurial mindset. The coursework is focused on applying the concepts of entrepreneurship in a hands-on learning environment through specific task-oriented projects.

Complete the following 12 credits

- ENT 201 - Introduction to Entrepreneurship (3)
- ENT 301 - Creating and Managing an Entrepreneurial Venture (4)
- ENT 350 - Business Plan Development (2)
- BUS 455 - Small Business Management (3)

Complete 6 elective credits: Two 300/400 level courses determined by the primary course of study for each student (e.g. students majoring in Art will take electives in that area that support the process of completing the startup project) and determined by the student in consultation with his/her Entrepreneurship Director in advance of registering for the course.

Environmental and Earth Sciences

Professor Soucek
Adjunct Jakubowski

A concern for the environment, its resources, and its continuing sustainability is basic to our well-being as individuals and as members of the world community. The Environmental and Earth Sciences Program examines a wide range of topics that arise from the interaction of humans with the environment. Inquiry is stimulated by learning the fundamental physical, geological, and biological processes that shape Earth's natural environment and the impact of humanity upon those processes. The study of environmental science is planned within a liberal arts context and also includes studies in environmental policy, literature, economics, and history. The program promotes interdisciplinary inquiry into environmental issues through education, outreach, internships, and research. Both the Environmental Science major and the Environmental Studies minor prepare students for careers and graduate study in science, law, government, business, and non-profit organizations.

Mission Statement

The Environmental and Earth Sciences Program at Doane College nurtures students' perspectives on environmental topics and provides them with a thorough knowledge of environmental issues at the global, regional and local levels. The program will increase the students' competence in addressing these issues and their origins, consequences, and solutions. The Environmental and Earth Sciences program is interdisciplinary and designed to prepare its graduates for careers or advanced study in a variety of areas.

Outcomes

Students graduating with a major in environmental science or a minor in environmental studies will be able to:

- Define and articulate the principles of the environmental and earth system sciences that apply to land, air, and water;
- Identify and communicate the complex relationships between approaches to environmental issues and the diverse political, social, and economic perspectives on the environment;
- Demonstrate information literacy by collecting and evaluating scientific literature through research, presentation, and writing projects;
- Express themselves clearly in written and oral form on a variety of environmental topics.
- Apply the scientific method by engaging in hypothesis formation, testing, and problem solving;
- 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.

Environmental Sciences

Requirements for the Environmental Science Major:

Environmental Science majors must select a biology, chemistry, computational thinking, or science teaching emphasis.

Complete the following courses:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 295 - Biostatistics (3)
- EVS 325 - Soil Systems and Sustainability (3) or
 - BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 309 - Environmental Economics (3)
- EVS 301 - Environmental Science (4)
- EVS 392 - Environmental Policy and Sustainability (3)
- EVS 351 - Environmental Science Research I (2) or
 - BIO 351 - Biology Research I (2) or
 - CHM 351 - Chemistry Research I (2)
- EVS 495 - Environmental Research II (2) or
 - BIO 495 - Biology Research II (4) or
 - CHM 495 - Chemistry Research II (2) or
 - RES 495 - Research II (1-2) for 2 credits
- EVS 496 - Environmental Research III (2) or
 - BIO 496 - Biology Research III (3) or
 - CHM 496 - Chemistry Research III (2) or

- RES 496 - Research III (1-2) for 2 credits
- GEO 101 - Environmental Geology (4)
- ENG 318 - Environmental Literature (3) or
 - HIS 320 - American Environmental History (3)

One course chosen from the following:

- MTH 107 - Problem Solving (3)
- MTH 108 - Modeling & Applications (3)
- MTH 125 - Precalculus (4)
- MTH 235 - Calculus I (4)

Note: *Students interested in employment or further study in air quality should take MTH 235. CMS 210 is strongly recommended.*

Complete A, B, C, or D:

A. Biology Emphasis

- BIO 348 - Microbiology (4)
- CHM 205 - Organic Chemistry I (4) or
 - CHM 303 - Analytical Chemistry (4)

Complete a minimum of seven credits from the following groups:
(at least one three or four credit course must be from each group)

Group 1:

- BIO 308 - Animal Behavior (3)
- BIO 337 - Wetlands Biology (4)
- BIO 349 - Infectious Diseases (3)
- If not previously taken:*
- EVS 325 - Soil Systems and Sustainability (3) or
- BIO 332 - Ecological Zoology (4) or
- BIO 333 - Ecological Botany (4)

Group 2:

- CHM (any four credit course excluding CHM 101)
- EVS 101 - Environmental Education (1)
- EVS 320 - Introduction to Geographic Information Systems (3)
- EVS 330 - Earth, Climate, and Energy (3)
- GEG 320 - Geography of Agriculture (3)
- GEG 325 - Marine Science (3)
- GEO 107 - Introduction to Meteorology (3)
- HIS 352 - American West (3)
- PSI/PSY 216 - Public Opinion and Citizen Action (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 313 - Political Parties and Interest Groups (3)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)

B. Computational Thinking Emphasis

- MTH 107 - Problem Solving (3)
- EVS 320 - Introduction to Geographic Information Systems (3)
- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 146 - Programming and Problem-Solving II (3)

Complete one course chosen from

- PHI 105 - Logic and Critical Thinking (3)
- MTH 108 - Modeling & Applications (3)

Complete a minimum of three credits chosen from the following:

- CHM (any four credit course excluding CHM 101)
- EVS 101 - Environmental Education (1)
- If not previously taken:*

- EVS 325 - Soil Systems and Sustainability (3) or
 - BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- EVS 330 - Earth, Climate, and Energy (3)
- GEG 320 - Geography of Agriculture (3)
- GEG 325 - Marine Science (3)
- GEO 107 - Introduction to Meteorology (3)
- HIS 352 - American West (3)
- PSI/PSY 216 - Public Opinion and Citizen Action (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 313 - Political Parties and Interest Groups (3)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)

C. Chemistry Emphasis

- CHM 205 - Organic Chemistry I (4)
- CHM 303 - Analytical Chemistry (4)

Complete eight credits from the following:

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

Complete a minimum of three credits from the following:

- EVS 101 - Environmental Education (1)
- EVS 320 - Introduction to Geographic Information Systems (3)
If not previously taken:
- EVS 325 - Soil Systems and Sustainability (3) or
- BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- EVS 330 - Earth, Climate, and Energy (3)
- GEG 320 - Geography of Agriculture (3)
- GEG 325 - Marine Science (3)
- GEO 107 - Introduction to Meteorology (3)
- HIS 352 - American West (3)
- PSI/PSY 216 - Public Opinion and Citizen Action (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 313 - Political Parties and Interest Groups (3)
- PHY 107 - Introductory Physics I (4)
- PHY 108 - Introductory Physics II (4)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)

D. Political Science and Policy

Select 15 credits from the following:

- INT 101 - Global Issues (3)
- INT/PSI 325 - International Relations in the Modern Era (3)
- PSI 105 - Comparative Governments (3)
- PSI 215 - The Politics of the Developing World (3)
- PSI/PSY 216 - Public Opinion and Citizen Action (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 243 - Contemporary Political Issues (3)
- PSI 310 - Women and Power (3)
- PSI 313 - Political Parties and Interest Groups (3)
- PSI 327 - Globalization and Transnationalism (3)
- PSI 328 - Constitutional Law (3)
- PSI 332 - Current Legal Issues (3)

Requirements for Science Teaching Emphasis

Environmental Science majors completing this emphasis are qualified to teach earth science, biology, chemistry, and physics in grades 7-12.

Complete the following courses:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 295 - Biostatistics (3)
- BIO 348 - Microbiology (4)
- BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (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)
- GEO 101 - Environmental Geology (4)
- GEO 107 - Introduction to Meteorology (3)
- GEO 107L - Introduction to Meteorology Laboratory (1)
- MTH 107 - Problem Solving (3) or
 - MTH 108 - Modeling & Applications (3) or
 - MTH 125 - Precalculus (4) or
 - MTH 235 - Calculus I (4) recommended
- ECO 309 - Environmental Economics (3) or
 - EVS 392 - Environmental Policy and Sustainability (3)
- EVS 301 - Environmental Science (4)
- ENG 318 - Environmental Literature (3) or
 - HIS 320 - American Environmental History (3)
- SCI 322 - The Teaching of Laboratory Sciences I (0-1)
- SCI 324 - The Teaching of Laboratory Sciences II (0-1)
- SCI 326 - The Teaching of Laboratory Sciences III (0-1)
- SCI 327 - The Teaching of Laboratory Sciences IV (4)

Select 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 (3)
- BIO 215 - Human Anatomy and Physiology I (4) or
 - BIO 326 - Comparative Anatomy (4) or
 - BIO 355 - Human Anatomy (4)
- BIO 216 - Human Anatomy and Physiology II (4) or
 - BIO 331 - Cell Biology (3) or
 - BIO 356 - Human Physiology (4)

b. Chemistry

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

Complete two courses chosen from:

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

All requirements listed under the catalog section Secondary Education.

Environmental Studies Minor

Requirements for the Environmental Studies Minor:

Complete at least 19 credits as follows:

Complete one of the following courses:

- GEO 101 - Environmental Geology (4)
- EVS 301 - Environmental Science (4)

Complete one of the following courses:

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

Complete an additional twelve credits selected from the following groups
(at least one three or four credit course must be from each group):

Group a:

(courses not used to fulfill requirement 2)

- ECO 309 - Environmental Economics (3) *
- ENG 318 - Environmental Literature (3)
- EVS 101 - Environmental Education (1)
- EVS 320 - Introduction to Geographic Information Systems (3)
- GEG 301 - Social-Cultural Geography (3)
- HIS 320 - American Environmental History (3)
- HIS 352 - American West (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 313 - Political Parties and Interest Groups (3)

Group b:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 333 - Ecological Botany (4) or
 - BIO 332 - Ecological Zoology (4)
- BIO 345 - Conservation Biology (3) *
- CHM 101 - Introduction to Chemistry (4)
- CHM 125 - General Chemistry I (4)
- EVS 301 - Environmental Science (4) * or
 - GEO 101 - Environmental Geology (4) [course not used to fulfill core requirement]
- EVS 325 - Soil Systems and Sustainability (3)
- EVS 330 - Earth, Climate, and Energy (3)
- GEG 112 - Physical Geography (3)
- GEG 320 - Geography of Agriculture (3)
- GEG 325 - Marine Science (3)
- GEO 107 - Introduction to Meteorology (3)
- GEO 107L - Introduction to Meteorology Laboratory (1)

*Note that these courses have prerequisites that do not count toward the 12 credit requirement.

Strongly Recommended

- CMS 210 - Public Speaking (3)

Note: Students can't declare both an Environmental Science major and an Environmental Studies minor.

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

French

The French program is designed to serve a variety of goals. It provides instruction in the French language, French and Francophone literature and culture, and plays an integral role in the Contemporary European Studies major. Students with a knowledge of French will find career opportunities throughout the French-speaking world in business, management, marketing, development programs, education, science, and communication. A major in French is required for certification to teach the language in high school.

Complete 30 credits of French, *excluding*

- FRE 101 - Elementary French (3)
- FRE 102 - Elementary French (3)
- FRE 319 - The Teaching of French I (0)
- FRE 321 - The Teaching of French II (0)
- FRE 324 - The Teaching of French III (0)
- FRE 325 - The Teaching of French IV (2)

A student must earn 12 to 17 credits in French in an approved semester or summer abroad program, with the approval of the department. The student has the option of earning up to 24 credits for a full year abroad. (*Refer to Off-Campus Study Programs.*)

Students seeking certification for teaching French in the public schools must also complete:

- FRE 319 - The Teaching of French I (0)
- FRE 321 - The Teaching of French II (0)
- FRE 324 - The Teaching of French III (0)
- FRE 325 - The Teaching of French IV (2)

One additional teaching major.

All requirements listed under the catalog section Secondary Education.

French Minor

Complete 18 credits of French, *excluding*

- FRE 101 - Elementary French (3)
- FRE 102 - Elementary French (3)
- FRE 319 - The Teaching of French I (0)
- FRE 321 - The Teaching of French II (0)
- FRE 324 - The Teaching of French III (0)
- FRE 325 - The Teaching of French IV (2)

Advanced students complete 12 credits of French beyond the intermediate level, *excluding*:

- FRE 319 - The Teaching of French I (0)
- FRE 321 - The Teaching of French II (0)
- FRE 324 - The Teaching of French III (0)
- FRE 325 - The Teaching of French IV (2)

German

Assistant Professor Hetrick

The German 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 German is required for certification to teach the language in high school.

Complete 30 credits of German, *excluding*

- GER 101 - Elementary German (3)
- GER 102 - Elementary German (3)
- GER 322 - The Teaching of German I (0)
- GER 323 - The Teaching of German II (0)
- GER 324 - The Teaching of German III (0)
- GER 325 - The Teaching of German IV (2)

A student must earn 12 to 16 credits in German in an approved semester or summer abroad program, with the approval of the department. The student has the option of earning up to 24 credits for a full year abroad. (*Refer to Off-Campus Study Programs.*)

Students seeking certification for teaching German must also complete:

- GER 322 - The Teaching of German I (0)
- GER 323 - The Teaching of German II (0)
- GER 324 - The Teaching of German III (0)
- GER 325 - The Teaching of German IV (2)

One additional teaching major.

All requirements listed under the catalog section Secondary Education.

German Minor

Complete 18 credits of German, *excluding*

- GER 101 - Elementary German (3)
- GER 102 - Elementary German (3)
- GER 322 - The Teaching of German I (0)
- GER 323 - The Teaching of German II (0)
- GER 324 - The Teaching of German III (0)
- GER 325 - The Teaching of German IV (2)

Advanced students complete 12 credits of German beyond the intermediate level, *excluding*

- GER 322 - The Teaching of German I (0)
- GER 323 - The Teaching of German II (0)
- GER 324 - The Teaching of German III (0)
- GER 325 - The Teaching of German IV (2)

Health and Society

The Health and Society major, designed from an interdisciplinary perspective, prepares students to utilize knowledge from the natural and social sciences to meet human health needs in a dynamic, challenging world.

Learning Outcomes:

1. Develop a strong, interdisciplinary foundation of core concepts in the natural and social sciences.
2. Develop critical thinking skills by applying foundational concepts to broadly-defined, complex problems in human health using multidisciplinary, collaborative approaches.
3. Gain an understanding of and skills for applying the process of science and scientific reasoning to health care and research settings.
4. Develop professional skills in oral and written communication, collaboration, and leadership
5. Develop an understanding of health disparities for different populations and the unique challenges faced by diverse and under-privileged groups both domestically and internationally.

Science Core

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3) or
 - BIO 111 - Energy of Life: Cells to Ecosystems (3)
- CHM 101 - Introduction to Chemistry (4) or
 - CHM 125 - General Chemistry I (4)

Social Science Core

- PSY 117 - Introduction to Psychology (3) or
 - SOC 109 - Introduction to Sociology (3)

Plus two additional courses from:

- ECO 203 - Macroeconomics and Literacy (3)
- INT 101 - Global Issues (3)
- PRE 111 - Ethics (3)
- PSY 117 - Introduction to Psychology (3)
- SOC 109 - Introduction to Sociology (3)

Health and Society Core

- HSC 201 - Introduction to Health and Society (3)

Plus 2 courses from the following:

- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy and Physiology I (4)
- ECO 329 - Health Care Economics (3)
- PED 209 - Nutrition (3)
- SOC 308 - Cultural Anthropology (3)

Complete one course in statistics and one course in research methods

Statistics:

- BIO 295 - Biostatistics (3)
- SSI 217 - Applied Statistics for Social Science (3)

Research Methods:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- CHM 210 - Biochemistry Inquiry Experience (2)
- PSY 252 - Research Method in Psychology (3)
- SOC 285 - Social Research (4)

Programmatic Emphases

Select one programmatic emphases from the list below, completing at least 5 of the suggested courses; at least 3 courses must be at the 300-level and selected courses must include at least two prefixes. Courses used to satisfy requirements in sections 1 or 3 of this major cannot be used to satisfy the theme requirements. Alternatively, a student can design a theme in collaboration with their advisor and the Health Professions Advisory Committee.

Neurological Aspects of Health

- PHI 315 - Philosophy of Science & Technology (3)
- PSY 314 - Physiological Psychology (3)
- PSY 344 - Memory and Cognition (3)
- BIO 355 - Human Anatomy (4)
- BIO 356 - Human Physiology (4) or
 - BIO 216 - Human Anatomy and Physiology II (4)

Human Performance

- PED 345 - Exercise Physiology (4)
- PED 346 - Kinesiology/Applied Biomechanics (3)
- BIO 356 - Human Physiology (4) or
 - BIO 216 - Human Anatomy and Physiology II (4)
- PSY 256 - Adult Development (3) or
- PED 352 - Perceptual Motor Development and Movement Experiences for School-Aged Children (3)
- PSY/SOC 336 - Social Psychology (3)
- PED 209 - Nutrition (3)

Disease Process and Prevention

- MTH 235 - Calculus I (4) or
 - MTH 107 - Problem Solving (3)

Four additional courses from the following:

- BIO 316 - Introduction to Computational Biology (4)
- BIO 317 - Introduction to Immunology (3)
- BIO 348 - Microbiology (4)
- BIO 349 - Infectious Diseases (3)
- SOC 308 - Cultural Anthropology (3)
- SOC 336 - Social Psychology (3)

Healthcare Administration and Policy

- BUS 242 - Management (3)
- BUS 315 - Organizational Behavior (3)
- BUS 361 - Contemporary Issues in Human Resource Management (3)
- BUS 365 - Ethics in a Business Environment (3)
- ECO 329 - Health Care Economics (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 313 - Political Parties and Interest Groups (3)
- EVS 392 - Environmental Policy and Sustainability (3) (*pre-requisite PSI 101*)

Women and Children's Health

- PSY 255 - Child and Adolescent Development (3) or
 - PED 352 - Perceptual Motor Development & Movement Experiences for School-Aged Children (3)
- HIS 337 - American Women's History (3)
- PED 355 - Adaptive Physical Education (3)
- PSY 348 - Psychology of Gender (3)
- PED 209 - Nutrition (3)
- SOC 366 - Marriage and Family Relationships (3)
- PSY 310 - Human Sexuality (3)
- EDU 338 - Children, Youth and the Family (3)

Capstone Experience

Develop a capstone experience plan (in collaboration with advisor) of 5-10 credits, to include a research experience of 4 or more credits in the natural or social sciences, and 1 credit of internship or travel abroad.

- HSC 495 - Capstone Experience in Health and Society (1)

History

Professor Jarvis

Associate Professor Orsag

Assistant Professor Hilton-Hagemann

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.

Complete 1 or 2.

Option 1

- 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 - Introduction to Historical Methods (2)
- HIS 496 - Writing and Research Seminar (3)

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

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

European:

- HIS 317 - Twentieth Century European Culture: Fascism (3)
- HIS 318 - Germany After Hitler (3)
- HIS 335 - Modern French History 1815-Present (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
- HIS 350 - The Medieval World (3)

non-Western:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 339 - History of India (3)
- HIS 342 - The United States and the Middle East (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 - Introduction to Historical Methods (2)
- 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)

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

American:

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

European:

- HIS 317 - Twentieth Century European Culture: Fascism (3)
- HIS 318 - Germany After Hitler (3)
- HIS 335 - Modern French History 1815-Present (3)
- HIS 338 - Modern Russia (3)
- HIS 341 - Modern British History (3)
- HIS 348 - History of the Roman Empire (800 BCE-- 476 CE) (3)
- HIS 350 - The Medieval World (3)

non-Western:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 339 - History of India 3
- HIS 342 - The United States and the Middle East (3)
- HIS 350 - The Medieval World (3)

Cognates

- SSI 322 - The Teaching of the Social Sciences I (0)
- SSI 323 - The Teaching of the Social Sciences II (0)
- SSI 324 - The Teaching of the Social Sciences III (0)
- SSI 325 - The Teaching of the Social Sciences IV (2)
- and a total of 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

Requirements for the History Minor:

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

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

Information Science and Technology

Professor Engebretson

Associate Professor Meysenburg

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

The information science and technology program at Doane includes experiences both inside and outside the classroom to provide students with a clear understanding of information science and technology 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 information science and technology field, reflected by the electives available at Doane, students are strongly encouraged to work with an information science and technology faculty member in developing a course of study most beneficial to each individual student's interests. Students planning to seek a major in computer science, a major in information systems, a teaching endorsement in computer science, a minor in computer studies, or those who would like to explore any of these options, should contact a member of the information science and technology faculty as early as possible.

Computer Science

The computer science major is designed for individuals interested in pursuing graduate school and/or a career related to the research and engineering of computer technology.

Complete the following 36 credits

- IST 140 - Introduction to Information Science and Technology (3)
- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 146 - Programming and Problem-Solving II (3)
- IST 246 - Data Structures and Algorithms (3)
- IST 252 - Principles of Digital Logic & Computer Organization (3)
- IST 310 - Parallel Computational Techniques (3)
- IST 314 - Design and Analysis of Algorithms (3)
- IST 315 - Theory of Computation (3)
- IST 421 - Information Science and Technology Internship (0-12) 3 credits
- IST 495 - Information Science and Technology Seminar (1) two semesters

Six additional information science and technology credits above IST 246, *excluding*:

- IST 401 - Information Science and Technology Honors Research (1)
- IST 421 - Information Science and Technology Internship (0-12)
- IST 495 - Information Science and Technology Seminar (1)

One credit of

- ATV 137 - Doane Information Solutions Cadre (DISC) (0-1)

Complete the cognate

- MTH 250 - Foundations of Mathematics (3)

Complete a minor or second major.

This will be selected based on the student's interests and in consultation with a member of the IST faculty. Due to the ubiquitous nature of computing, any field will be considered. Suggested fields include Mathematics, Physics and Engineering, or Biology.

Note: RES 495 and RES 496 for 1 credit each may be substituted for the two semesters of IST 495.

Computer Studies Minor

Complete the following 21 credits:

- IST 140 - Introduction to Information Science and Technology (3)
- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 146 - Programming and Problem-Solving II (3)
- IST 252 - Principles of Digital Logic & Computer Organization (3)

Nine additional information science and technology credits at the 200 level or above; *excluding*:

- IST 495 - Information Science and Technology Seminar (1)

Note: a maximum of three credits of IST 421 can be counted toward this requirement

Information Systems

The information systems major is designed for individuals interested in pursuing careers related to the analysis, design, development, implementation, and support of computer information systems and technology in organizations.

Complete the following 36 credits:

- IST 140 - Introduction to Information Science and Technology (3)
- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 146 - Programming and Problem-Solving II (3)
- IST 217 - Information Systems Theory and Practice (3)
- IST 252 - Principles of Digital Logic & Computer Organization (3)
- IST 322 - Computer Networking I (3)
- IST 355 - Web Application Design and Development (3)
- IST 356 - Software Engineering (3)
- IST 421 - Information Science and Technology Internship (0-12) three credits
- IST 495 - Information Science and Technology Seminar (1) two semesters

Six additional information science and technology credits at or above IST 246, *excluding*

- IST 401 - Information Science and Technology Honors Research (1)
- IST 421 - Information Science and Technology Internship (0-12)
- IST 495 - Information Science and Technology Seminar (1)

One credit of

- ATV 137 - Doane Information Solutions Cadre (DISC) (0-1)

Complete a minor or second major.

This will be selected based on the student's interests and in consultation with a member of the IST faculty. Due to the ubiquitous nature of computing, any field will be considered. Suggested fields include Business, Art, Theatre, or Music.

Note: RES 495 and RES 496 for 1 credit each may be substituted for the two semesters of IST 495.

Information Technology Minor

Complete the following 21 credits:

- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 217 - Information Systems Theory and Practice (3)
- IST 252 - Principles of Digital Logic & Computer Organization (3)
- IST 322 - Computer Networking I (3)
- IST 328 - End User Support and Management (3)
- IST 422 - Computer Networking II (3)

Three additional IST credits at the 217 level or above.

Software Development Minor

Complete the following 21 credits:

- IST 145 - Introduction to Programming and Problem-Solving (3)
- IST 146 - Programming and Problem-Solving II (3)
- IST 246 - Data Structures and Algorithms (3)
- IST 327 - Mobile Application Design and Development (3)
- IST 355 - Web Application Design and Development (3)
- IST 356 - Software Engineering (3)

Three additional IST credits at the 246 level or above.

Honors Program in Information Science and Technology

Requirements for the Honors Program in Information Science and Technology:

Qualified students interested in further extending their studies of computer science or information systems beyond the requirements for the major are encouraged to enter the Information Science and Technology Honors Program. Students apply for the Information Science and Technology Honors Program during ATV 137, typically completed in the sophomore year.

To be accepted into the program, students must have at least a 3.30 GPA in information science and technology courses, have at least a 3.00 overall GPA, successfully complete a significant research paper in ATV 137, and unanimously be approved for the program by full-time members of the Information Science and Technology faculty.

To successfully complete the program and graduate with honors in the computer science or information systems major, students accepted into the Information Science and Technology Honors Program must:

1. Successfully complete a computer science or information systems major with at least a 3.50 GPA in information science and technology courses.
2. Graduate with at least a 3.00 overall GPA.
3. Successfully complete IST 401.
4. Successfully complete nine additional information science and technology credits beyond those required for the computer science or information systems major at or above IST 246, excluding IST 326, IST 401, IST 421, and IST 495.

Interdisciplinary Studies

This program is for students who seek a bachelor's degree customized to fit their personal interests. Students choose two concentration areas to provide disciplinary depth. Students can choose a concentration in any program Doane offers, such as Business Administration and Information Science & Technology or Journalism and Art. The interdisciplinary nature of the major makes it especially important that students work closely with their academic advisor in selecting concentration areas and courses to construct a coherent academic program. Students must identify a faculty member in the primary prefix area and receive approval from the appropriate division chair and the Vice President of Academic Affairs prior to declaring this major.

Requirements for the Interdisciplinary Studies Major:

- 26 hours in a primary prefix area * (at least 12 credits at the 300/400 level)
- 18 hours in a 2nd prefix area (at least 6 credits at the 300/400 level)
- IDS 496 - Interdisciplinary Studies Culminating Project (3-4)

Notes:

* EDU and EDS can be combined for the primary prefix area

* A minimum of one course from EACH of the following prefixes (ECO, BUS and ACC) must be taken to satisfy the requirements for students interested in BUS as their primary prefix area. BUS 101, ECO 421, BUS 421 and ACC 421 will not be accepted for this primary prefix area.

* BIO 101 will not be accepted for the BIO primary prefix area.

* CHM 101 will not be accepted for the CHM primary prefix area.

**Students cannot also declare a major or minor in the areas they have selected as their concentration areas.

International Studies

Associate Professor Vaccaro

International Studies is a multidisciplinary major, incorporating courses from the humanities, social sciences, and economics/business. Students will take a selection of core courses that offer a broad comparative perspective on important international issues and conditions; the remaining major requirements involve a selection of classes that can vary according to the student's regional or topical area of interest within international studies. A major in international studies provides the basis for future graduate studies in the US as well as abroad, or for careers with an international focus in a variety of fields (including business, government, education, or the non-profit sector).

Requirements for the International Studies Major:

- INT 101 - Global Issues (3)
- INT 496 - Seminar in International Relations (3)

Select 9 credits from the following courses:

- ANT 308 - Cultural Anthropology (3) or
 - SOC 308 - Cultural Anthropology (3)
- HIS 106 - History of Civilization II (3)
- PSI 105 - Comparative Governments (3)
- ECO 327 - Globalization and Transnationalism (3) or
 - PSI 327 - Globalization and Transnationalism (3)
- INT 325 - International Relations in the Modern Era (3) or
 - PSI 325 - International Relations in the Modern Era (3)
- PHI 310 - Comparative Philosophy (3)

Complete an additional 15 credits chosen from the following courses:

- BUS 346 - International Management (3) *
- BUS 357 - International Marketing (3) *
- CMS 321 - Intercultural Communication (3)
- ECO 330 - Economic Development (3) *
- ECO 358 - International Trade & Finance (3) *
- FRE 312 - French Civ and Culture (3)
- GEG 301 - Social-Cultural Geography (3)
- GER 415 - German Civ and Culture (3) *
- HIS 335 - Modern French Hist (3)
- HIS 341 - Modern British History (3)
- HIS/INT 317 – 20th Cent Euro Cult:Fascism (3)
- HIS 318 - Germany After Hitler (3)
- HIS/PSI 326 - Modern Asian History (3)
- HIS 338 - Modern Russia (3)
- HIS 342 - The US and the Middle East (3)
- INT 310 - Survey of African Studies (3)
- PSI 215 - Politics of the Developing World (3)
- RST 318/418 - Islam (3)
- SPA 312 - Spanish Civilization and Culture (3) *
- SPA 314 - Spanish-American Civilization (3) *
- INT 421 – Interntl Studies Internship (0-12)

**Note that these courses have pre-requisites that do not count toward the 15 credit requirement.*

A Single Foreign Language: Complete 2 courses in a single foreign language at the 200 or 300 level (both of which must be taught in the foreign language)

Journalism and Media

Associate Professor of Practice Swartzlander

Assistant Professor Sutera

Doane College provides courses and experiences leading to a major in journalism and media. The courses of study prepare students to gather news and information and distribute them in a variety of media technologies - newspaper, online, audio, video, mobile - to tell stories and produce compelling journalism on multiple platforms. All courses require students to keep a portfolio of their work to help them gauge their improvement as well as to showcase their work to potential employers.

Journalism and media majors have the freedom to explore traditional liberal arts subjects that emphasize critical thinking skills required in the industry while learning the necessary journalistic techniques to tell the story. Journalists need to be strong critical thinkers who know enough about a variety of subjects, from accounting to zoology, to be able to comprehend and explain world, national and local events to news consumers.

The Journalism Department will prepare students for a variety of academic and professional pursuits in the field, including providing content for new technologies. The department encourages students to achieve their intellectual, professional, personal and creative potential by stimulating inquiry, enhancing knowledge and promoting the examination and development of values and perspectives. The department faculty pledge to supply the opportunities, academic environment and leadership training needed to polish student skills in the classroom and workplace.

Requirements for the Journalism and Media major:

- JOU 105 - Introduction to Journalism and Media (3)
- JOU 113 - Basic News Writing and Reporting (3)
- JOU 135 - Broadcast Journalism Writing (3)
- JOU 236 - Basic Audio Production (3)
- JOU 238 - Basic Video Production (3)
- JOU 353 - Contemporary Issues (3)
- JOU 360 - Multiplatform Journalism (3)
- JOU 421 - Journalism Internship (0-12) (minimum of three credits)
- JOU 445 - Legal and Ethical Issues (3)
- JOU 495 - Capstone Seminar and Workshop (3)

Complete a minimum of 1 credit hour from the following:

- ATV 131 - KDNE (0-1)
- ATV 132 - Doane Owl (0-1)
- ATV 133 - 1014 Magazine (0-1)
- JOU 295 - Television Practicum (1)

Complete 9 credits chosen from the following:

- JOU 213 - Beat Reporting (3)
- JOU 214 - Photojournalism (3)
- JOU 223 - Editing and Design (3)
- JOU 230 - Introduction to Magazine Publishing (3)
- JOU 245 - Broadcast Performance (3)
- JOU 315 - The Electronic Journalism Program (3)
- JOU 355 - Advanced Electronic Production (3)

Journalism and Media Minor

Complete a total of 18 credit hours

- JOU 105 - Introduction to Journalism and Media (3)
- JOU 113 - Basic News Writing and Reporting (3)
- JOU 236 - Basic Audio Production (3)
- JOU 238 - Basic Video Production (3)
- JOU 360 - Multiplatform Journalism (3)
- JOU 445 - Legal and Ethical Issues (3)

Law, Politics, and Society

Assistant Professor Hind

Law, Politics, and Society is an interdisciplinary major consisting of courses in sociology, law, political science and other relevant disciplines such as economics and philosophy. Students in this major will receive a generalized liberal arts education developing skills in critical analysis, communication and cultural knowledge. As students progress through the major, they will make connections between disciplines that will serve as a foundation for advanced studies or careers in law, public service, or related fields.

Requirements for the Law, Politics, and Society Major:

- LPS 101 - Introduction to Law, Politics, and Society (3)
- PRE 111 - Ethics (3)
- PHI 105 - Logic and Critical Thinking (3)
- SOC 109 - Introduction to Sociology (3)
- PSI 101 - American Politics (3)
- SOC 285 - Social Research (4)
- ECO 203 - Macroeconomics and Literacy (3)
- LPS 496 - Seminar in Law, Politics, and Society. (3)

Select 5 courses from the following three categories

(3 courses must be at the 300-level and no more than two courses can be selected from each category):

Political Science:

- PSI 105 - Comparative Governments (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI 243 - Contemporary Political Issues (3)
- PSI 313 - Political Parties and Interest Groups (3)
- PSI/INT 325 - International Relations in the Modern Era (3)
- PSI/ECO 327 - Globalization and Transnationalism (3)
- PSI/ECO 337 - Political Thought (3)
- ECO 204 - Microeconomics and Business (3)
- ECO 315 - Economic Thought (3)

Society and History:

- SOC/ANT 308 - Cultural Anthropology (3)
- SOC 312 - Juvenile Delinquency (3)
- SOC 324 - Race and Nationality (3)
- SOC/PSY 336 - Social Psychology (3)
- SOC 370 - Social Stratification (3)
- HIS 302 - Native American History (3)
- HIS 320 - American Environmental History (3)
- HIS 321 - American Race Relations (3)
- HIS 337 - American Women's History (3)
- ECO 330 - Economic Development (3)

Law:

- BUS 250 - The Legal Environment of Business (3)
- PSI 328 - Constitutional Law (3)
- PSI 332 - Current Legal Issues (3)
- SOC 314 - Criminal Law and Procedure (3)
- BUS 350 - Commercial Law (3)
- BUS 450 - The Global Legal Environment (3)

Leadership Studies

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.

Requirements for the Leadership Studies Minor:

Complete 1 and 2

1) Required Courses

- LDR 101 - Introduction to Leadership Studies (1) or
 - LDR 102 - Directions Seminar I (0-1)
- LDR 201 - Introduction to Leadership History & Theory (3)
- LDR 401 - Leadership Practicum Seminar (3)
- PRE 111 - Ethics (3) or
 - BUS 365 - Ethics in a Business Environment (3) or
 - PHI 337 - Political Thought (3)

2) Complete nine additional credits. One course must be taken in three of the four categories:

Social Group Behaviors in Leadership

- PSY/SOC 336 - Social Psychology (3)
- PSY 365 - Psychology of Personality (3)
- SOC 288 - Deviance (3)
- PSI 313 - Political Parties and Interest Groups (3)

Communication and Culture for Leaders and Groups

- 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)

Legal and Business Issues in Leadership

- BUS 250 - The Legal Environment of Business (3)
- BUS/CMS 315 - Organizational Behavior (3)
- BUS 350 - Commercial Law (3)
- SOC 310 - Corrections (3)
- SOC 314 - Criminal Law and Procedure (3)

Historical-Political Context and Leadership

- ECO 315 - Economic Thought (3)
- HIS 304 - Military History (3)
- HIS 337 - American Women's History (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PSI/INT 325 - International Relations in the Modern Era (3)
- PSI/ECO 327 - Globalization and Transnationalism (3)
- SOC 324 - Race and Nationality (3)

Mathematics

Professor J. Johnson

Associate Professor Hart

Assistant Professor Fairbanks

Assistant Professor Herzog

Assistant Professor Williams

Assistant Professor of Practice Vertin

The mathematics major 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.

Mathematics

Complete 1 or 2.

Option 1

- MTH 144 - Introduction to the Mathematics Major (1)
 - MTH 235 - Calculus I (4)
 - MTH 236 - Calculus II (4)
 - MTH 250 - Foundations of Mathematics (3)
 - MTH 303 - Linear Algebra (3)
 - MTH 403 - Abstract Algebra (3) or
 - MTH 433 - Introductory Analysis (3)
 - MTH 496 - Mathematics Seminar I (1)
 - MTH 497 - Mathematics Seminar II (2)
- Note: RES 495 and RES 496 for 1 credit each may be substituted for MTH 497.

36 Credits in Mathematics

A minimum of 36 credits in mathematics with a cumulative grade point average of 2.00 or above

Fifteen additional credits in Mathematics at the 300-400 level

Excluding :

- MTH 326 - Teaching of Mathematics IV (4)

The cognate

- IST 145 - Introduction to Programming and Problem-Solving (3)

Option 2: Mathematics Teaching

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

- MTH 144 - Introduction to the Mathematics Major (1)
 - MTH 218 - Geometry for Teachers (3)
 - MTH 235 - Calculus I (4)
 - MTH 236 - Calculus II (4)
 - MTH 250 - Foundations of Mathematics (3)
 - MTH 303 - Linear Algebra (3)
 - MTH 323 - Teaching of Mathematics I (0)
 - MTH 324 - Teaching of Mathematics II (0)
 - MTH 325 - Teaching of Mathematics III (0-1)
 - MTH 326 - Teaching of Mathematics IV (4)
 - MTH 351 - Geometries (3)
 - MTH 355 - Probability (3)
 - MTH 356 - Statistics (3)
 - MTH 403 - Abstract Algebra (3)
 - MTH 496 - Mathematics Seminar I (1)
 - MTH 497 - Mathematics Seminar II (2)
- Note: RES 495 and RES 496 for 1 credit each may be substituted for MTH 497

40 Credits in Mathematics: A minimum of 40 credits in mathematics with a cumulative grade point average of 2.80 or above

All requirements listed under the catalog section Secondary Education

Three additional credits in Mathematics at the 300-400 level

The cognate

- IST 145 - Introduction to Programming and Problem-Solving (3)

Recommended 300-400 level electives:

Graduate study (mathematics):

- MTH 329 - Differential Equations (3)
- 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 355 - Probability (3)
- MTH 356 - Statistics (3)
- MTH 433 - Introductory Analysis (3)

Graduate study (computer science):

- MTH 355 - Probability (3)
- MTH 356 - Statistics (3)
- MTH 433 - Introductory Analysis (3)

Actuarial science:

- MTH 329 - Differential Equations (3)
- MTH 334 - Complex Variables (3)
- MTH 355 - Probability (3)
- MTH 356 - Statistics (3)
- MTH 358 - Actuarial Mathematics (2)
- MTH 433 - Introductory Analysis (3)

Pre-engineering:

- MTH 329 - Differential Equations (3)
- MTH 334 - Complex Variables (3)
- MTH 355 - Probability (3)
- MTH 356 - Statistics (3)
- MTH 433 - Introductory Analysis (3)
- MTH 435 - Math Methods for Physics (3)

Math education:

- MTH 329 - Differential Equations (3)
- MTH 347 - Number Theory (3)

Mathematics Minor

Complete the following 20 credits in mathematics:

- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)
- Twelve credits in courses numbered above MTH 236 (excluding MTH 326)

Music

Professor Gilbert

Associate Professor Ferguson

Associate Professor Runestad

Assistant Professor Gilbert

Lecturer Ohlman

The mission of the music program is to prepare students for careers as music educators, performers, music business entrepreneurs, musicologists and theorists, as well as prepare students for graduate programs in music.

The study of music touches on many aspects of the college'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.

Complete 1, 2, or 3.

Option 1. Music:

- MUS 100 - Piano Proficiency (0)
- MUS 115 - Theory of Music I (4)
- MUS 116 - Theory of Music II (3)
- MUS 204 - Basic Conducting (2)
- MUS 215 - Theory of Music III (2)
- MUS 235 - Survey of Musical Literature (2)
- MUS 307 - History of Music I (3)
- MUS 308 - History of Music II (2)
- MUS 496 - Senior Seminar (2)

Six credits chosen from the following applied lessons:

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

The cognate

- FAR 104 - Fundamentals of Music (3)

Option 2. Music Performance emphasis:

- MUS 100 - Piano Proficiency (0)
- MUS 115 - Theory of Music I (4)
- MUS 116 - Theory of Music II (3)
- MUS 204 - Basic Conducting (2)
- MUS 215 - Theory of Music III (2)
- MUS 235 - Survey of Musical Literature (2)
- MUS 301 - Half Recital (0)
- MUS 307 - History of Music I (3)
- MUS 308 - History of Music II (2)

- MUS 401 - Full Recital (1)
- MUS 496 - Senior Seminar (2)

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

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

The cognate

- FAR 104 - Fundamentals of Music (3)

Option 3: Music Teaching

Students seeking certification for teaching in music must complete the following 54 credits in music:

- MUS 115 - Theory of Music I (4)
- MUS 116 - Theory of Music II (3)
- MUS 215 - Theory of Music III (2)
- MUS 235 - Survey of Musical Literature (2)
- MUS 301 - Half Recital (0)
- MUS 307 - History of Music I (3)
- MUS 308 - History of Music II (2)
- MUS 100 - Piano Proficiency (0)
- 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 - Foundations of Music Teaching and Learning (0)
- MUS 331 - Choral Methods (3)
- MUS 341 - Instrumental Methods (3)
- MUS 426 - Seminar in Music Teaching (4)
- MUS 431 - Advanced Topics in Music Education (2)

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

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

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

- MUS 105/106/107/108 A - Class Piano (0-1)
- MUS 105/106 B - Class Voice (1)

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

The cognate

- FAR 104 - Fundamentals of Music (3)

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

Requirements for the Music Minor:

- MUS 115 - Theory of Music I (4)
- MUS 116 - Theory of Music II (3)
- MUS 235 - Survey of Musical Literature (2)

Four credits of the following applied lessons:

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

Five ensemble credits chosen 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)

The cognate

- FAR 104 - Fundamentals of Music (3)

Philosophy and Religious Studies

Associate Professor Clanton

Associate Professor Monaghan

Both philosophy and religious studies offer students the opportunity to explore deep-rooted values and ideals that have shaped the development of human culture, particularly in the West. Questions about the nature of being human, the nature of our private and social obligations, and faith and its relation to reason are discussed in many of the courses. Discussed are the historical dimensions of these questions, how answers to them have developed historically, and how questions have shaped the growth of our civilization. In religious studies, students do this through introductory and upper-level course work in Biblical studies, theology, and comparative religious traditions. In a non-religious context, they see many of the same concerns arising in such courses as Ethics or Ancient and Medieval Philosophy.

In all courses, a major emphasis is to help students develop the ability to think knowledgeably, rationally and critically for themselves. Thus, at the end of either major, each student completes a senior thesis, in which he or she has the opportunity to work closely with one member of the department to explore in-depth an issue of the student's choosing.

Philosophy

Complete the following 33 credits:

- PHI 105 - Logic and Critical Thinking (3)
- PHI 495 - Examination and Thesis (3)
- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)

Minimum of one course from

- PHI 210 - Ancient and Medieval Philosophy (3)
- PHI 212 - Modern and Contemporary Philosophy (3)

Minimum of one course from

- PHI 310 - Comparative Philosophy (3)
- PHI 337 - Political Thought (3)
- PSI 337 - Political Thought (3)

Minimum of one (3) credit PRE or RST prefixed course

Twelve additional credits in PHI, PRE, or RST, (3) credits of which must be at the 400 level, *excluding*

- PHI 495 - Examination and Thesis (3)
- RST 495 - Examination and Thesis (3)

Religious Studies

Complete 1, or 2.

1) General Emphasis

Complete the following 30 credits:

- PRE 115 - Comparative Religions (3)
- RST 495 - Examination and Thesis (3)

One of the following courses:

- PRE 120 - Introduction to the Old Testament (3)
- PRE 121 - Introduction to the New Testament (3)

Twelve credits in Religious Studies, six of which must be at the 400 level, *excluding*

RST 495 - Examination and Thesis (3)

One of the following courses:

- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)

Six credits chosen from

- PHI 210 - Ancient and Medieval Philosophy (3)
- PHI 212 - Modern and Contemporary Philosophy (3)
- PHI 271/371/471 - Selected Topics (1-3)
- PHI 310 - Comparative Philosophy (3)
- PHI 315 - Philosophy of Science & Technology (3)
- PSI 330 - Religion in Politics (3)

2) Ministry Emphasis

Complete the following 30 credits:

- PRE 115 - Comparative Religions (3)
- RST 421 - Religious Studies Internship (0-12) (minimum of 3 credits)
- RST 495 - Examination and Thesis (3)

One of the following courses:

- PRE 120 - Introduction to the Old Testament (3)
- PRE 121 - Introduction to the New Testament (3)

Six credits in Religious Studies, three of which must be at the 400 level, excluding
RST 495 - Examination and Thesis (3)

A minimum of twelve credits from the following courses, depending on the student's area of interest within the Ministry emphasis:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 251 - Marketing (3)
- BUS 315 - Organizational Behavior (3)
- BUS 361 - Contemp Issues in HR Mngmt (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Commun (3)
- CMS 321 - Intercultural Communication (3)
- CMS 351 - Persuasion (3)
- EDU 338 - Children, Youth and Family (3)
- LDR 101 - Intro to Leadership Studies (1)
- MUS 121 - Intro to Music Education (1)
- PSY 234 - Intro Counslng Theor & Tech (3)
- PSY 255 - Child and Adolescent Dev (3)

Ministry Minor

Complete the following 18 credits

- PRE 115 - Comparative Religions (3)
- RST 421 - Religious Studies Internship (0-12) (minimum 3 credits)

One of the following

- PRE 120 - Introduction to the Old Testament (3)
- PRE 121 - Introduction to the New Testament (3)

Three credits in Religious Studies at the 300 or 400 level

A minimum of six credits from the following courses depending on the student's area of interest within the Ministry Minor:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 251 - Marketing (3)
- BUS 315 - Organizational Behavior (3)
- BUS 361 - Contemp Issues in HR Mngmnt (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 321 - Intercultural Communication (3)
- CMS 351 - Persuasion (3)
- EDU 338 - Children, Youth and Family (3)
- LDR 101 - Intro to Leadership Studies (1)
- MUS 121 - Intro to Music Education (1)
- PSY 234 - Intro Counseling Theor & Tech (3)
- PSY 255 - Child and Adolescent Dvlpmnt (3)

Philosophy Minor

Complete the following 18 credits:

- PHI 105 - Logic and Critical Thinking (3)

One course chosen from

- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)

Three (3) credits in any PRE or RST prefixed course

One course chosen from

- PHI 210 - Ancient and Medieval Philosophy (3)
- PHI 212 - Modern and Contemporary Philosophy (3)
- PHI 310 - Comparative Philosophy (3)

Six additional credits in PHI or RST, three of which must be at the 300 or 400 level

Religious Studies Minor

Complete the following 18 credits:

- PRE 115 - Comparative Religions (3)
- PRE 120 - Introduction to the Old Testament (3) or
 - PRE 121 - Introduction to the New Testament (3)

Six credits in Religious Studies at the 300 or 400 level

Six credits in from

- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)
- PHI 210 - Ancient and Medieval Philosophy (3)
- PHI 212 - Modern and Contemp Philosophy (3)
- PHI 310 - Comparative Philosophy (3)
- PHI 315 - Philosophy of Science & Tech (3)

Physical Education

Associate Professor Dunnigan

Associate Professor Hood

Associate Professor Meyer

A student majoring in physical education chooses one emphasis from the following: fitness management, exercise science, or teacher education.

A physical education major prepares the student for such professional experiences as managing fitness settings, personal fitness training, teaching physical education, athletic training, and post-graduate, professional study. The physical education teacher must pursue an additional teaching major. The fitness manager will have the practical experience and coursework to facilitate success with the certifying examination of the National Strength and Coaching Association. The exercise scientist completes many of the requirements for acceptance into post-graduate, pre-professional allied health settings, to include settings which specialize in athletic training.

Requirements for the Physical Education Major:

- PED 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
- PED 201 - Issues of Health and Safety (3)
- PED 221 - Fundamentals in Athletic Training (2)
- PED 345 - Exercise Physiology (4)
- PED 346 - Kinesiology/Applied Biomechanics (3)
- PED 352 - Perceptual Motor Devlpmnt and Movement Experiences for School-Aged Children (3)

Complete at least one emphasis chosen from the following:

Fitness Management:

- PED 117 - Organization and Administration I (2)
- PED 118 - Organization and Administration II (3)
- PED 209 - Nutrition (3)
- PED 233 - Personal Performance Competencies I (1)
- PED 234 - Personal Performance Competencies II (1)
- PED 425 - Fitness Management (3)

Cognates:

- ACC 103 - Financial Accounting (3)
- BIO 101 - Introduction to Biology (4)
- BIO 215 - Human Anatomy and Physiology I (4) or
 - BIO 216 - Human Anatomy and Physiology II (4)
- BUS 205 - Business Writing (3) or
- JOU 113 - Basic News Writing and Reporting (3) or
 - ENG 113 - Basic News Writing and Reporting (3)
- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Statistics for Social Science (3) or
 - BIO 295 - Biostatistics (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 315 - Organizational Behavior (3) or
 - BUS 361 - Contemporary Issues in Human Resource Management (3)
- SOC 109 - Introduction to Sociology (3) or
 - PSY 117 - Introduction to Psychology (3)

Exercise Science

- PED 209 - Nutrition (3)
- PED 321 - Techniques for Orthopedic Evaluation (3)
- PED 355 - Adaptive Physical Education (3)
- PED 425 - Fitness Management (3)
- PED 448 - Therapeutic Modalities/Exercise (3)

Cognates:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- eight credits in human or vertebrate anatomy and physiology with labs
- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Statistics for Social Science (3) or
 - BIO 295 - Biostatistics (3)
- CHM 125 - General Chemistry I (4) or equivalent
- PHY 107 - Introductory Physics I (4) or equivalent
- PSY 255 - Child and Adolescent Development (3) or
 - PSY 256 - Adult Development (3) or
 - PSY 416 - Abnormal Psychology (3)

Internships in sports medicine/therapeutic settings.

Complete a or b.

- a. Those seeking athlete training certification will complete the A.T. requisite experiences as listed in the Doane College Athletic Training Clinical Proficiencies Manual.
- b. Those not seeking athlete training certification will complete the non-A.T. requisite experiences as listed in the Doane College Athletic Training Clinical Proficiencies Manual.

Certification for teaching in Physical Education (K-12)

Students who are seeking certification for teaching in Physical Education (K-12) complete the following courses in addition to the Physical Education core.

- PED 101 - Physical Activity Course (1) (Four terms)
- PED 117 - Organization and Administration I (2)
- PED 118 - Organization and Administration II (3)
- PED 228 - Movement and Rhythmics for Young Children (2)
- PED 233 - Personal Performance Competencies I (1)
- PED 234 - Personal Performance Competencies II (1)
- PED 355 - Adaptive Physical Education (3)
- PED 457 - Techniques of Teaching Physical Education I (7-12) (4)
- PED 458 - Techniques of Teaching Physical Education II (K-6) (4)
- PED 459 - Techniques of Teaching Physical Education III (K-12) (4)

Cognates

- BIO 101 - Introduction to Biology (4)
- BIO 215 - Human Anatomy and Physiology I (4) or
 - BIO 216 - Human Anatomy and Physiology II (4)

One additional teaching major.

All requirements listed under the catalog section Secondary Education.

Coaching Endorsement

Requirements for the Coaching Endorsement:

- PED 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)
- PED 221 - Fundamentals in Athletic Training (2)
- PED 345 - Exercise Physiology (4) or
 - PED 346 - Kinesiology/Applied Biomechanics (3)

A minimum of four 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 & Wrestling (2)
- PED 312 - Coaching Tennis and Golf (2)
- PED 314 - Coaching Baseball & Softball (2)

A teaching major

Physics and Engineering

Professor Wentworth

Assistant Professor Enders

Physics is concerned with basic questions about the structure and behavior of the physical universe: the description and causes of motion, the nature of energy and energy changes in systems, the interactions between particles, the relationship between structure and behavior the macroscopic behavior of a system and its microscopic parts. It is both a foundation for understanding other sciences, such as astronomy, chemistry and biology, and a source of practical knowledge used by the engineering disciplines, which promote technological advances.

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.

The Department of Physics and Engineering offers two majors and one minor. A physics major is offered with three emphases. An engineering physics major is offered for students wanting more applications oriented experiences as preparation for an engineering career or graduate work in engineering.

Engineering Physics

Engineering Physics Program Educational Objectives

Doane graduates are expected to demonstrate the following within a few years of earning their Bachelor's degree in Engineering Physics:

1. ability to employ engineering knowledge and skills in one or more of the following pursuits:
 - a. professional engineering practice
 - b. graduate or professional training
 - c. solving problems that benefit society in any particular context
2. commitment to using their education to benefit the lives of other people.

Engineering Physics Program Student Outcomes

Upon graduation from the Doane College Physics Program with the Bachelor's degree in Engineering Physics a student will demonstrate:

1. an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design and conduct experiments, as well as to analyze and interpret data
3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. an ability to function on multidisciplinary teams
5. an ability to identify, formulate, and solve engineering problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. a recognition of the need for, and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Requirements for the Engineering Physics Major

- PHY 101 - Introduction to Physics and Engineering (3)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)
- PHY 225 - Sophomore Exam (0)
- PHY 302 - Electricity and Magnetism (3)
- PHY 305 - Advanced Physics Laboratory (2)
- PHY 308 - Heat and Thermodynamics (3)
- PHY 314 - Modern Physics (3)
- PHY 325 - Electronics (4)
- PHY 435 - Mathematical Methods for Physics (3)
- PHY 496 - Senior Seminar (1)

Complete the following engineering courses:

- EGR 318 - Engineering Statics (3)
- EGR 320 - Engineering Dynamics (3)
- EGR 325 - Mechanics of Materials (3)

- EGR 395 - Senior Engineering Design I (1)
- EGR 495 - Senior Engineering Design II (3)

Complete the following cognates:

- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CST 210 - Fundamentals of Computational Science (3)
- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)
- MTH 329 - Differential Equations (3)
- MTH 337 - Multivariate Calculus (4)
- MTH 355 - Probability (3)
- MTH 356 - Statistics (3)

Physics

Physics Program Educational Objectives

Doane graduates are expected to demonstrate the following within a few years of earning their Bachelor's degree in Physics:

1. ability to employ technical knowledge and skills in one or more of the following pursuits:
 - a. STEM related job
 - b. graduate or professional training
 - c. solving problems that benefit society in any particular context
2. commitment to using their education to benefit the lives of other people.

Physics Program Student Outcomes

Upon graduation from the Doane College Physics Program with the Bachelor's degree in physics a student will:

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.
5. Communicate scientific information effectively in both oral and written forms.
6. Demonstrate an ability to function on multidisciplinary teams.
7. Recognize and show responsible, professional behavior both as an individual and as a team member.
8. Achieve the broad education necessary to understand the impact of science in a global, economic, environmental, and societal context.
9. Recognize the need for, and an ability to engage in lifelong learning.
10. Demonstrate knowledge of contemporary issues having technological aspects.

Requirements for the Physics Major:

- PHY 101 - Introduction to Physics and Engineering (3)
- PHY 201 - General Physics I (4)
- PHY 202 - General Physics II (4)
- PHY 225 - Sophomore Exam (0)
- PHY 302 - Electricity and Magnetism (3)
- PHY 305 - Advanced Physics Laboratory (2)
- PHY 308 - Heat and Thermodynamics (3)
- PHY 314 - Modern Physics (3)
- PHY 325 - Electronics (4)
- PHY 306 - Theoretical Mechanics (3) or
 - EGR 320 - Engineering Dynamics (3)

Complete the following cognates:

- CST 210 - Fundamentals of Computational Science (3)
- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)
- MTH 329 - Differential Equations (3)
- MTH 337 - Multivariate Calculus (4)

Senior project sequence

- PHY 395 - Physics Research I (1)
- PHY 495 - Physics Research II (1)
- PHY 496 - Senior Seminar (1)

Complete A, B, or C

A. General Emphasis

- PHY 405 - Quantum Mechanics (3) or
 - PHY 435 - Mathematical Methods for Physics (3)

3 credits of PHY at the 300-400 level

B. Computational Physics Emphasis

- CST 310 - Parallel Computational Tech (3)
- IST 145 - Intro to Prog and Prob-Solv (3)
- IST 146 - Prog and Problem-Solving II (3)
- IST 246 - Data Structures & Algorithms (3)
- PHY 435 - Math Methods for Physics (3)

C. Technological Entrepreneurship Emphasis

- ACC 103 - Financial Accounting (3)
- BUS 250 - Legal Environment of Bus (3)
- ENT 201 - Intro to Entrepreneurship (3)
- ENT 301 - Creating & Mang Entrp Vent (4)
- ENT 350 - Bus Plan Development (2)
- 3 credits of PHY at the 300-400 level

Physics Minor

Complete a minimum of 20 credits in physics as follows:

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

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

Complete the cognates

- MTH 235 - Calculus I (4)
- MTH 236 - Calculus II (4)

Political Science

Associate Professor Hill

Associate Professor Vaccaro

Political science studies the use of authority and influence within legal, political, human and governmental contexts. It is designed to 1) prepare students to become effective citizens who contribute to and participate in democratic processes, 2) provide the knowledge and develop the intellectual skills which allow students to successfully enter and complete law school and graduate school, and 3) provide the knowledge and develop the talents of students for future leadership roles. Political science graduates generally pursue careers in law, government, politics, management, teaching and leadership positions.

A total of 30 credits in political science including

- PSI 101 - American Politics (3)
- PSI 105 - Comparative Governments (3)
- PSI 325 - International Relations in the Modern Era (3) or
 - PSI 337 - Political Thought (3)
- PSI 496 - Seminar (3)

Political Science Internship: A maximum of three political science internship credits under PSI 421 and three internship credits under PSI 425 may be counted toward the major in political science.

Note: PSI 426 may not be counted toward the major in political science.

Political Science Minor

Complete 18 credits in political science, including

- PSI 101 - American Politics (3)
- PSI 105 - Comparative Governments (3)
- PSI 325 - International Relations in the Modern Era (3) or
 - PSI 337 - Political Thought (3)

Note: Political science internship credit may not be counted toward the minor.

Psychology

Professor Lambert

Associate Professor Pauwels

Assistant Professor Homa

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.

Psychology

Thirty-five credits in psychology, including

- PSY 117 - Introduction to Psychology (3)
- PSY 234 - Introduction to Counseling Theories and Techniques (3) or
 - PSY 365 - Psychology of Personality (3)
- PSY 252 - Research Method in Psychology (3)

- PSY 255 - Child and Adolescent Development (3) or
 - PSY 256 - Adult 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 - Abnormal Psychology (3)
- PSY 496 - Senior Research Seminar (3)

Cognate

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

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

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

Psychology Minor

Complete a minimum of 18 credits in Psychology, including

- PSY 117 - Introduction to Psychology (3)

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

Public Administration

Associate Professor Hill

The public administration major is designed to prepare students for personnel and management positions in public agencies.

Requirements for the Public Administration Major:

- BUS 242 - Management (3)
- BUS 361 - Contemporary Issues in Human Resource Management (3)
- ECO 203 - Macroeconomics and Literacy (3)
- PSI 101 - American Politics (3)
- PSI 234 - Legislative and Executive Behavior (3)
- PAD 493 - Public Administration Seminar (4-12)

Complete five courses chosen from the following:

- BUS 215 - Statistics (3) or
 - SSI 217 - Applied Stats for Social Sci (3)
- BUS 250 - The Legal Envir of Business (3)
- BUS 315 - Organizational Behavior (3)
- BUS 418 - Human Resource Strategy (3)
- ECO 204 - Microeconomics and Business (3)

Science

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:

- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 348 - Microbiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- PHY 107 - Introductory Physics I (4) or
 - PHY 201 - General Physics I (4)
- PHY 108 - Introductory Physics II (4) or
 - PHY 202 - General Physics II (4)
- GEO 101 - Environmental Geology (4) or
 - GEO 103 - Physical Geology (4)
- GEO 107 - Introduction to Meteorology (3)
- GEO 107L - Introduction to Meteorology Laboratory (1)
- MTH 107 - Problem Solving (3) or
 - MTH 108 - Modeling & Applications (3) or
 - MTH 125 - Precalculus (4) or
 - MTH 235 - Calculus I (4) (recommended)
- SCI 322 - The Teaching of Laboratory Sciences I (0-1)
- SCI 324 - The Teaching of Laboratory Sciences II (0-1)
- SCI 326 - The Teaching of Laboratory Sciences III (0-1)
- SCI 327 - The Teaching of Laboratory Sciences IV (4)

One additional chemistry course chosen from

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

Complete additional credits as specified in either Biology or Chemistry according to the following lists:

Biology, select a total of three courses for at least 11 credits, each from a different group below. Only one course may be three credit course without a lab.

- BIO 308 - Animal Behavior (3) or
 - BIO 345 - Conservation Biology (3)
- BIO 332 - Ecological Zoology (4) or
 - BIO 333 - Ecological Botany (4)
- BIO 355 - Human Anatomy (4) or
 - BIO 326 - Comparative Anatomy (4)
- BIO 356 - Human Physiology (4) or
 - BIO 331 - Cell Biology (3)

Chemistry, select two courses from the following (not to include the chemistry course selected above):

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

Complete all requirements listed under the catalog section Secondary Education.

Note: A student who has completed the biology course selections has also completed a Biology Minor. The chemistry minor may be completed by taking

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

And eight credits chosen from

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

Social Science

Complete 1 or 2.

Option 1

- SSI 217 - Applied Statistics for Social Science (3)
- 20 Credits in a Discipline of Emphasis chosen from economics, history, political science, psychology or sociology.
 1. A methodology course is recommended for students with an emphasis in psychology or sociology.
 2. A seminar or a senior project in the form of a directed study in the discipline of emphasis is required.
- Twelve credits in each of three disciplines other than the one of emphasis.

Option 2

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 - Introduction to Historical Methods (2)
- 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 - Microeconomics and Business (3)
- GEG 112 - Physical Geography (3)
- GEG 301 - Social-Cultural Geography (3)
- PSI 101 - American Politics (3) or
 - PSI 105 - Comparative Governments (3)
- PSY 117 - Introduction to Psychology (3)
- ANT 308 - Cultural Anthropology (3)
- SOC 109 - Introduction to Sociology (3)
- SSI 322 - The Teaching of the Social Sciences I (0)
- SSI 323 - The Teaching of the Social Sciences II (0)
- SSI 324 - The Teaching of the Social Sciences III (0)
- SSI 325 - The Teaching of the Social Sciences IV (2)

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

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

European:

- HIS 317 - Twentieth Century European Culture: Fascism (3)
- HIS 318 - Germany After Hitler (3)
- HIS 335 - Modern French Hist (3)
- HIS 341 - Modern British History (3)
- HIS 348 - Hist of the Roman Empire (3)
- HIS 350 - The Medieval World (3)

non-Western:

- HIS 302 - Native American History (3)
- HIS 304 - Military History (3)
- HIS 326 - Modern Asian History (3)
- HIS 342 - The United States and the Middle East (3)
- HIS 338 - Modern Russia (3)
- HIS 339 - History of India 3

Three additional credits in each of the following areas: political science, psychology and sociology.

All requirements listed for Secondary Education.

Note: *Students who have completed the Social Science Teaching Major have also completed the History Major.*

Sociology

Professor DeBoer

Assistant Professor Erickson

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.

Complete 1 or 2.

Option 1 General sociology major:

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)

The cognate

- 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:

- SOC 109 - Introduction to Sociology (3)
- SOC 215 - Introduction to Criminology (3)
- SOC 285 - Social Research (4)
- SOC 305 - 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)

Twelve credits from the following:

- SOC 230 - Social Problems (3) or
- PSY 230 - Social Problems (3)
- SOC/PSY 336 - Social Psychology (3) or
- 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 - Introduction to Counseling Theories and Techniques (3)
- PSY 305 - Principles of Behavior Modification (3)
- PSY 416 - Abnormal Psychology (3)

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

Complete the following cognates:

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

Sociology Minor

Complete 18 credits in sociology, including

- SOC 109 - Introduction to Sociology (3)

Spanish

Assistant Professor List

Assistant 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.

Complete 30 credits of Spanish, *excluding*

- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)
- SPA 317 - The Teaching of Spanish I (0)
- SPA 319 - The Teaching of Spanish II (0)
- SPA 321 - The Teaching of Spanish III (0)
- SPA 325 - The Teaching of Spanish IV (2)

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

Students seeking certification for teaching Spanish in schools must also complete:

- SPA 317 - The Teaching of Spanish I (0)
- SPA 319 - The Teaching of Spanish II (0)
- SPA 321 - The Teaching of Spanish III (0)
- SPA 325 - The Teaching of Spanish IV (2)

All requirements listed under the catalog section Secondary Education.

Spanish Minor

Complete 18 credits of Spanish, *excluding*

- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)
- SPA 317 - The Teaching of Spanish I (0)
- SPA 319 - The Teaching of Spanish II (0)
- SPA 321 - The Teaching of Spanish III (0)
- SPA 325 - The Teaching of Spanish IV (2)

Advanced students complete 12 credits of Spanish beyond the intermediate level *excluding*

- SPA 317 - The Teaching of Spanish I (0)
- SPA 319 - The Teaching of Spanish II (0)
- SPA 321 - The Teaching of Spanish III (0)
- SPA 325 - The Teaching of Spanish IV (2)

Theatre

Associate Professor McKercher

Associate Professor Stander

Assistant Professor Himmelberger

In keeping with Doane College'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.

Complete 1 or 2.

Option 1

- 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 4 credits of ATV 173 must be applied to the major)

Cognates

- ENG 392 - Shakespeare (4)
- PED 101 - Physical Activity Course (1) Creative Movement (or Jazz Dance)

Three credits from the following:

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

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

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

One course chosen from the following:

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

Cognates

- ENG 392 - Shakespeare (4)
- PED 101 - Physical Activity Course (1) Creative Movement (or Jazz Dance).

A minimum of two credits in

- ATV 173 - Theatre (0-1)

Certificate of Pre-Health Careers

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

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

- BIO 101 - Introduction to Biology (4)
- BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)
- BIO 111 - Energy of Life: Cells to Ecosystems (3)
- BIO 112 - Information of Life: Genetics to Evolution (3)
- BIO 215 - Human Anatomy and Physiology I (4)
- BIO 216 - Human Anatomy and Physiology II (4)
- BIO 326 - Comparative Anatomy (4)
- BIO 355 - Human Anatomy (4)
- BIO 356 - Human Physiology (4)
- CHM 125 - General Chemistry I (4)
- CHM 126 - General Chemistry II (4)
- CHM 205 - Organic Chemistry I (4)
- CHM 206 - Organic Chemistry II (4)
- PRE 111 - Ethics (3)
- PSY 117 - Introduction to Psychology (3)

3. Complete an application to a professional school in one of the following seven areas: nursing, physical therapy, occupational therapy, physician assistant, medicine (including osteopathic medicine), dentistry, and pharmacy. An official receipt of submission must be submitted to the Health Professions Advisory Committee. Alternatively, a student can petition the Health Professions Advisory Committee that sufficient progress toward application to one of the seven areas above has been made at the time of graduation.

Academic Support Center

Ms. Hanigan, DSS Director

Ms. Sookram, DLC Director

Ms. Francis, Academic Specialist

Mr. Scheele, Writing Specialist

Ms. Marvin, Mathematics Specialist

The Academic Support Center consists of two separate programs: The Doane Learning Center (DLC) and Doane Student Support Services (DSS). Excluding DLC 090/DSS 090, up to nine DLC/DSS credits may be counted toward graduation.

Any student may enroll in the DLC program offerings. The DSS program is funded by the federal government, so participants must meet federal eligibility guidelines. Eligibility is verified by the Director of Student Support Services each fall. **Only eligible students may enroll in DSS classes.** Eligible students receive program bulletins throughout the year.

In addition to credit courses, the Academic Support 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).

All students must demonstrate adequate basic skills before enrolling in ENG 101. This requirement is met in one of the following ways:

1. By attaining an ACT English subscore of 19 or above
2. By completing DLC 116/DSS 117 with a C- or higher
3. By completing ENG 100 with a C- or higher (for international students)
4. By transferring credits that are equivalent to DLC 116, DSS 117, or ENG 101

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:

1. By attaining an Enhanced ACT math score of 19 or higher
2. By attaining an SAT math score of 500 or higher
3. By passing Doane's Computational Skills Test
4. By completing DLC 090/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

Courses of Instruction

Accounting

ACC 103 - Financial Accounting (3)

An introduction to accounting principles and their application to the proprietorship, partnership and corporation through a financial statement approach. Upon completion of this course, students will be able to: 1) read and understand accounting terminology at a basic level; 2) prepare and understand financial statements; 3) use accounting statements in decision making; and 4) demonstrate effective human interaction skills in group assignments.

ACC 104 - Managerial Accounting (3)

An introduction to the use of accounting data by managers in directing the internal affairs of organizations. Topics include cost relationship, statement analysis, management reports and other accounting techniques and methodology used for management purposes. Upon completion of this course, students will: 1) analyze and interpret information conveyed in financial statements; 2) use standard accounting statements in decision making; 3) read and understand accounting terminology related to managerial accounting; and 4) work effectively with others in teams.

Required to be taken in residence (Crete campus) by all Accounting and Business Administration majors.

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

ACC 231 - Intermediate Accounting I (4)

A two-semester introduction to the theory and practice of accounting which addresses financial reporting; conceptual framework; review of the accounting process; and preparation of accounting statements (financial position) related to financial position (balance sheet), results of operation (income statement), and cash flow (statement of cash flows). Other additional topics included in ACC 231 are time value of money; determination of cash and receivables; inventory measurement and flow assumptions; acquisition and disposal of property, land, and equipment; calculation and presentation of appreciation and depreciation; and measurement and reporting of intangibles. Upon completion of these courses, students will be able to: 1) recognize the ethical implications of accounting situations related to the topics discussed in each course; 2) apply the appropriate rules/procedures in preparing, analyzing, and interpreting financial statements, in particular as they apply to the topics covered each semester; 3) expand their understanding of accounting theory and the accounting framework as it applies to the topic areas discussed; 4) read and understand the precise accounting terminology appropriate to the operation of business entities; and 5) use financial statements to make more complex decisions related to the topical areas discussed each semester. **Prerequisite: ACC 104 with a C- or higher, or permission. Offered fall term.**

ACC 232 - Intermediate Accounting II (4)

A two-semester introduction to the theory and practice of accounting which addresses financial reporting; conceptual framework; review of the accounting process; and preparation of accounting statements (financial position) related to financial position (balance sheet), results of operation (income statement), and cash flow (statement of cash flows). Additional topics included in ACC 232 are valuation of current and non-current liabilities; accounting for the entity's equity; valuation of current and non-current investments; accounting for income taxes; accounting for leases; accounting for pensions and other post-retirement benefits; computation and presentation of earnings per share; and accounting for changes/errors. Upon completion of these courses, students will be able to: 1) recognize the ethical implications of accounting situations related to the topics discussed in each course; 2) apply the appropriate rules/procedures in preparing, analyzing, and interpreting financial statements, in particular as they apply to the topics covered each semester; 3) expand their understanding of accounting theory and the accounting framework as it applies to the topic areas discussed; 4) read and understand the precise accounting terminology appropriate to the operation of business entities; and 5) use financial statements to make more complex decisions related to the topical areas discussed each semester. **Prerequisite: ACC 231 with a C- or higher, or permission. Offered spring term.**

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 (4)

This course introduces students to the complex study of federal taxation. It focuses mainly on taxation of individuals, but also covers a broad range of subjects from the definition of income to tax practices related to businesses, and includes practice in preparation of tax returns. Upon successful completion of this course, students will be able to: 1) describe basic provisions of Federal income tax law as they relate to individual taxpayers; 2) discuss tax compliance issues affecting individual taxpayers; 3) recognize the ethical implications of working within a tax system characterized, in part, by a high degree of ambiguity; 4) understand (at a basic level) the Federal Income Tax Code and other sources of authority that combine to make up the working body of tax law; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues; and 6) use tax information in a variety of planning and decision making contexts. **Prerequisite: Junior standing. Offered fall terms.**

ACC 331 - Advanced Accounting I (3)

This course focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for 1) combined, consolidated financial statements; and 2) multinational accounting issues (foreign currency transactions and financial instruments, and translation of foreign entity financial statements). Upon successful completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to combined and/or consolidated corporations. In addition, students will recognize and account for transactions with foreign countries that have currencies other than U.S. dollars (foreign currency exchange rate differences), and be able to translate and/or restate financial statements that are denominated in currencies other than U.S. dollars. **Prerequisite: ACC 232 with a C- or higher, or permission. Offered even spring terms.**

ACC 332 - Advanced Accounting II (3)

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

Prerequisite: ACC 232 with a C- or higher or permission. Offered odd fall terms.

ACC 335 - Managerial Cost Accounting (3)

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

ACC 411 - Systems/Applied Accounting (3)

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

Prerequisite: ACC 232 with a C- or higher or permission. Offered even spring terms.

ACC 415 - Tax Accounting II (3)

This course provides an overview of income tax law as it relates to corporations, partnerships, fiduciaries, estates and trusts, and the gift tax, and includes practice in preparation of tax returns. In addition, there is a tax research and planning component to the course, which acquaints the student with the fundamentals necessary for better understanding complex tax issues. Upon successful completion of this course, students will be able to: 1) describe basic provisions of Federal income tax law as they relate to the taxpaying entities mentioned above; 2) discuss tax compliance issues affecting these taxable entities; 3) better understand the ethical implications of working within a tax system characterized, in part, by a high degree of ambiguity; 4) understand (at a basic level) the Federal Income Tax Code and other sources of authority that affect the specific

topics discussed in this course; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues related to this course; 6) use tax information in a variety of planning and decision making contexts; and 7) exercise research skills that will enable them to find answers to a variety of tax scenarios. **Prerequisite: ACC 232 and ACC 315, each with a C- or higher, or permission. Offered odd spring terms.**

ACC 421 - Accounting Internship (0-12)

On-the-job experience where work related to accounting is the primary responsibility of the position. **Prerequisite: CED 205 and accounting faculty permission. (Pass/Fail)**

ACC 427 - Auditing (3)

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

ACC 430 - Becoming Certified as an Accounting Professional

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. **Prerequisite: Senior accounting major. Offered spring term.**

Anthropology

ANT 308 - Cultural Anthropology (3)

An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society. **(Cross-referenced with SOC 308.)**

Art

ART 101 - Art Appreciation (3)

This course is an introduction to the methods and principles of the visual arts. The course is intended to expand the student's perception of the visual arts, through an examination of form and content. An understanding of the basic elements and principles of design of the visual arts will be an important part of this course. By the end of the 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 principals and elements of design.

Offered spring term.

ART 204 - Visual Communication in History I (3)

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

ART 205 - Visual Communication in History II (3)

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

Offered spring term.

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 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. **Offered fall term.**

ART 211/212 - Printmaking (3)

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

ART 214 - Beginning Painting (3)

Introduction to painting with acrylic/oil and watercolor. Projects consist of instructor led painting exercises, copying of a masterwork and a related painting assignment that requires research and interpretation. Students will learn how to construct a stretched canvas. Various reading requirements introduce students to the artistic process and the art world at large. Weekly reflection papers deepen students' experiences and create connections to other fields of study. The Final Project is based on individual concepts and includes an oral presentation and a written artist statement. Open to non-majors.

ART 215 - Topics in Non-European Art History (3)

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. **Prerequisite:ART 205 Offered odd spring terms.**

ART 225 - Typography (3)

Examining the fundamental principles of typography, student work will progress from analyzing the smallest component of type, the letterform, to the complex structure of the page. Students will learn about the historical significance, and the anatomical and organizational structures of type. Work will focus on achieving legibility and establishing a hierarchy on the way to developing typographic solutions. Upon completing this course, students will know how to design effective visual

communication through the creation of typographic systems that consider the letterforms, type families, spacing, and composition, and through establishing and utilizing a typographic grid.

Prerequisite: ART 107. Offered even spring terms.

ART 230 - Introduction to Magazine Publishing (3)

Course description including outcome statement: This class will explore how a magazine is created. Students will learn how to start a magazine by studying such elements as the intended audience, the editorial product, contemporary magazine publishing trends, publication design, production methods, photography and artwork and content creation in the form of feature writing. Upon completion of the course, students will be able to articulate a working knowledge of magazine staffing, structure and duties and be able to help publish a student-produced magazine, including production, design and content.

Offered Fall term. (Cross-referenced with JOU 230)

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. **Offered spring term.**

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)

The study of color systems and interaction through studio work, computer programs, and the consideration of historically notable works of art. Students will demonstrate their understanding through the creation of a portfolio of works.

Prerequisite: ART 107. Offered fall terms.

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. **Offered spring term.**

ART 252 - Modern Art (3)

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

Offered odd fall terms.

ART 254 - The Visual Arts in the United States (3)

The history of the visual arts of architecture, sculpture, and painting in America from colonial times through the present. Emphasis is placed on the inter-relationships of the visual arts and social, political, and spiritual concerns. Students will articulate the meanings and significance of artworks in their historical context. **Offered even fall terms.**

ART 256 - Illustration (3)

The development of concepts and techniques relevant to the interpretation of stories, historical and contemporary events, architecture, and nature. The course includes an historical perspective on illustration art from the mid-19th century to the present. Upon completion of the course, students will be able to plan and execute a copy illustration, choosing the style, medium, and color scheme that most effectively illustrates the copy. **Prerequisite: ART 107 and ART 207 or (ART 107, ART 207 and permission). Offered odd spring terms.**

ART 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.

ART 260 - Intro. to Professional Practices (1)

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. **Prerequisites: ART 107, ART 110, ART 204 or ART 205, ART 207, or permission. (Pass/Fail) Offered spring term.**

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 303 - Graphic Design I (3)

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. **Prerequisite: ART 258.**

ART 304 - Graphic Design II (3)

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. **Prerequisite: ART 303.**

ART 307 - Drawing II (3)

Advanced drawing for art majors with special emphasis given to maturing compositional concepts.

Prerequisite: ART 207.

ART 310 - Art in Secondary Schools: 7-8 (1)

An exploration of curriculum development for the middle grades learner. Students will gain an understanding of the foundations of art education; plan, organize, deliver, and assess an art education program; study methodology for integrating art with other content areas; and explore and implement safe instructional practices and safety standards for the teaching of art. **Prerequisite: Art major or permission.**

ART 311/312 - Printmaking (3)

Advanced work with emphasis given to problems of color. **Prerequisite: ART 211-ART 212. Offered spring term.**

ART 314 - Intermediate Painting (3)

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. **Prerequisites: ART 107, ART 214**

ART 315 - Art in Secondary Schools: 9-10 (1)

An exploration of curriculum development for the 9th and 10th grade classrooms. Students will gain an understanding of the foundations of art education; plan, organize, deliver, and assess an art education program; study methodology for integrating art with other content areas; and explore and implement safe instructional practices and safety standards for the teaching of art. **Prerequisite: Art major or permission.**

ART 320 - Art in Secondary Schools: 11-12 (1)

An exploration of curriculum development for the secondary classroom. Students will gain an understanding of the foundations of art education; plan, organize, deliver, and assess an art education program; study methodology for integrating art with other content areas; and explore and implement safe instructional practices and safety standards for the teaching of art. **Prerequisite: Art major or permission.**

ART 325 - Art in Secondary Schools (2)

A seminar and studio for art majors seeking certification to teach art in the public schools (K-12). Emphasis is placed on the use of various materials and techniques including drawing and painting, printing, ceramics and fiber arts, photographic projects, and three-dimensional art. The course explores curriculum development for the K-12 classroom. Students will gain an understanding of the foundations of art education; plan, organize, deliver, and assess an art education program; study methodology for integrating art with other content areas; and explore and implement safe instructional practices and safety standards for the teaching of art.

Prerequisite: ART 310, ART 315, ART 320 and enrolled in professional term, or permission.

ART 326 - Art in Elementary Schools (3)

A foundation of art education course exploring problems related to the teaching of art in the elementary (including early childhood K-3) and middle grades, emphasizing various materials and techniques, including fiber art, photography projects, printing, drawing and painting, and three-dimensional art.

Prerequisite: Elementary Education major and enrolled in professional term.

ART 333 - Problems I: Ceramics (3)

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. **Prerequisite: ART 232 or ART 231.**

ART 334 - Problems II: Ceramics (3)

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. **Prerequisite: ART 333.**

ART 350 - Contemporary Art and Issues (3)

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. **Prerequisite: ART 204 or ART 205. Offered even spring terms.**

ART 355 - History of Modern Design (3)

The history of both print and object design from the beginning of the nineteenth century through the modern era will be studied in terms of art history, technology, politics, economics, and consumer behavior. This course is interested in a broad definition of design and will address its development through and examination of objects of varied materials, architecture, and

graphic media. Furniture, textiles, lighting, appliances, books, magazines, posters, and other forms of advertisement will serve to illustrate the modern designer's response to an ever changing consumer culture. Students will be able to articulate the significance of design in relation to society and will gain an understanding of the evolution of design through the modern era. **Prerequisites: ART 204 or ART 205 and ART 252. Offered odd spring terms.**

ART 357 - Illustration II (3)

A course exploring the creative interaction between visual imagery and texts through projects in black and white, as well as color, using various traditional and digital media. Students will submit a portfolio of work for evaluation. **Prerequisite: ART 256. Offered odd spring terms.**

ART 403 - Graphic Design III (3)

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. **Prerequisite: ART 304.**

ART 404 - Graphic Design IV (3)

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. **Prerequisite: ART 403.**

ART 407 - Advanced Drawing (3)

Continued exploration of drawing problems with emphasis on developing a mature command of drawing techniques in a specialized medium. **Prerequisite: ART 307.**

ART 414 - Advanced Painting (3)

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. **Prerequisite: ART 235, ART 314**

ART 421 - Art Internship (0-12)

On-the-job experience in art. **Prerequisite: CED 205 or permission. (Pass/Fail)**

ART 435 - Advanced Ceramics (3)

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. **Prerequisite: ART 334.**

ART 460 - Advanced Professional Practices (1)

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, work on preparing a professional portfolio, and continue preparation for the spring gallery shows they are required to participate in. Students with the Art History Emphasis will write a research paper. **Prerequisites: ART 260 and permission. (Pass/Fail)**

Astronomy

AST 103 - Introductory Astronomy (3)

A study of the structure and evolution of the universe with emphasis on the solar system, stellar evolution, galaxies, cosmology, and planetary systems.

AST 103L - Astronomy Laboratory (1)

An optional laboratory accompanying AST 103. The laboratory work includes telescope operations and viewing, and laboratory experiments illustrating the physical principles of astronomy. **Must be concurrently enrolled in AST 103.**

Biology

BIO 101 - Introduction to Biology (4)

An introductory course in biology for non-majors utilizing the scientific method in the study of molecular, cellular, organismal, taxonomic, genetic, ecological, and evolutionary aspects of life. A weekly laboratory experience emphasizes observation and problem solving. Students completing this course will understand the basic theories of life and be prepared to critically evaluate reports of biology research that they encounter as informed citizens.

BIO 110 - Inquiry Laboratory: Introduction to Biological Investigation (3)

This course will introduce students to the tools and approaches used in investigating biological problems, phenomena, questions, and ideas. Students will explore a broad topic area determined by the research interests of the faculty member. In small groups, teams will execute an independent investigation of this broad area based on their individual interests. Students will grow in their ability to ask scientific questions, design appropriate experiments to address these questions, collect relevant data and observations, and analyze the data effectively. Students will disseminate their findings in written and oral formats. Students will also develop skills in evaluating the merit of scientific work of other researchers.

BIO 111 - Energy of Life: Cells to Ecosystems (3)

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. **Prerequisite: BIO 110 or concurrent enrollment or permission. Offered spring term.**

BIO 112 - Information of Life: Genetics to Evolution (3)

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. **Prerequisite: BIO 110 and BIO 111 or concurrent enrollment or permission. Offered fall term.**

BIO 202 - Biology Career Seminar (1)

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. **Prerequisites: BIO 110, BIO 111, BIO 112 or permission. Offered every spring term.**

BIO 215 - Human Anatomy and Physiology I (4)

A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses students will have a solid foundation in human structure and function and be prepared for basic clinical course-work. **Prerequisite: BIO 101 or BIO 111 or BIO 112. BIO 215 offered fall term.**

BIO 216 - Human Anatomy and Physiology II (4)

A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses students will have a solid foundation in human structure and function and be prepared for basic clinical course-work. **Prerequisite: BIO 101 or BIO 111 or BIO 112. BIO 216 offered spring term.**

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)

An introductory course to the use of statistics and study designs in biology in preparation for BIO 495/496, Senior 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. **Prerequisite: Must have a C- or better in BIO 110 and BIO 111 (or BIO 112) or with permission.**

BIO 308 - Animal Behavior (3)

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. **Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered odd fall terms.**

BIO 316 - Introduction to Computational Biology (4)

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. **Prerequisite(s): Must have a C- or better in BIO 110, BIO 111, and BIO 112 or permission. Offered fall term.**

BIO 317 - Introduction to Immunology (3)

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. **Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered odd fall terms.**

BIO 326 - Comparative Anatomy (4)

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. **Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered spring term.**

BIO 331 - Cell Biology (3)

As the smallest unit of living organisms, cells engage in a tremendous array of activities with the purposes of maintaining their boundaries; responding to and initiating communication and interaction with neighboring cells and environments; storing, maintaining, copying and sharing their genetic material; assembling and disassembling their cytoskeletons for structural support and movement; acquiring, converting, storing and using energy; and assembly and disassembly of complex biological molecules including proteins to carry out each of these cellular activities. Students taking cell biology will consider the systems and structures necessary for homeostasis, cellular activities and cell survival and the central role that cell biology research plays in life science discovery. **Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered fall term.**

BIO 332 - Ecological Zoology (4)

Ecological Zoology is the study of strategies employed by species in the animal kingdom ranging from sponges to cheetahs to survive in their environment. These strategies involve complex interactions with both biotic and abiotic components of an ecosystem. This course uses animals to understand ecological interactions and the ecological interactions to understand animal biology. Students will learn basic zoological classification systems and how the ecology of an organism influences where an organism fits into this classification system. In addition, students will learn the basic tools used to sample and study animal populations with an emphasis on prairie and freshwater ecosystems. In the service learning portion of the lab, students will collect and analyze data for local environmental interests. Upon completion of this course students will be able to identify and classify major groups of animals, identify animal guilds and discuss how species function in an ecosystem, recognize how the environment influences animal evolution, understand ecosystem process at all ecological scales (individual, population, community, ecosystem). In addition students will be able to compile, analyze and interpret scientific lab experiments.

Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered even fall terms.

BIO 333 - Ecological Botany (4)

Ecological Botany is the study of strategies employed by species in the plant kingdom ranging from algae to flowering plants to survive in their environment. These strategies involve complex interactions with both biotic and abiotic components of an ecosystem. This course uses plants to understand ecological interactions and the ecological interactions to understand plant biology. Students will learn basic botanical classification systems and how the ecology of an organism influences where an organism fits into this classification system. In addition, students will learn the basic tools used to sample and study plant populations with an emphasis on prairie and freshwater ecosystems. In the service learning portion of the lab, students will collect and analyze data for local environmental interests. Upon completion of this course students will be able to identify and classify major groups of plants, identify plant guilds and discuss how species function in an ecosystem, recognize how the environment influences plant evolution, understand ecosystem process at all ecological scales (individual, population, community, ecosystem). In addition students will be able to compile, analyze and interpret scientific lab experiments.

Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered odd fall terms.

BIO 335 - Molecular Biology (4)

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. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 and CHM 205 or with permission. Offered spring terms.**

BIO 337 - Wetlands Biology (4)

This course provides an in-depth study of wetland ecosystems, including history, regulations, delineation, major types of wetland systems, hydrology, biogeochemical cycling, human impact and management of wetlands, and wetland creation and restoration. Particular emphasis will be placed on examination of and familiarization with Nebraska wetlands. Students will gain an understanding and appreciation of wetland function and the role wetlands play in the health of the environment on both local and global scales. **Prerequisite: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered odd fall terms.**

BIO 340 - Evolution (3)

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, understand the diversity of life and our origins from a common ancestor. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered odd fall terms.**

BIO 345 - Conservation Biology (3)

Conservation Biology is a broad topic. In this class we will address the issues that define conservation and the need for it. We will address the complexities of conservation biology and how conservation activities can preserve biodiversity and promote human welfare. As a major component of this class will be devoted to Service-Learning, students will conduct their own conservation project. The class will also take advantage of the Doane College Green Fund by submitting a class wide proposal to the committee for approval every year. The types of projects will be broad in scope to allow flexibility in student interests.

Projects will be situated at Doane or in Crete, but may extend to national or global levels. Students will also take part in the Doane Carbon Capture Project where they will actively plant new trees on a pre-designated site on campus and will monitor current carbon stocks on campus through standard forestry techniques. Upon completion of this course students will gain an understanding of the complexities surrounding the major issues in conservation such as climate change mitigation, biodiversity, and ecosystem services. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered fall term.**

BIO 348 - Microbiology (4)

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. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered spring term.**

BIO 349 - Infectious Diseases (3)

This course addresses the historical and present day effects of infectious disease on human society, agriculture, and medical care. Issues of evolution of virulence mechanisms, biological organisms as terrorism weapons and bioterrorism preparedness, public health and disease, antibiotic use and overuse, common and not-so-common plague-causing organisms, vaccination, and more will be considered. Disease agents include bacteria, viruses, and selected eukaryotic pathogens. Students will achieve a solid understanding of the spread, control and cost of disease in the world today. **Prerequisites: BIO 348. Offered odd fall terms.**

BIO 351 - Biology Research I (2)

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). **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or permission.**

BIO 355 - Human Anatomy (4)

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. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered fall term.**

BIO 356 - Human Physiology (4)

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. **Prerequisites: Must have a C- or better in BIO 110, BIO 111, BIO 112 or with permission. Offered spring term.**

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. **(Pass/Fail)**

BIO 400 - Tutorial (1)

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. **Prerequisite: Junior standing.**

BIO 415 - Cadaver Dissection (2)

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. **Prerequisite: BIO 355 or BIO 356. Offered spring terms.**

BIO 421 - Biology Internship (0-12)

On-the-job experience in biology. **Prerequisite: BIO 202 or permission. (Pass/Fail)**

BIO 494 - Bioscience Research (2)

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. **Prerequisite: BIO 351 (or CHM 351) and admission into teacher education program. Offered spring term.**

BIO 495 - Biology Research II (4)

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. **Prerequisites: BIO 351 (or CHM 351 or EVS 351). Offered: BIO 495 every fall**

BIO 496 - Biology Research III (3)

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. **Prerequisites: BIO 351 (or CHM 351 or EVS 351). Offered: BIO 496 every spring**

BIO 498 - Honors in Biology (1)

Presentation of the Senior Research project at a professional scientific meeting such as that of the Nebraska Academy of Sciences. The presentation may either be oral or in a poster format. **Prerequisite: Concurrent enrollment in BIO 496 and minimum GPA of 3.00 overall and in the natural sciences. Offered spring term.**

Business Administration

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 in Business Administration major.

BUS 205 - Business Writing (3)

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

BUS 215 - Statistics (3)

An introductory course in statistical procedures with applications to business. Topics include descriptive statistics, the binomial and normal distributions, sampling, hypothesis testing, estimation, correlations, contingency tables, one-way analysis of variance and linear regressions. Upon completion of this class, students will be able to: 1) collect a data set, identify the sampling method used, and recognize potential bias, 2) describe a dataset with tabular, graphical, and numerical methods, 3) test various hypothesis and construct confidence intervals, 4) scrutinize and interpret results and draw meaningful conclusions, and 5) present your data and results in a way that is concise, visually appealing, and provides information to the reader. **Prerequisite: Sophomore standing or above. Offered fall term.**

BUS 226 - Finance (3)

A survey of financial concepts and analytical tools used by domestic and international businesses. This course includes financial mathematics, financial and operational planning and management, and long-term investment analysis, including cost of capital and capital budgeting. When appropriate, spreadsheet applications are integrated into this course. Upon successful completion of this course, students will be able to: 1) use analytical and creative thought processes to analyze financial decisions; 2) identify and understand the finance component of the business environment; 3) identify and understand the relationship between the finance function and other functions in business; 4) convey both simplistic and complex financial information using appropriate terminology and language, and presentation methodology; and 5) recognize ethical issues involved in various financial situations. **Prerequisite: Sophomore standing or above, ACC 103 and ECO 203. Strongly recommended: ACC 104 and BUS 215. Offered fall term.**

BUS 242 - Management (3)

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

BUS 250 - The Legal Environment of Business (3)

A survey of topics related to the legal environment within which businesses and individuals must operate. Students will 1) be able to identify specific spheres of business within which the law requires certain behavior of businesses and individuals and the consequences of failing to adhere to these requirements, 2) become familiar with specific legal terminology, and 3) practice the identification and analysis of professional and personal legal issues within the context of business. **Prerequisite: Sophomore standing or permission. Offered fall term.**

BUS 251 - Marketing (3)

An introduction to the adjustment of the firm to its market environment with emphasis on competitive strategy. Also covers international aspects of marketing. Upon successful completion of this course, students should be able to: 1) Understand the concepts of value and relationships from the perspectives of customers, producers, and society; 2) Practice creating and managing strong brands to create brand equity; 3) Build a marketing plan, developing strategic planning skills; 4) Understand the concepts of measuring and managing return on marketing investment; 5) Discuss new marketing technologies; 6) Assess socially responsible marketing around the globe. **Prerequisite: Sophomore standing or above.**

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 315 - Organizational Behavior (3)

A study of the latest research and theory in organizational behavior and its practical application to the management of organizations. Topics include employee performance and satisfaction, leadership, and organizational development. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, 4) apply the theoretical concepts of organizational behavior to simulated business situations. **Prerequisite: Junior standing or above. Offered even fall term. (Cross-referenced with CMS 315.)**

BUS 324 - Promotions Management (3)

A study of all aspects of marketing communication. Both personal and impersonal efforts are considered, ranging from sales to advertising. A managerial approach is taken with the emphasis on strategic decision-making applied to marketing communication. Integration of sales promotions programs and public relations is also covered. Upon successful completion of this course, students will be able to: 1) Understand the strategic and tactical aspects of marketing communications; 2) Evaluate various marcom models; 3) Create many forms of promotion-from direct mail and newspaper ads to blogs and Facebook promotions; 4) Assess techniques for measuring advertising effectiveness; 5) Demonstrate creative techniques to bust through cluttered promotional media; 6) Develop a personal branding campaign. **Prerequisite: BUS 251. Offered odd spring terms.**

BUS 339 - Quantitative Methods (3)

An introduction to modern quantitative methods used in decision-making in business. Topics include linear models, network and scheduling models, inventory models, decision theory, transportation method, and other methods. Students successfully completing this course will be able to 1) identify and comprehend management science issues and problems, 2) apply the theoretical constructs of operations research to simulated business situations, 3) construct appropriate models using computer software, and 4) develop professional reports using the information generated using the developed models. **Prerequisite: Math certification and cognates, or permission. (MTH 115 or MTH 235 recommended.) Offered odd fall terms.**

BUS 346 - International Management (3)

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

BUS 350 - Commercial Law (3)

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

BUS 353 - Managing Operations for Quality and Productivity (3)

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

BUS 356 - Contemporary Issues in Marketing (3)

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.

Prerequisite: BUS 251 or permission. Offered even fall terms.

BUS 357 - International Marketing (3)

An introduction to International Marketing, focusing on the competitive rigors of today's global business environment. The successful marketing student must be globally aware and have a marketing frame of reference that goes beyond a country or given region, and encompasses the world. Upon successful completion of this course, students should: 1) Become more globally aware, 2) Build skills related to strategic planning and organizing for global markets, 3) Explain and evaluate how products and services can be adapted to reflect international differences, 4) Understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market. **Prerequisite: BUS 251.**

Offered even spring terms.

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

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

BUS 365 - Ethics in a Business Environment (3)

Students explore the ethical implications of business policies, the decisions made and actions taken by business entities, and individual decisions and actions within a business environment. Students will be able to identify ethical problems found in business situations, analyze these problems from multiple perspectives, and apply concepts from many facets of the business environment in determining a recommended course of action for policy makers, organizations and individuals.

Prerequisite: Junior standing or permission. Offered spring term.

BUS 418 - Human Resource Strategy (3)

An advanced exposure to relevant human resource management topics, using a case-based analytical approach. Emphasis is placed upon how strategic human resource decisions interplay with the overall strategies of an organization. Upon successful completion of this course, students will be able to: 1) explain the relationship of human resource strategy with overall organization strategy; 2) describe how an organization's external and global environments directly and indirectly impact strategic human resource management decisions; 3) elucidate strategies for effective recruitment, selection, and retention of employees; 4) discuss ways to increase productivity through organizational restructuring, job design, and effective leadership; and 5) delineate the characteristics of a good disciplinary climate. **Prerequisite: BUS 242 or permission. Offered even spring terms.**

BUS 421 - Business Internship (0-12)

Supervised on-the-job experience in a for-profit, not-for-profit, or governmental environment. **Prerequisite: CED 205 and permission. (Pass/Fail.)**

BUS 445 - Financial Institutions Management (3)

A survey of the function, management and regulation of financial institutions while addressing the specific roles of commercial banks. When appropriate, computer applications are integrated into this course. Upon successful completion of this course, students will be able to: 1) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; 2) critically examine and analyze the business of banking and the role of government

regulation of the banking industry; 3) understand the structure of global financial markets; and 4) increase their understanding of several categories of financial institutions. **Prerequisite: BUS 226, ECO 303 or ECO 307 strongly recommended. Offered even spring terms.**

BUS 450 - The Global Legal Environment (3)

A course in the global environment of law as it applies to international business transactions. The course will cover the interrelationships among the laws of different countries and the legal effects on individuals and business organizations. The course includes economic, legal, political, governmental, financial and cultural issues related to the international business environment. The course focuses on the opportunities for, threats to, and options facing multinational or multicultural business enterprises. It emphasizes the interactions between the law and the host government, work force, consumer needs and cultural preferences. Students will be able to 1) explain various international laws and treaties; 2) apply applicable laws to cases and hypotheticals. Students will gain a global perspective of the legal implications, limitations and advantages of doing business in the world economy. Students will demonstrate an understanding of the multidisciplinary nature of conducting business in a foreign country. **Prerequisite: BUS 250, or instructor permission. Offered even spring term.**

BUS 453 - Marketing Communications Campaigns (3)

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

BUS 455 - Small Business Management (3)

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

BUS 464 - Investments (3)

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

BUS 496 - Strategic Management (3)

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

BUS 498 - Executing Business Strategy (2)

Taking the information from BUS 496 - Strategic Management and using a computer simulation, students function as the top management team for a large, international, manufacturing firm. This experiential process allows students to review the theoretical constructs of strategic management and learn how to apply those constructs in a controlled competitive environment.

Students successfully completing this course should be able to 1) effectively analyze a firm's performance in a controlled environment, 2) complete accurate, detailed written analyses of industry movements and individual firm performance within that industry, and 3) understand how the various components of a competitive environment interact and what strategic directions to take based on those interactions. **Prerequisite: BUS 496. Offered spring term.**

Chemistry

CHM 101 - Introduction to Chemistry (4)

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

CHM 110 - Professional Development and Careers in Chemical Sciences (1)

Course will include topics such as professionalism, 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. Outside and internal speakers may also be invited to present their research. **Offered fall term.**

CHM 125 - General Chemistry I (4)

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

CHM 126 - General Chemistry II (4)

Through lecture and lab experience, students will be exposed to and will demonstrate an understanding of the factors that determine the speed and extent of chemical reactions - kinetics, equilibria, thermodynamics, and electrochemistry. **Prerequisite: CHM 125. Offered spring term.**

CHM 195 - Introduction to Chemical Research (1)

Upperclass chemistry and biochemistry major students completing their research projects will present their work to new chemistry and biochemistry majors. Outside and internal speakers may also be invited to present their research. **Offered spring term.**

CHM 205 - Organic Chemistry I (4)

Organic Chemistry is the chemistry of carbon and its compounds. Organic molecules are building blocks of life. Proteins, fats, sugars, nucleic acids are some examples of important organic molecules. However, organic chemistry also includes synthetic compounds, such as polyesters, plastics, and countless other materials used in every day life. Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of organic reactions, syntheses, mechanistic, and structural studies of organic compounds. Students will also learn classical organic laboratory skills and instrumentation, such as nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy. **Prerequisite: CHM 126. Offered fall term.**

CHM 206 - Organic Chemistry II (4)

This course is a continuation of CHM 205 and will teach students advanced organic reactions, syntheses, mechanistic, and structural studies of organic compounds. Furthermore, students will learn the organic synthesis of proteins and DNA. Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of organic synthesis, organic laboratory skills, and instrumentation, such characterization of unknowns, nuclear magnetic resonance, infrared spectroscopy, chromatography, and mass spectroscopy. **Prerequisite: CHM 205. Offered spring term.**

CHM 210 - Biochemistry Inquiry Experience (2)

This is an inquiry based laboratory experience intended for students wanting to major in Biochemistry. Students successfully completing this course will engage in authentic research introducing biochemistry topics. This lab will make the connections between the techniques and theory students are learning in their Chemistry or Biology courses to research/lab techniques in Biochemistry. **Prerequisite: CHM 125 or permission. Offered fall term.**

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)

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. **Prerequisite: CHM 126. Offered fall term.**

CHM 322 - Instrumental Analysis (4)

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. **Prerequisite: CHM 303 or permission. Offered even spring terms.**

CHM 326 - Advanced Inorganic Chemistry (4)

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. **Prerequisite: CHM 126. Offered odd spring terms.**

CHM 330 - Biochemistry I (4)

Biochemistry is the study of chemical processes at work in the context of living organisms. Students successfully completing this course will demonstrate an understanding of molecular structure and function of biomolecules, as well as chemical transformation, energetics and basic regulation of central metabolic pathways. In the lab students will gain experience with common methodologies for investigating proteins. **Prerequisite: Must have a C- or better in CHM 206. Offered fall term.**

CHM 351 - Chemistry Research I (2)

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. **Prerequisite: Chemistry major and junior standing; CHM 126 and CHM 205, or permission from instructor.**

CHM 411 - Physical Chemistry I (4)

Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of macroscopic physical properties of matter, including thermodynamics and kinetics. **Prerequisite: CHM 303, MTH 235 (may be taken concurrently). Offered fall term.**

CHM 412 - Physical Chemistry II (4)

Through lecture and laboratory, students successfully completing the course will demonstrate an understanding of microscopic physical properties of matter, including quantum mechanics and spectroscopy. **Prerequisite: CHM 411, MTH 236 (may be taken concurrently) or permission. Offered spring term.**

CHM 421 - Chemistry Internship (0-12)

On-the-job experience in chemistry. **Prerequisite: CED 205 or permission. (Pass/Fail)**

CHM 430 - Biochemistry II: Advanced Topics in Biochemistry (3)

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. **Prerequisite: CHM 330 Offered even spring terms.**

CHM 494 - Communication of Chemical Research (0)

Chemistry and biochemistry majors completing CHM 496, BIO 496, or RES 496 will present their research projects to students in CHM 195 and faculty members in chemistry. **Co-enrollment: CHM 496, BIO 496, RES 496**

CHM 495 - Chemistry Research II (2)

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. **Prerequisite: CHM 351. Offered fall term.**

CHM 496 - Chemistry Research III (2)

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. **Prerequisite: CHM 495. Offered spring term.**

Communication Studies

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 226 - Beginning Competitive Speech I (0 or 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 or 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 315 - Organizational Behavior (3)

A study of the latest research and theory in organizational behavior and its practical application to the management of organizations. Topics include employee performance and satisfaction, leadership, and organizational development. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, 4) apply the theoretical concepts of organizational behavior to simulated business situations. **Prerequisite: Junior standing or above. Offered even fall term. (Cross-referenced with BUS 315.)**

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. **Offered spring term.**

CMS 326 - Advanced Competitive Speech I (0 or 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 advanced skills in public speaking for specialized contexts, analyzing contemporary issues, and advanced techniques of textual analysis and communication criticism. **Prerequisite: CMS 226 and CMS 227, or permission.**

CMS 327 - Advanced Competitive Speech II (0 or 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 advanced skills in public speaking for specialized contexts, analyzing contemporary issues, and advanced techniques of textual analysis and communication criticism. **Prerequisite: CMS 226 and CMS 227, or permission.**

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. **Offered odd fall terms.**

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). **Offered even fall terms.**

Computational Studies

CST 210 - Fundamentals of Computational Science (3)

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. **Prerequisite(s): High School precalculus or equivalent. Offered spring term.**

CST 310 - Parallel Computational Techniques (3)

A characteristic of computing the solutions to many problems is the need for large amounts of computational resources. One option for obtaining the necessary resources in a cost-efficient manner is to divide the computation apart in such a way that the parts can be performed in parallel. This course introduces students to using parallel programming and parallel architectures to provide the computational resources necessary to solve problems. Students who complete the course will be able to describe the fundamental concepts of parallel programming and related architectures; demonstrate the knowledge and ability to use high-performance computing (HPC) and high-throughput computing (HTC) to solve computational problems; and demonstrate ability to use parallel programming libraries and tools in solving a computational problem. **Prerequisite: CST 210 or IST 252 or IST 322 Offered even spring terms. (Cross-referenced with IST 310.)**

CST 495 - Computational Studies Seminar (0-3)

A research or experiential project with a significant computational component developed under the guidance of faculty from the student's major and from the Computational Studies Program. Completion of the project, including both a written and oral presentation, will demonstrate that the student can apply computational science/thinking principles and skills to a significant problem. Computational Science Minor students should ideally build a significant computational component into the senior research project required by their major. Computational Thinking Minor students should choose a computational project related to their major, either as part of a required senior capstone project or as part of a course or directed study.

Prerequisite(s): Students must have declared either the Computational Science or Computational Thinking minor, be of junior or senior standing, and get permission from a Computational Studies faculty member.

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 202 - Career Education (2)

An emphasis on career education for students in the middle grades. **(Pass/Fail)**

CED 205 - Introduction to Field Experience (0)

A preparation for the field experience that is concerned with career research, job seeking skills, and Doane's Internship Program requirements. This course or permission by the Director of Career Development is a prerequisite for any internship course. A student may take this course only once. **(Pass/Fail)**

Economics

ECO 203 - Macroeconomics and Literacy (3)

The successful operation of modern economies depends on the participation of economically literate citizens. An economically literate citizen should be able to identify problems, gather relevant information, weigh costs and benefits, analyze incentives, and make choices. Students successfully completing this course will be able to comprehend and use basic economic concepts, interpret major macroeconomic statistics, explain how both monetary and fiscal policy can be used to stabilize the economy, and discuss macroeconomic issues.

ECO 204 - Microeconomics and Business (3)

An introduction to basic concepts governing the operation of the microeconomy, with specific emphasis placed on understanding microeconomic theory, policy, and issues as they relate to business decision-making. Students successfully completing this course will be able to comprehend the workings of the supply and demand model from both a graphical and mathematical perspective, explain the role that elasticity plays in the supply and demand model and know how to calculate and interpret various elasticities, understand utility maximization and the theory of consumer behavior, explain how cost structures differ in the short run and the long run, analyze various market structures in terms of their economic performance, and understand the workings of the various factor markets. **Prerequisite: ECO 203.**

ECO 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)

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 policy-making, both monetary and fiscal, and 5) understand the role of presidential leadership in economic policy making. **Prerequisite: ECO 203. Offered odd spring terms.**

ECO 304 - Intermediate Microeconomics (3)

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. **Prerequisite: ECO 204. Offered even fall terms.**

ECO 307 - Money and Banking (3)

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

ECO 309 - Environmental Economics (3)

An examination of the relationship between economic analysis and the quality of the natural environment in which we live. Students successfully completing this course will be able to: 1) understand economic theory and terminology as they relate to issues of environmental quality; 2) apply economic theory, where appropriate, to various environmental problems; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to environmental problems; 4) appreciate the global dimension of environmental issues; and 5) analyze and evaluate environmental policy proposals to determine feasible solutions. **Prerequisite: ECO 203. Offered odd fall terms.**

ECO 315 - Economic Thought (3)

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.

Prerequisite: ECO 203. Offered even fall terms.

ECO 327 - Globalization and Transnationalism (3)

In recent decades, international affairs have been increasingly influenced by non-state actors whose actions and impact cross national boundaries. This class explores this contemporary trend toward increased global interconnectedness, examining the political, cultural, and economic effects of transnational interactions. Major debates about the global economy and international political economy will receive particular attention. Upon completion, students will demonstrate an understanding of globalization as a multifaceted phenomenon, encompassing political globalization, the globalization of communications and culture, and economic globalization. **Offered even spring terms. (Cross-referenced with PSI 327.)**

ECO 329 - Health Care Economics (3)

The U.S. health care system continues to experience problems in the financing, organization, and delivery of health care services. Costs are increasing at unsustainable rates while fewer employers are offering health insurance to their employees. While the U.S. leads the world in money spent on health care, it ranks low on most measures of health status. This course will examine how economic analysis can be applied to health care. Students successfully completing this course will be able to: 1) understand economic theory and terminology as they relate to health care; 2) apply economic theory to health care problems and issues; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to health care problems and issues; and 4) analyze and evaluate various health care policy proposals to determine feasible solutions. **Prerequisite: ECO 203. Offered even fall terms.**

ECO 330 - Economic Development (3)

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. **Prerequisite: ECO 203. Offered odd fall terms.**

ECO 340 - Econometrics (3)

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. **Prerequisite: BUS 215 or SSI 217 or MTH 356. Offered even spring terms.**

ECO 358 - International Trade and Finance (3)

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

ECO 360 - Research in Business and Economics (3)

In this course, students will learn how to use and create research. First, students will learn how to find, read, and critique journal articles. Then they will learn how to conduct their own research. Students will work on a research project throughout the semester. At the end of the course, students will be able to: 1) identify a research question, 2) learn what others have studied about similar questions, 3) define a testable hypothesis, 4) develop a research method, 5) collect data, 6) use statistical methods to analyze data, 7) explain results, 8) draw conclusions, 9) write a research paper, and 10) present at Mind Expo.

Prerequisite: BUS 215. Offered even fall terms.

ECO 421 - Economics Internship (0-12)

Designed to offer students a professional experience in the field of economics in an institutional setting such as a government or financial institution. **Prerequisite: CED 205 and Economics faculty permission. (Pass/Fail)**

ECO 495 - Seminar in Economics (3)

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. **Prerequisite: Junior or senior economics major or minor. Offered odd spring terms.**

Education

EDU 101 - Introductory Education Seminar (1)

A course designed to prepare future educators with a framework to understand the implications of multicultural education as they enter the classroom. Students focus on self-clarification in order to understand their own culture first before they are exposed to multiple perspectives. Through field experiences, writing, discussions and readings, students analyze their beliefs, attitudes and behaviors while preparing to become competent multicultural educators.

EDU 211 - Practicum IA (3)

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. **Prerequisite: Sophomore standing and minimum cumulative grade point average of 2.30.**

EDU 221 - Practicum IB (3)

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. **Prerequisite: EDU 211.**

EDU 250 - Curriculum and Teaching Methodology in the Middle Grades I (3)

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. **Prerequisite: Sophomore standing. Offered spring term.**

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 - Language Arts and Reading I (3)

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 handwriting, spelling, listening, creative dramatics, grammar, language development, oral language, writing as a process approach and the six traits of analytical writing. Students become acquainted with literature for children and adolescents, including the different genres, storytelling, oral reading, choral reading and its application for teaching language arts skills. Emphasis will be placed on implementing state and national reading and language arts standards.

Prerequisite: EDU 211.

EDU 312 - Language Arts and Reading II (3)

A methods course building upon the foundation laid in Language Arts and Reading I. It familiarizes elementary (including early childhood K-3) and middle grade educators with the current information about the process of teaching reading through a balanced approach. Students will explore instructional approaches including direct instruction teaching strategies such as systematic phonics instruction and mini-lessons on reading strategies, shared reading, guided reading, literature groups, as well as different management strategies for setting up an effective reading program. Children's and adolescents' literature is reviewed as to its application for teaching reading. Emphasis will be placed on implementing state and national reading and language arts standards. **Prerequisite: EDU 211 and EDU 311, or permission.**

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. **Prerequisite: MTH 217 or permission.**

EDU 321 - Practicum IC (2)

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. **Prerequisite: EDU 221 or permission.**

EDU 322 - Science Methods (2)

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. **Prerequisite: EDU 211 or permission, Elementary Education major or middle grades endorsement.**

EDU 323 - Social Studies Methods (2)

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. **Prerequisite: EDU 211 or permission, Elementary Education major or middle grades endorsement.**

EDU 325 - Methods in Secondary Education (2)

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. **Prerequisite: EDU 211 or permission. Offered fall term.**

EDU 330 - Language Arts and Reading III (5)

A methods course focusing on an in-depth study and analysis of methods, materials and assessments used by elementary (including early childhood K-3) and middle grades teachers for the teaching of reading and language arts. Instruction centers on teaching reading, writing, listening and speaking in an integrated format. Emphasis is placed on developing effective organizational and management skills for the classroom. In preparation for the student teaching experience, students combine theory, knowledge and skills, practical application, and hands-on materials as they develop their own personal philosophy of teaching reading and language arts. Emphasis will also be placed on implementing state and national reading and language arts standards. **Prerequisite: Enrollment in the professional term or permission.**

EDU 338 - Children, Youth and the Family (3)

A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization. Students participate in a field-based observation project.

EDU 341 - Practicum ID (3)

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. **Prerequisite: EDU 221 or permission.**

EDU 350 - Curriculum and Teaching Methodology in the Middle Grades II (3)

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. **Prerequisite: Enrollment in the professional term, or permission. Offered fall term.**

EDU 361 - Seminar in Secondary Education (2)

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, applications of technology in the classroom, parent-community relations, and other related topics. This course supports the concurrent practicum experiences and special methods courses. **Prerequisite: EDU 211, EDU 221, EDU 325 or permission. Offered spring term.**

EDU 421 - Education Internship (0-12)

On-the-job experience in education. **Prerequisite: CED 205 or permission. (Pass/Fail)**

EDU 451 - Student Teaching (Elementary) (8)

Student teaching done in accordance with the Professional Term Plan. The student teaching experience occurs during the last 10 weeks of the term, during which time the student is assigned a school where he/she devotes full-time to his/her teaching assignment. **Prerequisite: Acceptance by Teacher Education Committee.**

EDU 453 - Student Teaching (Secondary) (8)

Student teaching arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service. Involves 14 weeks in the classroom. **Prerequisite: Acceptance by Teacher Education Committee.**

EDU 455 - Student Teaching (K-12) (8)

Student teaching arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service. Involves a minimum of 14 weeks in the classroom. **Prerequisite: Acceptance by Teacher Education Committee.**

EDU 458 - Student Teaching (Middle Grades) (8)

Student teaching arranged on an individual basis. This professional term experience, which requires completion of eight credits, is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service within a middle school setting. The student teaching experience occurs during the last 10 weeks of the term. **Prerequisite: Acceptance by Teacher Education Committee.**

Early Childhood Education

EDC 201 - Introduction to Early Childhood Education (3)

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. **Prerequisite: Major in Elementary Education or Special Education, EDU 211 or permission.**
Offered spring term.

EDC 425 - Methods for Young Children I (3)

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. **Prerequisite: Major in Elementary Education or Special Education, EDU 211 and EDC 201 or permission.** **Offered fall term.**

EDC 427 - Methods for Young Children II (3)

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. **Prerequisite: Major in Elementary Education or Special Education, EDC 425, or permission.** **Offered spring term.**

EDC 447 - Seminar in Early Childhood Education (3)

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. **Prerequisite: Enrollment in the professional term or permission.**
Offered fall term.

EDC 457 - Practicum in Early Childhood Education (8)

Student teaching done in accordance with the Professional Term Plan. The student teaching experience occurs during the last half of the term during which time the student is assigned a school where he/she devotes full-time to his/her teaching assignment. **Prerequisite: Major in Elementary Education and permission.** **Offered fall term as needed.**

Special Education

EDS 207 - Introduction to Exceptional Children (3)

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. **Prerequisite: Co-enrollment in EDU 211, or permission.**

EDS 236 - Curricula and Collaboration in Special Education (3)

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. **Prerequisite: EDU 211, EDS 207, or permission. Offered spring term.**

EDS 328 - Special Education Assessment (3)

A course focusing on the application of federal and state guidelines for verification as a 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. **Prerequisite: EDS 236 or permission. Offered spring term.**

EDS 332 - Methods for Secondary Special Education (3)

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, culturally responsive learning environments. The course examines the above issues from both a resource room and inclusionary practice perspective. **Prerequisite: EDS 236 or permission. Offered fall term.**

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. **Offered fall term.**

EDS 426 - Integration of Special Education Competencies I (4)

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 impact on student learning. **Prerequisite: Enrolled in professional term. Offered spring term.**

EDS 428 - Integration of Special Education Competencies II (4)

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. **Prerequisite: Enrolled in the professional term. Offered spring term.**

EDS 456 - Student Teaching: Special Education (8)

This course is a full time student teaching in the area of special education with K-12 experiences. At the completion of this course, students demonstrate proficiency in special education, instructional strategies, classroom management, colleague collaboration, and special education processes and procedures. **Prerequisite: Acceptance by Teacher Education Committee. Offered spring term.**

Education (Graduate)

EDU 600 - Improvement of Instruction (3)

A treatment of the forces influencing instructional planning and emergent instructional practices. The current research base serves as a foundation for the examination of topics such as models of teaching, peer coaching, and reflectivity. Also included is an emphasis on current trends/issues in the student's area of teaching (e.g., natural science, social science, art).

EDU 602 - Assessment Learning (3)

This course provides an examination of authentic assessment procedures used in K-12 classrooms. Attention is given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in areas of the K-12 curriculum. Students will move from theory to practice as they develop an evaluation plan with an emphasis on using portfolios and authentic assessment measures in the classroom. (Education 602 and 645 may not both be used by a student for completion of the Master of Education degree.)

EDU 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. **Offered summer term.**

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. **Offered spring term.**

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. **Offered summer term.**

English

ENG 100 - Writing English as a Second Language (3)

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. **Prerequisite: Permission.**

ENG 101 - Writing Seminar (3)

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

ENG 113 - Basic News Writing and Reporting (3)

An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. Students completing this course will have developed interviewing, note taking and writing skills, especially for print media. **Offered fall term. (Cross-referenced with JOU 113.)**

ENG 201 - Intermediate Writing (3)

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

ENG 202 - Introduction to Poetry Writing (3)

An introduction to basic descriptive and critical terminology having to do with the writing of poetry. Students will become familiar with free verse and a limited number of fixed forms. Upon successful completion of the course, students will be able to identify a number of different kinds of poetry and will have written poems of their own. **Prerequisite: ENG 101. Offered fall term.**

ENG 205 - World Literature I (3)

Selected major works of world literature, from Hebrew and Greek times through the Renaissance. **Offered fall term.**

ENG 206 - World Literature II (3)

Selected major works of world literature from the Enlightenment to the Modern Period. **Offered spring term.**

ENG 210 - Film Studies (3)

This course involves the critical study of film art. Through readings, study of selected films, lectures, written assignments, and class discussion, students will investigate the elements of film art, such as film language, editing, cinematography, sound, narrative structure, and special effects. The course also emphasizes the relationship of film to historical and social contexts, cultural trends, and national ideologies. Particular attention will be paid to film analysis, film theory, and film technique. Students who successfully complete this course will understand the many ways in which films produce meaning and will be able to write and speak knowledgeably about film, using standard critical vocabulary. **Offered even fall terms.**

ENG 213 - Beat Reporting (3)

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. **Prerequisite: JOU 113/ENG 113. Offered spring term. (Cross-referenced with JOU 213.)**

ENG 231 - Linguistics (4)

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 Fiction (3)

Reading and study of various authors and forms of fiction (such as short story, novella, novel), with attention to historical development and critical terminology.

ENG 238 - Introduction to Fiction Writing (3)

This course provides students with a critical and practical foundation in the writing of fiction. Students are introduced to appropriate terminology and the various types of short fiction. Upon successful completion of the course students will be able to discuss fiction intelligently and will have written or drafted work of their own. **Prerequisite: ENG 101.**

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

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction. Only one selected topics course may be counted toward the English or English/Language Arts major.

ENG 285 - Introduction to Writing Creative Nonfiction (3)

This course will provide students with a critical and practical foundation in the writing of creative nonfiction. Creative nonfiction includes many forms and variations of the essay, though the boundaries among them are not rigid, and writing in one form will often include elements of other forms. Students will study this diversity and the characteristics of these forms, with special emphasis on literary journalism. Through analysis of exemplary texts and through their own creative writing, students will address issues of craft, examining literary tools at the disposal of the creative nonfiction writer. In so doing, students will also consider the importance of research, accurate reportage, and the writer's responsibilities regarding memory and truth versus invention. **Prerequisite: ENG 101. Offered fall term. (Cross referenced with JOU 285)**

ENG 290/390/490 - Directed Study (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

ENG 301 - Women Writers (3)

Poetry, fiction, diaries, letters, plays from ancient times to the present and from several cultures, including 11th and 20th century Japan. **Offered even spring terms.**

ENG 302 - Advanced Writing (3)

Experience and instruction in writing poetry, short story, essay, and editorial, as suits the student's interest. **Prerequisite: ENG 201 or permission. Offered spring term.**

ENG 305 - Nineteenth Century American Literature (3)

Studies in American authors from Cooper through Twain. **Offered fall term.**

ENG 306 - Modern American Literature (3)

Studies in American authors from Henry James to the present. **Offered spring term.**

ENG 312 - The Novel (3)

Studies in novels from throughout the world, from early novels to the present. **Offered even fall terms.**

ENG 316 - Modern Poetry (3)

Studies in poetry, British, American, and European in translation. **Offered odd spring terms.**

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. **Offered odd spring terms.**

ENG 320 - Introduction to Critical Theory (3)

This course will introduce students to concepts in 20th and 21st century critical theory. Students will read and discuss theories such as: psychoanalysis, feminism, post-structuralism, gay and lesbian theory, new historicism, and postcolonial theory. Students will learn the concepts and approaches of each theory and be able to apply the theories to literary texts. **Offered odd spring terms.**

ENG 323 - The Teaching of English I (0)

An examination of topics in the teaching and evaluation of the English curriculum. Students will explore writing for the secondary school English classroom. The major emphases include utilizing techniques of writing for multiple audiences, coordination and direction of curricular activities in journalism, and the evaluation and revision of writing and assessment techniques for writing. Students will also explore the Nebraska K-12 content standards for writing. **Generally taken during the sophomore year. Offered spring term.**

ENG 324 - The Teaching of English II (0)

Begins the transition from student of English to teacher of English. The major emphasis is on innovative teaching methods for facilitating learning in English in the secondary schools and the methods and procedures for evaluating student learning. Students will be able to demonstrate processes and methods of reading instruction, identify reading abilities, select appropriate adolescent and young adult literature, and apply the techniques of grammar descriptions to the English language for students in the secondary school classroom. Students will also explore the Nebraska K-12 content standards for reading. **Generally taken during the junior year. Prerequisite: ENG 323 or permission. Offered fall term.**

ENG 325 - The Teaching of English III (0)

An examination of topics in the teaching and evaluation of English in the secondary school curriculum. Students will explore a variety of strategies for the teaching of literature. Class participants study the literary elements of poetry, fiction, and non-fiction writing and evaluate professional and non-professional writing found in secondary school classrooms. Students will understand and be able to apply the appropriate use of dictionaries and library resources, both print and non-print, in the study of literature for the secondary school classroom. **Generally taken during the junior year. Prerequisite: ENG 324 or permission. Offered spring term.**

ENG 326 - The Teaching of English IV (3)

Completes the study and experience in the methods and materials of teaching English in the secondary schools. The focus of this course includes components for oral communication, including speaking and listening. Class participants will explore appropriate materials for the 7-12 student for the delivery of literary passages for oral presentation, study teaching strategies such as discussion and conversation techniques for oral presentation of material in the classroom, and develop effective communication teaching methods for group presentations. Students will develop skill in the direction and production of school theatre and speech activities. In addition, students will participate in activities to include components of the Nebraska State K-12 Content Standards. **Prerequisite: ENG 323, ENG 324, ENG 325, English or English/Language Arts major and enrolled in the professional term, or permission. Offered fall term.**

ENG 329 - Great Plains Studies (3)

An interdisciplinary examination of the cultures of the Great Plains, including Canada, through discussions of literature, arts (including architecture), history, religions, mythology, and folklore. The geography, which gives the Great Plains its sense of place as well as its current issues concerning future development, is also examined. The outcome for students of the course should be an enhanced perspective on this part of North America, where Doane College is located. **Offered odd fall terms.**

ENG 342 - The Romantic Era (3)

Poetry and prose of the late 18th and early 19th centuries, with emphasis on English literature from Blake through the Victorian writers. **Offered even spring terms.**

ENG 351 - Renaissance Literature (3)

Studies in the writings of Spenser, Milton, Donne, Johnson, and other major writers of the 16th and 17th centuries. **Offered odd spring terms.**

ENG 392 - Shakespeare (4)

A study of the Renaissance world-view through representative comedies, histories, tragedies, romances, and sonnets. **Offered fall term.**

ENG 393 - Chaucer and the English Language (4)

A study of Chaucer's work, its milieu, and of pre-modern English. By reading the complete Canterbury Tales in Middle English and by class study of pre-modern English, the student gains substantial familiarity with the history of the language as well as the world-view of an ancestral though different culture. Special emphasis is given to the classical heritage through the reading of Robert P. Miller's Chaucer: Sources and Backgrounds and to the history of English through W. Nelson Francis' The History of English and Knapp and Snortum, The Sounds of Chaucer's English. **Offered spring term.**

ENG 421 - Internship in Teaching English as a Second Language (0-12)

Practical experience in teaching English as a second language. **Prerequisite: ENG 231 or one year of a foreign language and permission.**

ENG 485 - Seminar in Writing Creative Nonfiction (3)

This course builds on the students' experience in ENG 285, Introduction to Writing Creative Nonfiction. Students consider more deeply the techniques of creative nonfiction and the variations within the genre, with emphasis on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with the common forms of creative nonfiction and will have produced a portfolio of their own work. **Prerequisite: ENG 285 or permission.**

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. **Offered spring term.**

ENG 496 - Seminar in Poetry Writing (3)

This course builds on the students' experience in ENG 202, Introduction to Poetry Writing. Students are exposed to a wider variety of forms and terminology, while emphasis is placed on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with major types of poetry and will have produced a portfolio of their own work. **Prerequisite: ENG 202 or permission. Offered spring term.**

ENG 497 - Seminar in Fiction Writing (3)

This course builds on the students' experience in ENG 238, Introduction to Fiction Writing. Students gain a deeper exposure to fictional techniques, with emphasis on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with major types of short fiction and will have produced a portfolio of their own work. **Prerequisite: ENG 238 or permission. Offered spring term.**

ATV 136 - Journalistic Activity - Xanadu (0-1)

Participation in writing for the college literary publication. **(Pass/Fail)**

English as a Second Language

ESL 211 - Practicum IA (3)

A consideration of the primary educational theories and social forces which have shaped education; the study of theories, principles and characteristics of human development; and the study of teaching in terms of psychological principles are the primary areas of study in this course. Field experience in elementary and secondary schools and English as a Second Language classrooms are a major component of the course.

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 421 - Internship in Teaching English as a Second Language (0-12)

A field experience centering around teaching in an English as a Second Language classroom, with full responsibility to plan and teach classes for a period of four weeks.

ESL 455 - Student Teaching (English as a Second Language) (10)

Full-time student teaching in the area of English as a Second Language with K-12 experiences. Students will carry out all responsibilities to plan and teach classes for the second language learner. **Prerequisite: ESL 211, ESL 325, and ESL 326, or permission.**

Entrepreneurship

ENT 201 - Introduction to Entrepreneurship (3)

This course offers a framework for understanding the entrepreneurial process and exposes students to the challenges, problems, and issues faced by entrepreneurs. Designed to help students develop basic entrepreneurial and business skills in a format that encourages dialogue, develops critical thinking skills, and promotes self-awareness and personal development; students will be encouraged to evaluate problems and explore solutions using an interdisciplinary approach. Students successfully completing this course will be able to identify and evaluate business opportunities, develop a business concept, assess and obtain required resources, and manage the growth of new and existing ventures. **Offered spring term.**

ENT 301 - Creating and Managing an Entrepreneurial Venture (4)

This course explores the process of starting, managing, and growing an entrepreneurial venture. It is designed to provide exposure to topics critical to the success of a venture in startup and early growth. Topics include, but are not limited to, business planning; growth management and strategic planning; marketing and financial strategies; exit strategies; and different modes of venturing, such as franchising, venture acquisition, and technology licensing. Students successfully completing this course will be able to identify and fully explain a value proposition, complete a market and financial analysis of an opportunity, evaluate the resource requirements for the venture, and create and present a successful elevator pitch. **Prerequisite: ENT 201 and Sophomore standing, or permission. Offered fall term.**

ENT 350 - Business Plan Development (2)

This course provides rigorous training in business plan writing. Students work in teams to develop a complete plan for an actual business idea. Issues of skill-balancing and developing effective team dynamics are addressed to complement work on the plan itself. Students successfully completing this course will be able to conceptualize, develop, and write a business plan and present it to potential investors. Additionally, they will enhance their critical writing and teamwork skills. **Prerequisite: ENT 301 or permission. Offered spring term.**

Environmental and Earth Science

EVS 101 - Environmental Education (1)

A course designed to provide an understanding of the earth's natural systems and the human role in those systems. Basic teaching methods specific to this educational field include completion of environmental education programs such as Project WILD. Upon successful completion of this course, students will demonstrate the understanding and exhibit the skills needed to

teach concepts related to human interdependence with ecological systems. **Prerequisite: BIO 101 or BIO 111 or BIO 112 or GEO 101, Environmental Science major or Environmental Studies minor, or permission of instructor. Offered fall term.**

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 301 - Environmental Science (4)

An examination of the role of humans in altering the quality of the environment. Topics include pollution, population, global warming, 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.

Prerequisite: BIO 101 or BIO 111 or BIO 112 or GEO 101. Offered even fall terms.

EVS 320 - Introduction to Geographic Information Systems (3)

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. **Prerequisite: Fundamental computer skills (Windows operating system, spreadsheets, word processors), junior or senior standing or permission.**

Offered alternate fall terms. (Cross-referenced with IST 320.)

EVS 325 - Soil Systems and Sustainability (3)

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. **Prerequisite: One Doane Core laboratory science class. Offered odd fall terms.**

EVS 330 - Earth, Climate, and Energy (3)

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. **Prerequisite: One Doane Core science course or permission of instructor.**

EVS 351 - Environmental Science Research I (2)

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. **Prerequisite: Environmental Science major and junior standing.**

EVS 392 - Environmental Policy and Sustainability (3)

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 examinations of the National Environmental Policy Act, Energy Policy and Conservation Act, Clean Water and Clean Air Acts and the Endangered Species Act. 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. **Pre- or co-requisite PSI 101**

EVS 421 - Environmental Science Internship (0-12)

On-the-job experience in environmental science. **Prerequisite: CED 205 or permission. (Pass/Fail)**

EVS 495 - Environmental Research II (2)

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 Science 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. **Prerequisite: Senior Environmental Science major, EVS 351.**

EVS 495 offered fall term

EVS 496 - Environmental Research III (2)

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 Science Research I (2) 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. **Prerequisite: Senior Environmental Science major, EVS 351.**

EVS 496 offered spring term

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.

Offered spring terms.

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 - Geography of Agriculture (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. This course examines the impact on crops and livestock of soil and water distribution, climate, and human activity. Topics related to trade and food security, such as availability, access, sustainability, and use, will be included. 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 availability. **Offered even fall terms.**

Geology

GEG 325 - Marine Science (3)

The influence of the sea affects the planet's climate, biosphere, and energy resources. This course includes investigation of the various areas involved in marine studies such as earth science as well as biological and physical oceanography. The interrelationships that exist between oceans and humanity will also be investigated due to the importance of the world's seas as sources of food, suppliers of oxygen, regulators of climate, and depositories for humanities' waste. Upon completion students will demonstrate an understanding of how physical, biological, and geological processes apply to our understanding of oceans and the impact of humanity upon the marine environment. **Prerequisite: One Scientific Perspectives course or permission.**

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 the principles of meteorology. Study of weather, climate, paleoclimate, and instruments used in the field. Work at the Doane College Weather Station may be included in the course. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere and the short and long term sequences of weather events.

GEO 107L - Introduction to Meteorology Laboratory (1)

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. **Must be concurrently enrolled in GEO 107.**

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 104 - Fundamentals of Music (3)

A study of the nature of musical intelligence, aptitude and sensitivity; basic rhythmic, pitch, and intervallic skills. This course also emphasizes the development of individual musical potential, as well as the understanding of music as an art form. Required of all first-year students planning a music or music education major or minor and of students who receive a substantial music special ability scholarship. **This course should be taken in the fall of the first year.**

French

FRE 101 - Elementary French (3)

A sequential introduction to basic spoken and written French and French culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written French and will demonstrate an introductory knowledge of the French culture. FRE 101 and FRE 102 do not count toward the French major or minor.

FRE 102 - Elementary French (3)

A sequential introduction to basic spoken and written French and French culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written French and will demonstrate an introductory knowledge of the French culture. FRE 101 and 102 do not count toward the French major or minor. **Prerequisite: For FRE 102, either FRE 101 or one year of high school French.**

FRE 203 - Intermediate French (3)

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 French and will demonstrate enhanced understanding of the French culture. **Prerequisite: For FRE 203, either FRE 102 or equivalent**

FRE 204 - Intermediate French (3)

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 French and will demonstrate enhanced understanding of the French culture. **Prerequisite: For FRE 204, either FRE 203 or equivalent.**

FRE 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.

FRE 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.

FRE 302 - French Language Enrichment (1)

A course designed to encourage interdisciplinary study in French. It is taken in conjunction with a second course in a discipline other than French. The student reads materials relating to the second course, which are selected by the faculty teaching it. The student also reads additional material in French, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in French, based on the reading. **Prerequisite: Permission of both faculty involved.**

FRE 310 - Advanced Composition and Conversation (3)

A course focusing on the development of writing skills and on increasing the student's conversational skills and ability to understand the spoken language. **Prerequisite: FRE 204 or equivalent. Offered even fall terms.**

FRE 312 - French Civilization and Culture (3)

A study of modern day French and Francophone culture and their origins in French civilization. **This course is taught in English. French majors and minors must co-enroll in FRE 302 or FRE 402. Offered odd spring terms.**

FRE 319 - The Teaching of French I (0)

This course begins the transition from student of French to teacher of French. 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.

Generally taken during the sophomore year. Offered spring term.

FRE 321 - The Teaching of French II (0)

This course continues the transition from student of French to teacher of French. Topics focus on the teaching of French in the middle 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. **Generally taken during the junior year. Prerequisite: FRE 319 or permission. Offered fall term.**

FRE 322 - Introduction to French Literature (3)

A survey of French literature from the Middle Ages to contemporary French and Francophone literature. The course emphasizes developing reading skills as well as oral expression and written skills. **Prerequisite: FRE 204 or permission. Offered odd fall terms.**

FRE 324 - The Teaching of French III (0)

This course continues the transition from student of French to teacher of French. Topics focus on the teaching of French in the 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. **Generally taken during the junior year. Prerequisite: FRE 321 or permission. Offered spring term.**

FRE 325 - The Teaching of French IV (2)

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas where appropriate to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language. **Prerequisite: FRE 324, French major and enrolled in professional term, or permission. Offered fall term.**

FRE 402 - French Language Enrichment (1)

A course designed to encourage interdisciplinary study in French. It is taken in conjunction with a second course in a discipline other than French. The student reads materials relating to the second course, which are selected by the faculty teaching it. The student also reads additional material in French, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in French, based on the reading. **Prerequisite: Permission of both faculty involved.**

FRE 421 - French Internship (0-12)

On-the-job experience in French. **Prerequisite: CED 205 or permission. (Pass/Fail)**

FRE 423 - Twentieth Century French Literature (3)

Representative works of 20th century French and Francophone literature by authors such as Gide, Camus, Sartre, Beckett, Ionesco and others. In addition, the course emphasizes oral and written expression. **Prerequisite: FRE 204 or permission. Offered even spring terms.**

German

GER 101 - Elementary German (3)

A sequential introduction to basic spoken and written German and German culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written German and will demonstrate an introductory knowledge of the German culture. German 101 and GER 102 do not count toward the major or minor.

GER 102 - Elementary German (3)

A sequential introduction to basic spoken and written German and German culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written German and will demonstrate an introductory knowledge of the German culture. GER 101 and 102 do not count toward the major or minor. **Prerequisite: For GER 102, either GER 101 or one year of high school German.**

GER 203 - Intermediate German (3)

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 German and will demonstrate enhanced understanding of the German culture. **Prerequisite: for GER 203, either GER 102 or equivalent.**

GER 204 - Intermediate German (3)

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 German and will demonstrate enhanced understanding of the German culture. **Prerequisite: for GER 204, either GER 203 or equivalent.**

GER 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.

GER 302 - German Language Enrichment (1)

A course designed to encourage interdisciplinary study in German. It is taken in conjunction with a second course in a discipline other than German. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student also reads additional material in German, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in German, based on the reading.

Prerequisite: Permission of both faculty involved.

GER 310 - Oral German (3)

A course on understanding the spoken language and increasing the student's conversation skills. **Prerequisite: GER 204 or equivalent. Offered even fall terms.**

GER 311 - Reading and Composition (3)

A course emphasizing reading comprehension and writing skills. Grammar is reviewed as necessary. **Prerequisite: GER 204 or equivalent. Offered odd fall terms.**

GER 322 - The Teaching of German I (0)

This course begins the transition from student of German to teacher of German. 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.

Generally taken during the sophomore year. Offered spring term.

GER 323 - The Teaching of German II (0)

This course continues the transition from student of German to teacher of German. Topics focus on the teaching of German in the middle 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. **Generally taken during the junior year. Prerequisite: GER 322 or permission. Offered fall term.**

GER 324 - The Teaching of German III (0)

This course continues the transition from student of German to teacher of German. Topics focus on the teaching of German in the 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. **Generally taken during the junior year. Prerequisite: GER 323 or permission. Offered spring term.**

GER 325 - The Teaching of German IV (2)

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas, where appropriate, to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language. **Prerequisite: GER 324, German major and enrolled in professional term, or permission. Offered fall term.**

GER 402 - German Language Enrichment (1)

A course designed to encourage interdisciplinary study in German. It is taken in conjunction with a second course in a discipline other than German. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student also reads additional material in German, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in German, based on the reading.

Prerequisite: Permission of both faculty involved.

GER 415 - German Civilization and Culture (3)

Germany and the Germans in present and past. Taught in German. **Prerequisite: GER 310 or GER 311 or permission. Offered odd spring terms.**

GER 421 - German Internship (0-12)

An opportunity to use German in the real life situation of an internship in Germany. The internship may be in business-related areas, secondary education, or mass communication. **Prerequisites: CED 205 and German language faculty permission. (Pass/Fail)**

GER 429 - Introduction to German Literature (3)

Selected works by German-speaking authors are read and discussed. **Prerequisite: GER 310 or GER 311 or permission. Offered even spring terms.**

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. **Offered fall term.**

HSC 495 - Capstone Experience in Health and Society (1)

This course constitutes the capstone experience for the Health and Society major. Students will develop a capstone experience plan which may include a combination of internships, travel abroad, research, or thesis, plus the HSC capstone course. The capstone experience will complement the student's theme. **Prerequisite: HSC 201, senior standing.**

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 205 offered fall term**

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

A survey of the American colonial and 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. **Offered spring term**

HIS 220 - Introduction to Historical Methods (2)

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. **Prerequisite: Sophomore standing; History majors or Social Science Teaching majors only. Offered fall term.**

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)

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. **Prerequisite: Permission.**

HIS 302 - Native American History (3)

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. **Offered odd spring terms.**

HIS 304 - Military History (3)

This course will cover the evolution of warfare from ancient times until the present. The course divides military history into four distinct periods: ancient, medieval, early modern, and modern. The course will focus on both leaders and ordinary soldiers. Evaluation techniques will include both counterfactual analysis and simulated combat as well as more traditional exams and papers. Students who complete this course will develop an understanding of both the evolution of warfare in world history and also recognition of war's enduring brutal commonalities. Students will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. **Offered odd fall terms.**

HIS 305 - Recent History of the United States (3)

Examines selected topics in U.S. history, from the 1950s to present. Students will gain a deeper understanding of Cold War culture, popular culture, gender roles, the modern civil rights movement(s) and other social movements. Particular attention is paid to domestic politics, from the rise of Lyndon B. Johnson's "Great Society" to Ronald Reagan and the rise of the "New Right." Students who 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. **Offered even spring terms.**

HIS 306 - U.S. Interwar Years (3)

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

HIS 307 - Nebraska History (3)

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. **Offered odd fall terms.**

HIS 317 - Twentieth Century European Culture: Fascism (3)

An examination of fascism as an ideology which dominated the political and cultural life of Europe in the first half of the century. Readings in various disciplines, such as economics, sociology, education, art, psychology, philosophy, religion, and music, augment the investigation of this totalitarian ideology. The legacy of fascism in current political developments, both in Europe and in other areas of the world, is also examined. **Offered odd fall terms. (Cross-referenced with INT 317.)**

HIS 318 - Germany After Hitler (3)

Germany in the second half of the 20th century. The course begins at the end of World War II, and progresses through the cold war years and the split into two states - West Germany and the GDR - to the fall of the wall and unification. This course is taught in English. **Offered even fall terms. (Cross-referenced with INT 318.)**

HIS 320 - American Environmental History (3)

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

HIS 321 - American Race Relations (3)

Surveys events in United States history, from the colonial era to the present, that suggest the racial underpinnings of American culture and society and explores how race interacts with class, gender, ethnicity, religion and culture. Students will gain a deeper understanding of the historical reality of American multiculturalism. Students examine the history of Native "Indian" Americans, African-Americans, Asian and Western and Eastern European immigrants and their descendants, in colonial and national contexts. Topics covered include conquest, assimilation, slavery, ethnicity, eugenics, and the modern civil rights movements. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. **Offered even spring terms.**

HIS 326 - Modern Asian History (3)

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. **Offered as needed. (Cross-referenced with PSI 326.)**

HIS 329 - The U.S. Revolutionary Era (3)

An examination of the U.S. colonial revolution and early national period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain's North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans,

African-Americans, women, and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. **Offered odd fall terms. (Cross-referenced with PSI 329.)**

HIS 335 - Modern French History 1815-Present (3)

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. **Offered odd spring terms.**

HIS 337 - American Women's History (3)

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

HIS 338 - Modern Russia (3)

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. **Offered even fall term. (Cross-referenced with PSI 338.)**

HIS 339 - History of India 3

This course traces the History of Indian civilization from its Indus Valley origins through the complex imperial realities of Mughal and British rule of the Indian subcontinent. This course will also explore both India's emergence as an independent nation-state in the 20th century and conclude with a detailed review of the complex globalized realities of 21st-century India. **Offered even spring terms.**

HIS 341 - Modern British History (3)

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. **Offered even fall terms.**

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

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

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

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. **Offered odd fall terms.**

HIS 350 - The Medieval World (3)

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. **Offered even spring terms.**

HIS 352 - American West (3)

In this survey of the American West, students examine the major themes of conquest, migration, water, agriculture, urbanization, government, myth, race, region, class, and gender, with special emphases on the Great Plains region and environmental history. Students will gain a deeper understanding of social, racial and cultural diversity in the West, with emphasis on Native American "Indian" cultures. Students also will gain a deeper understanding of the significance of region and the environment as forces in history and the West as a source of themes in U. S. history. **Offered even fall terms.**

HIS 421 - History Internship (0-12)

On-the-job experience in history. **Prerequisite: CED 205 or permission. (Pass/Fail)**

HIS 496 - Writing and Research Seminar (3)

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.

Prerequisite: Permission. Offered spring terms.

Honors Program

HNR 200 - Introduction to Honors (3)

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. **Prerequisite: First year status. Offered spring term.**

HNR 302 - Honors Seminar (1)

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)

This is a collaborative research project undertaken during an honors student's final spring semester at Doane College. This course is open only to graduating seniors and third-year students planning to graduate early. **Prerequisite: Junior or Senior status. Offered spring term.**

Humanities

HUM 201 - Archival and Museum Studies (2)

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 College 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. **Prerequisite: Permission. (Cross-referenced with SSI 201.)**

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)

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. **Prerequisite: Permission of both faculty involved**

HUM 402 - Foreign Language Enrichment (1)

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. **Prerequisite: Permission of both faculty involved**

Information Science and Technology

IST 140 - Introduction to Information Science and Technology (3)

An introduction to information science and technology by exploring a breadth of topics in the areas of computer science and information systems. Upon successful completion of the course, students will be able to articulate the similarities and differences of the majors in information science and technology, identify and generally discuss the major topics in each major 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 an information science and technology major and career. **Offered fall terms.**

IST 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. **Prerequisite: Two years of high school algebra or MTH 107 or MTH 108.**

IST 146 - Programming and Problem-Solving II (3)

A continuation of IST 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. **Prerequisite: IST 145. Offered spring terms.**

IST 201 - Instructional Technology (3)

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. **Prerequisite: Major in Elementary Education, Special Education, or completing secondary certificate.**

IST 217 - Information Systems Theory and Practice (3)

Provides an introduction to the field of information systems and an understanding of the decision process and how information is used for decision support in organizations. Students will develop an understanding of decision theory and practice essential for providing viable information to the organization and will be able to identify the various types of information systems. **Prerequisite: IST 145. Offered spring terms.**

IST 246 - Data Structures and Algorithms (3)

A course focusing on abstract data types, such as linear lists, linked lists, stacks, queues, graphs, and trees, and the design, implementation, and efficiency of the algorithms for processing these structures. More advanced searching and sorting techniques will be introduced and analyzed. Upon completion of this course, the student will be able to utilize data abstraction to solve a wide variety of computational problems using various data structures and to analyze the efficiency of their solutions. **Prerequisite: IST 146. Offered fall terms.**

IST 252 - Principles of Digital Logic & Computer Organization (3)

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. **Prerequisite: IST 146 or permission. Offered fall terms.**

IST 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. **Prerequisite: Permission.**

IST 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.

IST 310 - Parallel Computational Techniques (3)

A characteristic of computing the solutions to many problems is the need for large amounts of computational resources. One option for obtaining the necessary resources in a cost-efficient manner is to divide the computation apart in such a way that the parts can be performed in parallel. This course introduces students to using parallel programming and parallel architectures to provide the computational resources necessary to solve problems. Students who complete the course will be able to describe the fundamental concepts of parallel programming and related architectures; demonstrate the knowledge and ability to use high-performance computing (HPC) and high-throughput computing (HTC) to solve computational problems; and demonstrate ability to use parallel programming libraries and tools in solving a computational problem. **Prerequisite: CST 210 or IST 252 or IST 322. Offered even spring terms. (Cross-referenced with CST 310.)**

IST 314 - Design and Analysis of Algorithms (3)

Students will apply combinatorial mathematics, studied throughout the course, to the application of complexity theory, searching and sorting, and techniques of algorithm design (including greedy, divide and conquer, dynamic programming, and backtracking methods) in designing algorithms to solve problems. Upon completion of this course, the student will be able to design algorithms applying these techniques and be able to analyze the efficiency of these algorithms. **Prerequisite: IST 246, MTH 250. Offered even spring terms.**

IST 315 - Theory of Computation (3)

A study of the basic theoretical principles embodied in formal languages and automata. Topics include finite automata, context-free grammars, Turing machines, computability, and the halting problem. Upon completion of this course, the student will be able to apply theoretical models to the solution of computational problems. **Prerequisite: IST 145, MTH 250. Offered odd spring terms.**

IST 320 - Introduction to Geographic Information Systems (3)

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. **Prerequisite: Fundamental computer skills (Windows operating system, spreadsheets, word processors), junior or senior standing or permission. Offered alternate fall terms. (Cross-referenced with EVS 320.)**

IST 322 - Computer Networking I (3)

Provides students with the knowledge of data communications and networking concepts, including telecommunications architectures, protocols, hardware, and software. In addition, the analysis, design, and implementation of networks in organizations such as businesses and schools will be examined and experienced. **Prerequisite: IST 146. Offered even fall terms.**

IST 325 - Electronics (3)

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. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108). Offered odd fall terms. (Cross-referenced with PHY 325.)**

IST 327 - Mobile Application Design and Development (3)

Students will work through the process of analyzing, designing, and implementing an application on a mobile platform. The first half of the course will be a workshop environment in which each student is guided through the creation of sample programs. The second half of the course will involve each student creating a unique application. As a result of the experiences in this course, students will further develop their problem-solving and communication skills, and build skills allowing them to develop mobile applications using current development tools. **Prerequisite IST 146 or permission. Offered even fall terms.**

IST 328 - End User Support and Management (3)

Students will be exposed to the latest procedures, policies, and tools needed to support end users and organizations. As a result students will learn (a) hardware and system maintenance and management procedures, including dealing with legacy systems, creating and using emergency repair tools, and managing external devices (b) installation procedures, (c) duties of technology professionals by shadowing one (d) different software tools used to effectively maintain information technology, and (e) and strategies to effectively work with end users. **Prerequisite IST 252 or permission. Offered even fall terms.**

IST 355 - Web Application Design and Development (3)

This course investigates techniques to develop applications designed for the Web. Upon completion of this course, students will have the skills to design and develop Web applications using a number of different techniques and tools, and will design and develop a Web application using these techniques and tools. **Prerequisite: IST 146 or permission. Offered odd spring terms.**

IST 356 - Software Engineering (3)

This course will survey techniques and tools used in the application of engineering principles to the development of software systems. From those surveyed, a software lifecycle model will be utilized in developing a modern software product. 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 software. **Prerequisite: IST 146 or permission. Offered even spring terms.**

IST 401 - Information Science and Technology Honors Research (1)

With the guidance of a faculty mentor, each student will identify a research area of interest, perform a literature review, identify a specific research project, perform the research, develop a paper, and present the results in a public forum. **Prerequisite: Acceptance into the IST Honors Program.**

IST 421 - Information Science and Technology Internship (0-12)

Practical experience in an information systems environment (industry or research). **Prerequisite: CED 205 or permission. (Pass/Fail)**

IST 422 - Computer Networking II (3)

A continuation of IST 322 - Computer Networking I (3), students will examine how the fundamentals of computer networking are implemented in a modern network environment. Topics will include network architecture, configuration, management, and security, among others. **Prerequisite: IST 322. Offered odd spring terms.**

IST 495 - Information Science and Technology Seminar (1)

A research or experiential project developed under the guidance of a department faculty member to culminate a student's study of information science and technology. Completion of the project, including a written and oral presentation, demonstrates the skills expected of a Doane information science and technology student, including a solid understanding of information science and technology concepts; the confidence and skills to 1) work with existing and emerging computing technology; 2) efficiently research and learn an unknown topic or solve an unknown problem; and 3) effectively communicate, including writing, speaking, and listening. This course may be taken twice. **Prerequisite: Information Science and Technology student with junior or senior standing and permission.**

ATV 137 - Doane Information Solutions Cadre (DISC) (0-1)

Provides students with an experience that will allow them to apply their understanding of information systems and applications in creating an information system solution. Students will be assigned to a project team and given responsibilities as part of that team. The team will be given a project that will involve analyzing a user's needs, designing a solution, and implementing that solution. **Prerequisite: Permission. (Pass/Fail)**

Interdisciplinary Studies

IDS 301 - Power Up in a Technological World (3)

This course identifies and describes tool that promote the design and delivery of presentations and individual curricular projects including the application software that facilitates interaction among students and content. Additionally, it will explore the potential learning affordances of new Web 2.0 Internet technologies and the ways in which they might be used to promote communication and collaboration and to support authentic learning environments. Students will continue development of critical thinking skills and will learn how to use digital media to communicate and work collaboratively, use digital tools for research, and develop an understanding of the legal and ethical use of digital media.

IDS 496 - Interdisciplinary Studies Culminating Project (3-4)

Students complete a project as part of their planned program to bring their academic experience to a conclusion and synthesize the experience between their two concentration areas. The project must be carried out under the guidance of a faculty member in one of the two areas of concentration. Upon the completion of the course, students will be able to demonstrate their knowledge in their concentration areas. **Prerequisite: Senior status, final semester.**

International Studies

INT 101 - Global Issues (3)

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

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

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

INT 290/390/490 - Directed Study (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

INT 310 - Survey of African Studies (3)

An introduction to the richness of the African continent and its peoples. From a multidisciplinary perspective, the student is exposed to dimensions of the African experience through discussions of its cultures, social structures, literature, art, music, history, economic processes and politics. Current issues concerning its future development and African leadership are studied. **Offered odd fall terms.**

INT 317 - Twentieth Century European Culture: Fascism (3)

An examination of fascism as an ideology which dominated the political and cultural life of Europe in the first half of the century. Readings in various disciplines, such as economics, sociology, education, art, psychology, philosophy, religion, and music, augment the investigation of this totalitarian ideology. The legacy of fascism in current political developments, both in Europe and in other areas of the world, are also examined. **Offered odd fall terms. (Cross-referenced with HIS 317.)**

INT 318 - Germany After Hitler (3)

Germany in the second half of the 20th century. The course begins at the end of World War II, and progresses through the cold war years and the split into two states - West Germany and the GDR - to the fall of the wall and unification. This course is taught in English. **Offered even fall terms. (Cross-referenced with HIS 318.)**

INT 325 - International Relations in the Modern Era (3)

A study of the dynamics of the international system with emphasis on issues of conflict, security, interdependence, and the global commons. Upon completion, students will demonstrate an understanding of both realist and liberal conceptions of the international system. **Offered odd spring terms. (Cross-referenced with PSI 325.)**

INT 421 - International Studies Internship (0-12)

Supervised, on-the-job experience, preferably in an international setting. Students are encouraged, where possible, to engage in an internship in a foreign country. **Prerequisite: CED 205 and permission. (Pass/Fail)**

INT 496 - Seminar in International Relations (3)

A course designed to focus attention on the broad aspects of international problems while inviting each seminar member to probe in-depth an issue or area of particular interest. Use is made of resource materials drawn from various academic disciplines. **Prerequisite: Major or permission.**

Journalism and Media

JOU 105 - Introduction to Journalism and Media (3)

This introductory course acquaints students with the history, nature and impact of media on individuals and society. Students who successfully complete this course will recognize and appreciate both historical and contemporary relationships between media and political, economic and social institutions, and the professional practices common to principal journalism and media industries. Students will also be able to demonstrate critical media literacy skills. **Offered fall term.**

JOU 113 - Basic News Writing and Reporting (3)

An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. The student who successfully completes this course will have developed interviewing, note taking and writing skills, especially for print media. The Doane Owl serves as a laboratory for student writing. **Offered fall term. (Cross-referenced with ENG 113.)**

JOU 135 - Broadcast Journalism Writing (3)

Building on basic writing skills, this course emphasizes forms, styles and requirements of electronic media. Students will write copy, individually and collaboratively, for actualities, packages and news readers. The student who successfully completes this course will be able to demonstrate competency in writing copy in formats commonly used by electronic media to a level of effectiveness necessary to achieve journalistic objectives. **Prerequisite: JOU 113/ENG 113. Offered spring term.**

JOU 213 - Beat Reporting (3)

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. **Prerequisite: JOU 113/ENG 113. Offered spring term. (Cross-referenced with ENG 213.)**

JOU 214 - Photojournalism (3)

An introduction to the principles of photojournalism, including capturing, processing, and presenting images in finished form for visual and electronic media. Students will develop the skills necessary to shoot on deadline while examining various techniques for photographing sports, and general, spot, and feature news events. The student who successfully completes this course will demonstrate proficiency in producing photographs and exhibit the professional conduct necessary among editors, reporters, and photojournalists. The student must provide a manual-focus camera. **Offered fall term.**

JOU 223 - Editing and Design (3)

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. **Prerequisite: JOU 113/ENG 113. Offered fall term.**

JOU 230 - Introduction to Magazine Publishing (3)

Course description including outcome statement: This class will explore how a magazine is created. Students will learn how to start a magazine by studying such elements as the intended audience, the editorial product, contemporary magazine publishing trends, publication design, production methods, photography and artwork and content creation in the form of feature writing. Upon completion of the course, students will be able to articulate a working knowledge of magazine staffing, structure and duties and be able to help publish a student-produced magazine, including production, design and content. **Offered fall term. (Cross-referenced with ART 230)**

JOU 236 - Basic Audio Production (3)

An introduction to the terminology, concepts, and practices of audio production. Students perform typical audio studio responsibilities such as microphone placement, console operation, recording, mixing and editing. They also develop and produce radio announcements and programs. Students who successfully complete this course will be able to recognize and identify the elements of effective audio production as well as display a working knowledge of the production process which includes recording and pre- and post-production with a range of industry standard audio technologies. **Offered fall term.**

JOU 238 - Basic Video Production (3)

An orientation to the terminology, concepts, and practices applied to various functions of televisual media. Students learn the basics of videography. In addition, they will also learn practical applications of shooting with current technology digital cameras in both studio and field settings, nonlinear editing, and professional production values. Students who successfully complete this course will be able to demonstrate production skills and techniques required in professional video production environments. **Offered spring term.**

JOU 245 - Broadcast Performance (3)

Introduces students to field and studio performance techniques for announcers, news anchors and reporters. The course emphasizes presentations before microphones and cameras, and examines dress, movement, and delivery in such major journalism performance situations as interviews, discussions and newscasts. This course combines both classroom lectures and demonstrations with a variety of practical exercises in both audio and video performance. Students who complete this course will be able to demonstrate competence in on-air reporting in the principal venues of broadcast journalism. **Offered fall term.**

JOU 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.

JOU 285 - Introduction to Writing Creative Nonfiction (3)

This course will provide students with a critical and practical foundation in the writing of creative nonfiction. Creative nonfiction includes many forms and variations of the essay, though the boundaries among them are not rigid, and writing in

one form will often include elements of other forms. Students will study this diversity and the characteristics of these forms, with special emphasis on literary journalism. Through analysis of exemplary texts and through their own creative writing, students will address issues of craft, examining literary tools at the disposal of the creative nonfiction writer. In so doing, students will also consider the importance of research, accurate reportage, and the writer's responsibilities regarding memory and truth versus invention. **Prerequisite: ENG 101. Offered fall term. (Cross referenced with ENG 285)**

JOU 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.

JOU 295 - Television Practicum (1)

Supervised work experience in the broadcast facility of Doane Television. The student gains practical hands-on experience and develops a sense of professionalism. The student who successfully completes this course will be able to incorporate and practice duties and responsibilities of working in video electronic media. **Prerequisite: JOU 238**

JOU 315 - The Electronic Journalism Program (3)

The fundamental vehicle for delivery of electronic news is the program, in the form of radio/television newscast or Podcast. This course brings together the elements of electronic news for production of a cohesive whole as newscast, long form interview or discussion, combining field and studio techniques. Students plan, edit, assemble and produce news programs for KDNE and Doane College Television. Those successfully completing this course will be able to produce electronic newscasts in their various forms. **Prerequisite: JOU 113 (JOU 105 may be taken concurrently with JOU 315). Offered spring terms.**

JOU 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. **Offered spring term.**

JOU 355 - Advanced Electronic Production (3)

An advanced course in the techniques and theory of television and audio production. Students will refine and apply basic media production practices in the execution of various types of video programs. Shooting and editing production values will be emphasized, including shot composition and lighting and video and audio manipulation in editing. Upon completion of this course, students will be able to produce news, sports and other videos for broadcast and/or online. **Prerequisite: JOU 105, JOU 236, and JOU 238 . Offered fall term.**

JOU 360 - Multiplatform Journalism (3)

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. **Prerequisite: JOU 113 and JOU 236 JOU 238 . Offered spring term.**

JOU 370 - Journalism Topics (3)

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. **Prerequisite: JOU 213/ENG 213. Offered spring term.**

JOU 421 - Journalism Internship (0-12)

A course offering students a structured professional experience in media fields. The nature and location of this experience is arranged in cooperation with the Director of Career Development and must be approved by the Journalism faculty.

Prerequisite: CED 205 (Pass/Fail)

JOU 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. **Offered fall term.**

JOU 495 - Capstone Seminar and Workshop (3)

This course is designed to synthesize the knowledge, values and skills acquired in the Journalism major. Assignments include completion of the final journalism portfolio and an advanced project, a culminating collaborative experience in which students may specialize in their medium of choice while maintaining a convergence perspective in reporting, writing, editing and performance. Students who complete this course will demonstrate the competence for entry into the journalism profession. **Offered spring term.**

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.

Law, Politics, and Society

LPS 101 - Introduction to Law, Politics, and Society (3)

In this course, students will be introduced to the intersections of Law, Politics, and Society. Students will compare and analyze concepts such as ideology, justice and injustice, jurisprudence, globalization, inequality and equality, equity, community and authority. Students will also engage in the study of concepts key to understanding the major and its significance. **Offered fall term.**

LPS 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.

LPS 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.

LPS 421 - Law, Politics, and Society Internship (0-12)

On-the-job experience in law, politics, and society. **Prerequisite: CED 205 or permission. (Pass/Fail)**

LPS 496 - Seminar in Law, Politics, and Society. (3)

This is the capstone course for the Law, Politics, and Society major. In this course students will thoughtfully and intentionally consider the interrelatedness of the relevant content areas associated with the major. These ideas will be expressed in a final project. **Prerequisite: Senior major in Law, Politics and Society or permission. Offered spring term.**

Leadership Studies

LDR 101 - Introduction to Leadership Studies (1)

Students are introduced to the idea of "studying" leadership, and the universal tenets and concepts of leadership. Upon successful completion of this course, students will demonstrate an understanding of leadership studies versus their own leadership potential, and will have formulated an academic plan for developing their minor experience.

LDR 102 - Directions Seminar I (0-1)

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. **Prerequisite: Admission into the HLP Directions Program.**

LDR 103 - Directions Seminar II (0-1)

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 settings throughout their communities. **Prerequisite(s): Admission into the HLP Directions Program, completion of LDR 102.**

LDR 201 - Introduction to Leadership History & Theory (3)

An examination of the historical development of leadership studies theory, including trait theory, behavioral and situational leadership, and leadership identity development theory. Students completing this course will have a full understanding of the theories and research guiding the field, and will be prepared to use the lens of leadership theory to consider historical and contemporary contexts. **Prerequisite: LDR 101 or successful completion ATV 140**

LDR 401 - Leadership Practicum Seminar (3)

This seminar synthesizes the leadership studies minor experience through analysis of case studies and completion of the experiential portfolio. Students will examine their leadership studies elective courses and generate reflection of their own leadership and the leadership they observe in alternate settings. Upon successful completion of this course, students will appreciate the breadth and depth of the leadership field, and be able to place themselves within the field both with the campus community, as well as anticipate their own contributions to their profession and society. This focused seminar requires students to: 1) participate in on-campus leadership or community service and 2) reflect on their experiences. **Prerequisite: Completion or co-registration with LDR 201**

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)

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. **Prerequisite: Sophomore status, faculty selection.**

Liberal Arts Studies

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

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

Students will work to:

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

LAR 101L - Laboratory (0)

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. **Must be concurrently enrolled in LAR 101.**

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

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

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.
- 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.

Prerequisite: Sophomore status, and successful completion of LAR 101.

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)

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. **Prerequisite: minimum junior status, faculty recommendation following TA application, interview and selection.**

LAR 301L - Teaching Assistant Seminar (0)

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. **Co-requisite is LAR 301. Offered fall terms.**

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

This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose

possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publically present work.

Students will work to:

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

Prerequisite: Junior or senior status, and successful completion of LAR 202.

Mathematics

MTH 107 - Problem Solving (3)

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

MTH 108 - Modeling & Applications (3)

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

MTH 115 - Finite Mathematics (3)

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

MTH 125 - Precalculus (4)

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

MTH 144 - Introduction to the Mathematics Major (1)

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. **Prerequisites: MTH 235 or MTH 236, concurrently enrolled in MTH 235 or MTH 236, or by permission. Offered spring terms.**

MTH 217 - Mathematics for Elementary Teachers (3)

This course explores mathematics for elementary and middle grades teachers. Topic include sets, functions, logic, numeration, algorithms for basic computation, integers, rational numbers and their application, algebra concepts, probability and statistics. The course also introduces the NCTM standards and the Nebraska content standards for K-12 students. Upon successful completion, students will be able to present mathematics from a problem-solving perspective and integrate exploration and communication as methods of presenting mathematics to elementary and middle grades students. **Prerequisite: Junior standing or permission. Offered fall term.**

MTH 218 - Geometry for Teachers (3)

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. **Prerequisite: Two years of high school algebra or MTH 107 or MTH 108. Offered spring term.**

MTH 235 - Calculus I (4)

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

MTH 236 - Calculus II (4)

A continuation of MTH 235 focusing on integration and infinite series. Students successfully completing this course will be able to: 1) solve integration problems using a variety of techniques, 2) conceptually understand infinite sequences and series, 3) apply these concepts to a variety of theoretical and real-life questions and 4) decisively utilize paper/pencil and technology-based problem-solving techniques. **Prerequisite: MTH 235. Offered spring term.**

MTH 250 - Foundations of Mathematics (3)

An introduction to understanding and constructing the different types of mathematical proofs, inductive and deductive reasoning, functions, cardinality and the real number system. **Prerequisite: MTH 235. Offered spring term.**

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)

Vector spaces, systems of linear equations, linear transformations, matrices, determinants, eigenvalues and eigenvectors. **Prerequisite: Sophomore standing, MTH 235 (may be taken concurrently). Offered fall term.**

MTH 323 - Teaching of Mathematics I (0)

This course represents the beginning of the transition from student of mathematics to teacher of mathematics. 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, and 3) become familiar with using manipulatives and hands-on activities in a mathematics classroom. **Generally taken during the sophomore year. Offered spring term.**

MTH 324 - Teaching of Mathematics II (0)

This course involves developing planning skills and sequencing tasks for selected mathematics courses for grades 7-12. Students successfully completing this course will: 1) write daily objectives and develop questions and assessments to determine if those objectives were met, 2) write daily lesson plans complete with course appropriate activities, 3) write unit lesson plans, complete with an assessment plan. **Generally taken during the junior year. Offered fall term.**

MTH 325 - Teaching of Mathematics III (0-1)

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, 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, and 3) have field

experiences that may include visitations to observe master teachers, curriculum specialists, contract negotiators, and administrators. **Generally taken during the junior year. Offered spring term.**

MTH 326 - Teaching of Mathematics IV (4)

This course involves critical examination of personal educational philosophy and how it influences classroom practice, and covers topics not included in MTH 323, 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. **Prerequisite: MTH 323, MTH 324, and MTH 325, enrolled in professional term, or permission. Offered fall term.**

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; 3) analyze the various geometric relationships to develop different techniques for teaching Euclidean geometry typically present in a year-long geometry course. **Offered even spring terms.**

MTH 329 - Differential Equations (3)

First-order equations, linear differential equations, series solutions, systems of linear differential equations, Laplace transforms, applications. **Prerequisite: MTH 236. Offered spring term.**

MTH 334 - Complex Variables (3)

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. **Prerequisite: MTH 236 and MTH 250. Offered even fall terms.**

MTH 337 - Multivariate Calculus (4)

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. **Prerequisite MTH 236. Offered spring terms.**

MTH 347 - Number Theory (3)

Divisibility, congruences, primitive roots, quadratic residues, Diophantine equations, continued fractions. **Prerequisite: MTH 236 and MTH 250. Offered even spring terms.**

MTH 351 - Geometries (3)

Survey of Euclidean geometry, study of selected topics in non-Euclidean and other geometries. **Prerequisite: Sophomore standing, MTH 236 (may be taken concurrently) and MTH 250. Offered even spring terms.**

MTH 355 - Probability (3)

Random variables, conditional probability and independence, expectation, moment generating functions, special distributions. **Prerequisite: MTH 236 and MTH 250. Offered fall term.**

MTH 356 - Statistics (3)

A continuation of MTH 355. Sampling distributions, hypothesis testing, nonparametric methods, linear statistical models. **Prerequisite: MTH 355. Offered spring term.**

MTH 358 - Actuarial Mathematics (2)

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. **Prerequisite: MTH 236 and MTH 355. Offered spring term.**

MTH 403 - Abstract Algebra (3)

Introduction to properties of groups, rings, integral domains, and fields. **Prerequisite: MTH 250 and MTH 303.**
Offered odd spring terms.

MTH 421 - Mathematics Internship (0-12)

On-the-job experience in mathematics. **Prerequisite: CED 205 or permission. (Pass/Fail)**

MTH 433 - Introductory Analysis (3)

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. **Prerequisite: MTH 236 and MTH 250. Offered odd fall terms.**

MTH 435 - Mathematical Methods for Physics (3)

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. **Prerequisite: MTH 236. Offered fall odd terms. (Cross-referenced with PHY 435.)**

MTH 496 - Mathematics Seminar I (1)

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 his/her Mathematics Seminar II project. The student also develops research, writing, and presentation skills to carry out an independent research project. **Prerequisite: Junior or senior mathematics major and 12 credits at the 300 level or above, or permission. Offered spring term.**

MTH 497 - Mathematics Seminar II (2)

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. **Prerequisite: MTH 496 or permission. Offered every term.**

Military Science - Air Force**MSI 102 - Foundation of the United States Air Force I (1)****MSI 102L - Leadership Laboratory (0)**

Course description available in the UNL catalog.

MSI 105 - Foundation of the United States Air Force II (1)**MSI 105L - Leadership Laboratory (0)**

Course description available in the UNL catalog.

MSI 210 - The Evolution of US Air and Space Power I (1)**MSI 210L - Leadership Laboratory (0)**

Course description available in the UNL catalog.

MSI 211 - The Evolution of US Air and Space Power II (1)**MSI 211L - Leadership Laboratory (0)**

Course description available in the UNL catalog.

MSI 325 - Air Force Leadership Studies I (3)

MSI 325L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 339 - Air Force Leadership Studies II (3)

MSI 339L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 435 - 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.

Military Science - Army

MSI 111 - Foundations of Officership (1)

MSI 111L - Leadership laboratory (0)

Course description available in the UNL catalog.

MSI 121 - Basic Leadership (1)

MSI 121L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 212 - Individual Leadership Studies (2)

MSI 212L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 222 - Leadership and Teamwork (2)

MSI 222L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 313 - Leadership and Problem Solving (3)

MSI 313L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 323 - Leadership and Ethics (3)

MSI 323L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 413 - Leadership and Management (3)

MSI 413L - Leadership Laboratory (0)

Course description available in the UNL catalog.

MSI 423 - Officership (3)

MSI 423L - Leadership Laboratory (0)

Course description available in the UNL catalog.

Music Performance

MUS 105/106/107/108A - Class Piano (0-1)

Class instruction in piano providing proficiency in the basic keyboard skills. Completion of the piano proficiency examination with a grade of "B" or above on each part of the exam fulfills the music major piano proficiency requirement.

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 111/112A - Piano (1-2)

First year private instruction. **Prerequisite: Permission.**

MUS 111/112B - Voice (1-2)

First year private instruction. **Prerequisite: Permission.**

MUS 111/112C - Instruments (1-2)

First year private instruction. **Prerequisite: Permission.**

MUS 111/112I - Improvisation Lessons (1)

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. **Prerequisite: FAR 104.**

MUS 111/112S - Composition and Song Writing Lessons (1)

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. **Prerequisite: MUS 215 or permission.**

MUS 211/212A - Piano (1-2)

Second year private instruction. **Prerequisite: Permission.**

MUS 211/212B - Voice (1-2)

Second year private instruction. **Prerequisite: Permission.**

MUS 211/212C - Instruments (1-2)

Second year private instruction. **Prerequisite: Permission.**

MUS 211/212I - Improvisation Lessons (1)

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. **Prerequisite: FAR 104.**

MUS 211/212S - Composition and Song Writing Lessons (1)

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. **Prerequisite: MUS 215 or permission.**

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)

Third year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 311/312B - Voice (1-2)

Third year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 311/312C - Instruments (1-2)

Third year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 311/312I - Improvisation Lessons (1)

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. **Prerequisite: FAR 104.**

MUS 311/312S - Composition and Song Writing Lessons (1)

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. **Prerequisite: MUS 215 or permission.**

MUS 401 - Full Recital (1)

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.

Prerequisite: Permission.

MUS 411/412A - Piano (1-2)

Fourth year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 411/412B - Voice (1-2)

Fourth year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 411/412C - Instruments (1-2)

Fourth year private instruction. **Prerequisite: Permission from a full-time music faculty member.**

MUS 411/412I - Improvisation Lessons (1)

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. **Prerequisite: FAR 104.**

MUS 411/412S - Composition and Song Writing Lessons (1)

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. **Prerequisite: MUS 215 or permission.**

Music Pedagogy

MUS 100 - Piano Proficiency (0)

All music majors are required to pass a piano-playing proficiency exam. Completion of the piano proficiency examination with a grade of "B" or above on each part of the exam fulfills the music major piano proficiency requirement. The examination includes basic piano skills such as scales, simple improvised accompaniment, sight reading and selected prepared works.

Students may fulfill the piano proficiency requirement any time before the end of the second semester of their junior year. **Students will not be allowed to student teach or graduate until this requirement has been fulfilled.**
(Pass/Fail)

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. **Offered spring term.**

MUS 204 - Basic Conducting (2)

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. **Prerequisite: FAR 104. Offered spring term.**

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. **Offered spring term.**

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. **Offered spring term.**

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. **Offered fall term.**

MUS 226 - Music and Movement for Young Children (3)

A study of the elementary principles of music and methods of developing the child and adolescent's (including early child, elementary, and middle grade settings) musical growth through various phases of musical activity. The course is designed for prospective elementary teachers with little or no technical music background. Not open to music majors. **Prerequisite: Enrollment in professional term, or permission.**

MUS 231 - Accompanying (2)

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. **Prerequisite: Intermediate pianist skill level and permission.**

MUS 305 - Advanced Conducting (2)

Refining the basic conducting skills, with emphasis on the development of score reading, skills, rehearsal preparation and techniques, and the development of interpretive skills. **Prerequisite: MUS 204 and MUS 215.**

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. **Offered odd spring terms.**

MUS 316 - Foundations of Music Teaching and Learning (0)

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. **Prerequisite: MUS 221 or permission. Offered spring term.**

MUS 331 - Choral Methods (3)

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. **Co-requisite: MUS 215 or permission. Offered fall term.**

MUS 332 - Piano Pedagogy (2)

A study of beginning piano instruction involving current pedagogical theories and teaching methods and materials. **Prerequisite: Permission.**

MUS 341 - Instrumental Methods (3)

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. **Prerequisite: MUS 215 or permission. Offered fall term.**

MUS 421 - Music Internship (0-12)

On-the-job experience in music. **Prerequisite: CED 205 or permission. (Pass/Fail)**

MUS 426 - Seminar in Music Teaching (4)

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. **Prerequisite: MUS 316 and enrolled concurrently in EDU 455. Offered fall term.**

MUS 431 - Advanced Topics in Music Education (2)

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. **Prerequisite: Senior standing or permission. Offered spring term.**

Music Theory, History and Literature

MUS 115 - Theory of Music I (4)

A study of the elements of music, including melody, harmony, and rhythm, and of four-part writing, including aural perception of materials written. Upon successful completion, students will be able to analyze, notate, and identify, both visually and aurally, triads in root position and inversions, cadences, harmonic progressions, figured bass realization, and non-harmonic tones. **Prerequisite: FAR 104. Offered spring term.**

MUS 116 - Theory of Music II (3)

A continuation of the aural and written study of the common harmonic practices of the 18th and 19th centuries. Upon successful completion, students will be able to analyze, notate and identify, both visually and aurally, seventh chords, secondary dominants, borrowed chords, and modulations. **Prerequisite: MUS 115 or permission, co-requisite MUS 235. Offered fall term.**

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.; 4) Demonstrate the art of song writing using music technology. **Offered summer online.**

MUS 215 - Theory of Music III (2)

A continuation of the aural and written study of the common harmonic practices of the 18th and 19th centuries. Upon successful completion, students will be able to analyze, notate, and identify, both visually and aurally, augmented sixth chords, Neapolitan sixth chords, chromatic thirds, and 9th, 11th, and 13th chords. **Prerequisite: MUS 116 or permission co-requisite MUS 307. Offered spring term.**

MUS 235 - Survey of Musical Literature (2)

A general survey of the literature of Western music. Upon successful completion, students will have an understanding of the major style periods of musical history, important forms and procedures in musical composition, basic analytical and score-reading skills, and a variety of important musical compositions. **Prerequisite: MUS 115 or permission co-requisite MUS 116. Offered fall term.**

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 - History of Music I (3)

A survey of the history and literature of Western music from c. 1600 to 1900. Upon successful completion, students will be familiar with the numerous important styles, genres, and composers of this period, and will be able to place this information within the context of cultural history. Important musical compositions will be analyzed for musical content and cultural impact. **Prerequisite: MUS 116, MUS 235 co-enrollment in MUS 215. Offered spring term.**

MUS 308 - History of Music II (2)

A survey of 20th century music, with analysis of selected representative compositions. Upon successful completion, students will become aware of the many cultural and stylistic strains in the music of the 20th century and begin to study ways in which this music is organized and communicates meaning. **Prerequisite: MUS 215 and MUS 307. Offered fall term.**

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)

An all-college instrumental ensemble. The concert band presents several concerts throughout the year. **Prerequisite: Audition.**

MUS 191 - Doane Choir (0-1)

Doane's premier choral ensemble. The choir presents several concerts throughout the year and tours annually. **Prerequisite: Audition.**

MUS 192 - Collegiate Chorale (0-1)

An all-college choral ensemble. The Collegiate Chorale presents several concerts throughout the year. **Prerequisite: Permission.**

MUS 193 - Jazz Band (0-1)

A jazz combo of select instrumentalists. Jazz Band is the vehicle for learning improvisation. **Prerequisite: Audition.**

MUS 194 - Jazz Unlimited (0-1)

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. **Prerequisite: Audition.**

MUS 195 - Symphonic Wind Ensemble (0-1)

The premier wind organization of the college. The Symphonic Wind Ensemble presents several concerts throughout the school year and makes an annual tour. **Prerequisite: Audition.**

MUS 196 - String Chamber Music (0-1)

This course provides an opportunity for string players to perform chamber music in both small and larger ensembles. **Prerequisite: Audition.**

MUS 197 - Doublewide (0-1)

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. **Prerequisite: Fall audition.**

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

ATV 106 - Tiger Pep Band (0-1)

Tiger Pep Band is open to all students. The pep band performs at selected football games during the course of the fall semester. **(Pass/Fail) Offered fall semester.**

Philosophy-Religion

PRE 110 - Philosophical Problems (3)

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

PRE 111 - Ethics (3)

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

PRE 115 - Comparative Religions (3)

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

PRE 120 - Introduction to the Old Testament (3)

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

PRE 121 - Introduction to the New Testament (3)

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

Offered spring terms.

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. **Offered fall terms.**

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. **Offered odd spring terms.**

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. **Offered even spring terms.**

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

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

PHI 290/390/490 - Directed Study (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

PHI 310 - Comparative Philosophy (3)

A comparison of western and non-western philosophies, paying particular attention to the traditions of India, China, Africa, Latin America, and Native America. These traditions will be studied along with the Analytic (Anglo-American) tradition and the Continental (European) tradition. Upon completion, students will be able to describe the major differences and similarities between and among these regional philosophical traditions. Furthermore, students will be able to apply their understanding of these differences and similarities to contemporary intercultural interactions. **Offered odd spring terms.**

PHI 315 - Philosophy of Science & Technology (3)

An examination of the philosophical questions raised by science and technology, particularly the ways that areas such as biology, physics, information technology and robotics affect our understandings of knowledge and knowers. Also, the social and moral implications of varied understandings will be explored. Upon completion, students will be able to trace the history of Western science and technology. They will also be able to describe our shifting understanding of what constitutes science, technology, and truth. They will master the application of terms such as: falsifiability, explanation, anomaly, paradigm, scientific revolution, multiple realizability. They will also be able to characterize the thought of prominent figures such as Einstein, Darwin, Kuhn, Arendt, and others. **Prerequisite: One course in Philosophy or Religious Studies or Permission. Offered even fall terms.**

PHI 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. **Offered even fall terms. (Cross-referenced with PSI 337.)**

PHI 395 - Proseminar I (1)

A course to supplement a student's background in the history of philosophy. Students independently watch a previously agreed upon number of videotapes on the history of philosophy and complete essays reviewing them. Videos will be supplemented by various readings, by resources from the Internet, and by regular discussions with the professor. Upon successful completion of this course, students will demonstrate the ability to continue learning about philosophy on their own, with minimal guidance from a professor. **Prerequisite: Philosophy or Religious Studies major or minor.**

PHI 396 - Proseminar II (1)

A concentrated examination of current journal literature in philosophy. Students read from, and do research in, specified journals on a given topic. The work is reviewed regularly by the course professor. Upon successful completion of this course, students will be able to identify the major journals in their area of interest, and articulate the major positions in the journal literature on an area of their interest. **Prerequisite: Philosophy or Religious Studies major or minor.**

PHI 421 - Philosophy Internship (0-12)

On-the-job experience in philosophy. **Prerequisite: CED 205 or permission. (Pass/Fail)**

PHI 495 - Examination and Thesis (3)

A comprehensive examination, emphasizing depth and interrelationships among ideas, is required of every major. An individually chosen thesis is read to the faculty and other students. **Prerequisite: One course in philosophy.**

Religious Studies

RST 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.

RST 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.

RST 305 - Christianity (3)

This course is designed as an introduction to Christian history, theology, culture, practice, and belief. We will survey the history of Christianity in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Christianity through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Christians and Christian thinkers throughout the ages; 3) experience Christian practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Christianity has impacted and continues to impact our world today; 5) engage Christianity via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Christian thought and history; 2) the influence of Christianity on the arts and history; and 3) Christian practice. **Offered every other odd fall terms.**

RST 309 - Judaism (3)

This course is designed as an introduction to Jewish history, theology, culture, practice, and belief. We will survey the history of Judaism in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Judaism through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Jews and Jewish thinkers throughout the ages; 3) experience Jewish practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Judaism has impacted and continues to impact our world today; 5) engage Judaism via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources, in-class discussion, firsthand experience, and independent research. Upon successful completion of the course, students will have an understanding of 1) Jewish thought and history, 2) the influence of Judaism on the arts and history, and 3) Jewish practice. **Offered even fall terms.**

RST 310 - Jesus: History and Afterlives (3)

The first half of this course will focus on a) the historical and religious context of Jesus' life and teachings; b) the primary texts about Jesus; and c) scholarly reconstructions of Jesus' life and teachings. The second half of this course will examine how Jesus has been interpreted in cultural discourses such as art, literature, film, and other popular cultural genres. Upon successful completion of the course, students will a) be conversant with the primary texts about Jesus; b) have engaged various scholarly understandings of Jesus' life and message; c) have examined the continuing reciprocal influence that exists between Jesus and the western aesthetic tradition; and d) have started to form their own informed view(s) of the subject matter through reading primary and secondary sources, in-class discussion, firsthand experience, and independent research. **Offered even fall terms.**

RST 315 - Buddhism (3)

This course is designed as an introduction to Buddhist history, religious thought, culture, practice, and belief. We will survey the history of Buddhism in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Buddhism through examining its historical development; 2) discuss various religious views, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Buddhists and Buddhist thinkers throughout the ages; 3) experience Buddhist practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Buddhism has impacted and continues to impact our world today; 5) engage Buddhism via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Buddhist thought and history; 2) the influence of Buddhism on the arts and history; and 3) Buddhist practice. **Offered even spring terms.**

RST 316 - The Book of Genesis (3)

This course is designed as a one-semester seminar that will examine the book of Genesis. We will read and discuss this text, as well as Jewish and Christian works based on it, in order to understand it as sacred literature and its impact on religion and culture today. For students, the objectives of the course are: 1) to be familiar with as well as have an appreciation of the book of Genesis; 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 have engaged it as literature; 3) to explore the influence this text has had and continues to have on our culture(s) and thought(s) through engaging aesthetic and popular cultural interpretations; and 4) to develop study skills and time-management talents as well as an informed view of the subject matter through reading primary and secondary sources, in-class discussion, and independent research. **Offered even spring terms.**

RST 318 - Islam (3)

This course is designed as an introduction to Islamic history, theology, culture, practice, and belief. We will survey the history of Islam in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Islam through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Muslims and Islamic thinkers throughout the ages; 3) experience Islamic practice through reading and discussion, as well as guest speakers and other practical experiences; 4) engage how Islam has impacted and continues to impact our world today; 5) engage Islam via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Muslim thought and history; 2) the influence of Islam on the arts and history; and 3) Muslim practice. **Offered odd spring terms.**

RST 319 - Gender, Sexuality, Race, and the Bible (3)

This course examines the presence(s), result(s), and interpretation(s) of gender and race in biblical literature and the issues and problems those categories present to the reader. The objectives of the course are: 1) to alert ourselves to implicit and/or explicit ideologies of race and/or gender in biblical literature; 2) to awaken ourselves to various ways in which those ideologies have been and continue to be used to maintain various politics of oppression, as well as the status quo in differing contexts; 3) to engender critical reflection on and academic study of biblical literature, as well as challenge students to reflect upon their own position(s) within the ideologies of race found therein; 4) to reflect upon the way(s) in which these ideologies have contributed to both gender and racial inequalities, and in so doing examine how biblical literature has influenced our various modern understandings of race and gender; and 5) for students to develop their own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research. **Offered odd fall terms.**

RST 325 - 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. **Offered odd spring terms.**

RST 405 - Christianity (3)

This course is designed as an introduction to Christian history, theology, culture, practice, and belief. We will survey the history of Christianity in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Christianity through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Christians and Christian thinkers throughout the ages; 3) experience Christian practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Christianity has impacted and continues to impact our world today; 5) engage Christianity via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Christian thought and history; 2) the influence of Christianity on the arts and history; and 3) Christian practice. **Prerequisite: junior or senior standing. Offered odd fall terms.**

RST 409 - Judaism (3)

This course is designed as an introduction to Jewish history, theology, culture, practice, and belief. We will survey the history of Judaism in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Judaism through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Jews and Jewish thinkers throughout the ages; 3) experience Jewish practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Judaism has impacted and continues to impact our world today; 5) engage Judaism via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources, in-class discussion, firsthand experience, and independent research. Upon successful completion of the course, students will have an understanding of 1) Jewish thought and history, 2) the influence of Judaism on the arts and history, and 3) Jewish practice. **Prerequisite: junior or senior standing. Offered even fall terms.**

RST 415 - Buddhism (3)

This course is designed as an introduction to Buddhist history, religious thought, culture, practice, and belief. We will survey the history of Buddhism in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Buddhism through examining its historical development; 2) discuss various religious views, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Buddhists and Buddhist thinkers throughout the ages; 3) experience Buddhist practice through reading and discussion, as well as a field trip and other practical experiences; 4) engage how Buddhism has impacted and continues to impact our world today; 5) engage Buddhism via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Buddhist thought and history; 2) the influence of Buddhism on the arts and history; and 3) Buddhist practice. **Prerequisite: junior or senior standing. Offered even spring terms.**

RST 416 - The Book of Genesis (3)

This course is designed as a one-semester seminar that will examine the book of Genesis. We will read and discuss this text, as well as Jewish and Christian works based on it, in order to understand it as sacred literature and its impact on religion and culture today. For students, the objectives of the course are: 1) to be familiar with as well as have an appreciation of the book of Genesis; 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 have engaged it as literature; 3) to explore the influence this text has had and continues to have on our culture(s) and thought(s) through engaging aesthetic and popular cultural interpretations; and 4) to develop study skills and time-management talents as well as an informed view of the subject matter through reading primary and secondary sources, in-class discussion, and independent research. **Offered even spring terms.**

RST 418 - Islam (3)

This course is designed as an introduction to Islamic history, theology, culture, practice, and belief. We will survey the history of Islam in various geographical contexts, as well as examine different areas of thought. We will read primary and secondary texts in order to: 1) gain an appreciation for and understanding of Islam through examining its historical development; 2) discuss various theologies, beliefs, values, self understandings, aesthetic expressions, and intellectual claims of Muslims and Islamic thinkers throughout the ages; 3) experience Islamic practice through reading and discussion, as well as guest speakers and other practical experiences; 4) engage how Islam has impacted and continues to impact our world today; 5) engage Islam via fictional representations; and 6) develop students' own informed view(s) of the subject matter through reading primary and secondary sources; in-class discussion; firsthand experience; and independent research. Upon successful completion of the course, students will have an understanding of 1) Muslim thought and history; 2) the influence of Islam on the arts and history; and 3) Muslim practice. **Prerequisite: junior or senior standing. Offered odd spring terms.**

RST 419 - Gender, Sexuality, Race, and the Bible (3)

This course examines the presence(s), result(s), and interpretation(s) of gender and race in biblical literature and the issues and problems those categories present to the reader. The objectives of the course are: 1) to alert ourselves to implicit and/or explicit ideologies of race and/or gender in biblical literature; 2) to awaken ourselves to various ways in which those ideologies have been and continue to be used to maintain various politics of oppression, as well as the status quo in differing contexts; 3) to engender critical reflection on and academic study of biblical literature, as well as challenge students to reflect upon their own position(s) within the ideologies of race found therein; 4) to reflect upon the way(s) in which these ideologies have contributed to both gender and racial inequalities, and in so doing examine how biblical literature has influenced our various modern understandings of race and gender; and 5) for students to develop their own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research. **Offered odd fall terms.**

RST 421 - Religious Studies Internship (0-12)

On-the-job experience in religious studies. **Prerequisite: CED 205 or permission. (Pass/Fail)**

RST 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. **Offered odd spring terms.**

RST 495 - Examination and Thesis (3)

A comprehensive examination, emphasizing depth and interrelationships among ideas, is required of every major. An individually chosen thesis is read to the faculty and other students. **Prerequisite: One course in religious studies.**

RST 498 - Honors in Religious Studies (3)

Students who have demonstrated outstanding performance in religious studies are offered opportunities for academic enrichment, such as: reading projects, research and writing, teaching and tutorial assistance in courses. Upon successful completion of this experience, students will have gained a better understanding of research, professional writing, or instruction within the context of the discipline. **Prerequisite: Permission of instructor.**

Physical Education

PED 101 - Physical Activity Course (1)

A course offering choices from a list of physical activities. The student will actively participate in such activities as net and racquet sports, golf, aerobic activities, weight training, aquatics, creative movement, jazz dance, kick-boxing, and outdoor leisure pursuits.

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 106 - Cardiopulmonary Resuscitation, First Aid, and First Responder (2)

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.

PED 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.

PED 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.

PED 201 - Issues of Health and Safety (3)

A general view of personal health and safety concerns. Student 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 209 - Nutrition (3)

An introduction to basic principles of human nutrition with emphasis on nutrients, food sources, and function of nutrients within the human body. Nutritional requirements throughout the lifespan are addressed, as well as the impact of cultural, psychological, and personal health factors on an individual's nutritional status. Upon completion of the course, students will know how to assess nutritional status and provide preventive and therapeutic dietary teaching based on an individual's nutritional needs and developmental, cultural, psychological, and physiological dimensions. **Offered spring term.**

PED 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.

PED 228 - Movement and Rhythmics for Young Children (2)

A study of the elementary principles of rhythmical movement and methods of developing and assessing elementary (K-6) school-aged children's motor rhythmic performance.

PED 233 - Personal Performance Competencies I (1)

Provides experiences which will allow the student to demonstrate competency in specified motor skills, including aquatics for adults and secondary school (7-12) aged children.

PED 234 - Personal Performance Competencies II (1)

Provides experiences which will allow the student to demonstrate competency in specified motor skills, including gymnastics for adults and secondary school (7-12) aged children.

PED 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.

PED 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.

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.

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.

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.

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.

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. **Offered odd spring terms.**

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. **Offered even spring terms.**

PED 321 - Techniques for Orthopedic Evaluation (3)

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. **Prerequisite: PED 221.**

PED 345 - Exercise Physiology (4)

Serves to nurture an understanding of the physiology of exercise and of nutrition pertaining to physical/athletic activity of secondary school (7-12) aged children and adults. Students will also demonstrate an ability to apply theory of appropriate procedures in the physical training and conditioning for competition and general fitness. Spreadsheet competency recommended.

PED 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. **Offered spring term.**

PED 352 - Perceptual Motor Development and Movement Experiences for School-Aged Children (3)

The fundamental study of growth and perceptual motor development in school-aged children, including K-12. Special emphasis is placed on components of perceptual motor efficiency and the application of appropriate physical education activities for perceptual motor development. Included are the theories and practices for evaluating perceptual motor development with practical application of perceptual motor tests. **Offered spring term.**

PED 355 - Adaptive 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.

PED 421 - Physical Education Internship (0-12)

This course is designed to offer a structured professional experience in sport/fitness management settings. The nature and location of this experience is arranged in cooperation with the Director of Career Development and must be approved by the physical Education Coordinator. A maximum of nine credits may be applied to graduation requirements. **Prerequisite: CED 205 or permission. (Pass/Fail)**

PED 425 - Fitness Management (3)

A capstone course which focuses on the standards for the certifying examinations of the National Strength and Conditioning Association and on managing fitness settings. The student will demonstrate an ability to evaluate diets and construct appropriate eating plans, assess cardiorespiratory fitness and construct appropriate aerobic training regimens, assess body composition and understanding the considerations of human body fat distribution, and understanding the concepts of strength training and construct appropriate resistance training regimens. **Prerequisite: PED 345 or permission.**

PED 448 - Therapeutic Modalities/Exercise (3)

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. **Prerequisite: PED 221 or permission.**

PED 450 - Structuring Movement Activities for Elementary-Aged Children (2)

A course offered to those who are not seeking Teaching Certification in physical education. Course work includes strategies for teaching games, movement activities for skill acquisition, and health/wellness measures appropriate for elementary-aged children (K-8) in school and recreational settings.

PED 457 - Techniques of Teaching Physical Education I (7-12) (4)

A course including competencies in various teaching models for the normal as well as the atypical child, and interpretation of a variety of testing and measurement devices appropriate for any selected objective. The primary emphasis is on secondary school (7-12) physical education programs. **Prerequisite: PED 233 or PED 234, or permission. Spreadsheet competency recommended.**

PED 458 - Techniques of Teaching Physical Education II (K-6) (4)

A course providing information and techniques related to planning, developing, implementing and administering a curriculum for elementary school, physical education programs including strategies in various teaching models for the normal and atypical child (K-6). **Prerequisite: PED 233 (or PED 234), PED 352, PED 355 or permission.**

PED 459 - Techniques of Teaching Physical Education III (K-12) (4)

A course providing a review and an opportunity to implement the various teaching concepts provided in EDC 457 and EDU 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. **Prerequisite: Enrolled in professional term, or permission.**

Activities

ATV 108 - Doane Dance Team (0-1) (Pass/Fail)

ATV 109 - Doane Cheerleading (0-1) (Pass/Fail)

ATV 151 - Intercollegiate Football (0-1) (Pass/Fail)

ATV 152 - Intercollegiate Track and Field (0-1) (Pass/Fail)

ATV 153 - Intercollegiate Basketball (0-1) (Pass/Fail)

ATV 154 - Intercollegiate Baseball (0-1) (Pass/Fail)

ATV 155 - Intercollegiate Cross Country (0-1) (Pass/Fail)

ATV 158 - Intercollegiate Golf (0-1) (Pass/Fail)

ATV 159 - Intercollegiate Volleyball (0-1) (Pass/Fail)

ATV 162 - Intercollegiate Tennis (0-1) (Pass/Fail)

ATV 163 - Intercollegiate Softball (0-1) (Pass/Fail)

ATV 165 - Intercollegiate Soccer (0-1) (Pass/Fail)

ATV 167 - Intercollegiate Wrestling (0-1) (Pass/Fail)

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)

On-the-job experience in physical science. **Prerequisite: CED 205 or permission. (Pass/Fail)**

Physics and Engineering

PHY 101 - Introduction to Physics and Engineering (3)

Physics is the study of the fundamental structures and interactions in the physical universe, while engineering involves using this knowledge to solve practical problems. This course provides a broad overview of classical and modern physics phenomena and their application to engineering problems. Using examples from everyday life, it is designed to enable students to become aware of the role of physics in society and technology. Emphasis is placed on the fundamental laws of nature on which all natural sciences are based. An exploration of research and career opportunities will be given through laboratory tours, discussions of state-of-the-art developments in science and technology or invited speakers. A discussion of the historical development of physics and engineering science will be provided. In completing the course the students will learn successful problem solving strategies for studying physics and engineering and strengthen their career goals. **Offered fall term.**

PHY 107 - Introductory Physics I (4)

A course designed to meet the needs of the pre-professional student and the science major as well as providing an introduction to physics for all students. Topics covered include mechanics, thermodynamics, waves, and sound. Students will gain conceptual understanding and ability to use quantitative methods to model physical phenomena of the topics covered. This course includes laboratory work. **Offered spring term.**

PHY 108 - Introductory Physics II (4)

A course designed to meet the needs of the pre-professional student and the science major as well as providing an introduction to physics for all students. Topics covered include electricity and magnetism, electronics, optics, and selected areas of modern physics. Students will gain conceptual understanding of the topics covered and ability to use quantitative methods to model physical phenomena. This course includes laboratory work. **Prerequisite: PHY 107. Offered fall term.**

PHY 201 - General Physics I (4)

A calculus-based introduction to physics. Topics covered include mechanics, thermodynamics, waves, and sound. Students will gain conceptual understanding of the topics covered and ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work. **Prerequisites; MTH 235 (may be taken concurrently). Offered spring term.**

PHY 202 - General Physics II (4)

A calculus-based introduction to physics. Topics covered include electricity and magnetism, electronics, optics, and selected areas of modern physics. Students will gain conceptual understanding of the topics covered and ability to use quantitative methods, including calculus, to model physical phenomena. This course includes laboratory work. **Prerequisites: PHY 201, MTH 236 (may be taken concurrently). Offered fall term.**

PHY 225 - Sophomore Exam (0)

A departmentally administered examination covering topics from the entire introductory physics sequence. The examination provides an opportunity for students to review and integrate the knowledge gained in the introductory sequence. It demonstrates long-term mastery of topics. Generally taken fall semester of the sophomore year. Physics majors must pass the exam with a minimum score of 50% (the examination may be repeated). **Prerequisite: PHY 108 or PHY 202. (Pass/Fail)**

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

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

PHY 290/390/490 - Directed Study (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

PHY 302 - Electricity and Magnetism (3)

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. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108); MTH 235, MTH 236, MTH 337, or permission. Offered even fall terms.**

PHY 305 - Advanced Physics Laboratory (2)

In this course students will develop their ability to design, perform, and analyze the results of experimental investigations that test a hypothesis or physical model or measure an important physical property. Investigation topics will include those of both historical and contemporary interest. **Prerequisite: PHY 202. Offered fall odd term.**

PHY 306 - Theoretical Mechanics (3)

A study of the classical mechanics of a particle, systems of particles, and rigid bodies. The course includes study of particle dynamics, central force problems, Lagrangian and Hamiltonian formulations of mechanics, and the description of rigid body

motion. Experimental work in selected areas is performed. Completing the course allows the student to describe important definitions and relationships in each area studied, discuss the importance of classical mechanics to contemporary physics and engineering, work problems in each of the areas studied, and design and carry out experiments testing descriptions and relationships in selected areas. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108); MTH 235, MTH 236, MTH 337, or permission. Offered odd spring terms.**

PHY 308 - Heat and Thermodynamics (3)

A study of temperature, heat and work, the laws of thermodynamics, entropy, the Carnot cycle, and introduction to statistical mechanics. Experimental work in selected areas is performed. Completing the course allows the student to describe important definitions and relationships for each of the topics covered, discuss experimental evidence for each relationship or law, design and carry out experiments in selected areas, and do calculations involving theoretical relationships studied. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108); MTH 235, MTH 236, MTH 337, or permission. Offered even spring terms.**

PHY 310 - Introduction to Materials Science (3)

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. **Prerequisite: PHY 202. Offered spring even term.**

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. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108); MTH 235, MTH 236, MTH 337, or permission. Offered odd spring terms.**

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. **Prerequisite: PHY 201, PHY 202 (or PHY 107, PHY 108); MTH 235, MTH 236. Offered even fall terms.**

PHY 318 - Statics (3)

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. **Prerequisite: PHY 201 or PHY 107. Offered even fall terms. (Cross-referenced with EGR 318.)**

PHY 325 - Electronics (4)

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. **Prerequisite:** PHY 201, PHY 202 (or PHY 107, PHY 108). **Offered odd fall terms. (Cross-referenced with IST 325.)**

PHY 395 - Physics Research I (1)

All physics majors complete a research project that encourages them to integrate knowledge from previous coursework. The chosen project is designed to promote understanding of basic research methods by their application. In this course, students become familiar with possible areas of research in the department, practice methods of doing a literature review, and learn about the expectations for the senior project. Students will choose a research topic, write a research proposal, and complete a literature search. Upon completion of this course, students will be able to discuss the steps required to plan a research project, will have produced a literature search summarized in a bibliography, and will have written a research proposal.

Prerequisite: Physics Major and junior standing. **Offered spring term.**

PHY 405 - Quantum Mechanics (3)

An in-depth development of the theory of non-relativistic quantum mechanics with supporting experimental and computational investigations. The course includes developing the Schrödinger formulation, methods of solving the Schrödinger equation, applications to one-dimensional problems, quantum theory of angular momentum, the hydrogen atom, and systems of identical particles. Selected supporting experiments and computational projects will be performed. Completing the course allows the student to describe interpretation issues of quantum theory, make theoretical calculations involving the Schrödinger equation, and describe the experimental evidence supporting non-relativistic quantum theory. **Prerequisites:**

PHY 107, PHY 108 or PHY 201, PHY 202, MTH 337. Offered fall even terms.

PHY 421 - Physics Internship (0-12)

On-the-job experience in physics. **Prerequisite:** CED 205 or permission. **(Pass/Fail)**

PHY 435 - Mathematical Methods for Physics (3)

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. **Prerequisite:** MTH 236. **Offered odd fall terms. (Cross-referenced with MTH 435.)**

PHY 495 - Physics Research II (1)

This course is a continuation of PHY 395. Students perform the required experimental and/or theoretical research for their senior project. Upon completion of this course, students will have produced an organized record of the required experimental and/or theoretical research for their senior project. **Prerequisite:** PHY 395. **Offered fall term.**

PHY 496 - Senior Seminar (1)

This course completes the three semester sequence for developing, conducting, and reporting the senior project. In this capstone course, students write the senior thesis and create an oral presentation about the research project. Students are encouraged to present the research at an off-campus meeting. Upon completion of this course, students will have gained experience in producing a scientific paper and presenting their research in a public forum. **Prerequisite:** PHY 495.

Engineering

EGR 210 - Introduction to Computer Assisted Design (3)

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. **Prerequisite(s): Doane Basic Mathematics Skills Offered spring term.**

EGR 318 - Engineering Statics (3)

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. **Prerequisite: PHY 201 (or PHY 107) Offered fall even terms. (Cross-referenced with PHY 318.)**

EGR 320 - Engineering Dynamics (3)

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. **Prerequisite: EGR 318 or PHY 318 or permission. Offered spring odd term.**

EGR 325 - Mechanics of Materials (3)

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; 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. **Prerequisite: PHY 202 (or PHY 108) and EGR 318 (or PHY 318). Offered spring even terms.**

EGR 395 - Senior Engineering Design I (1)

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 first course of the senior design sequence, students, working in teams, will identify the problem, product, or process to be solved for the customer, develop design requirements and constraints, and generate possible solutions. Completing this course gives students experience in team-based product or process development, practice in using engineering design principles, and producing a formal engineering design proposal. **Prerequisite: Junior standing. Offered spring term.**

EGR 495 - Senior Engineering Design II (3)

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. **Prerequisite: EGR 395. Offered fall term.**

Political Science

PSI 101 - American Politics (3)

An analysis of American political institutions and behavior.

PSI 105 - Comparative Governments (3)

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

PSI 215 - The Politics of the Developing World (3)

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

PSI 216 - Public Opinion and Citizen Action (3)

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. **Offered even fall terms. (Cross-referenced with PSY 216)**

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. **Offered even spring terms.**

PSI 243 - Contemporary Political Issues (3)

A course in policy analysis. Includes selected policy issues facing government. **Offered odd fall terms.**

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)

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. **Offered odd spring terms. (Cross-referenced with HIS 306.)**

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. **Offered even spring term.**

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. **Offered odd fall terms.**

PSI 325 - International Relations in the Modern Era (3)

A study of the dynamics of the international system with emphasis on issues of conflict, security, interdependence, and the global commons. Upon completion, students will demonstrate an understanding of both realist and liberal conceptions of the international system. **Offered odd spring terms. (Cross-referenced with INT 325.)**

PSI 326 - Modern Asian History (3)

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. **Offered odd spring terms. (Cross-referenced with HIS 326.)**

PSI 327 - Globalization and Transnationalism (3)

In recent decades, international affairs have been increasingly influenced by non-state actors whose actions and impact cross national boundaries. This class explores this contemporary trend toward increased global interconnectedness, examining the political, cultural, and economic effects of transnational interactions. Major debates about the global economy and international political economy will receive particular attention. Upon completion, students will demonstrate an understanding of globalization as a multifaceted phenomenon, encompassing political globalization, the globalization of communications and culture, and economic globalization. **Offered even spring terms. (Cross-referenced with ECO 327.)**

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. **Offered odd spring terms.**

PSI 329 - The U.S. Revolutionary Era (3)

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

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 religio-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. **Offered odd spring terms.**

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. **Offered even spring terms.**

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. **Offered even fall terms. (Cross-referenced with PHI 337.)**

PSI 338 - Modern Russia (3)

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. **Offered even fall terms. (Cross-referenced with HIS 338.)**

PSI 340 - The United States and Latin America (3)

An overview of the history and current state of Latin American politics and United States-Latin American relations. The course will examine the major developments that have shaped Latin American politics from independence to the present day, the influence of United States foreign policy on that history, and the reactions of Latin American countries to United States influence. Upon completion of the course, students will demonstrate an understanding of the major issues in current Latin American politics and United States-Latin American relations, and of the past and present trends that have influenced interactions within the hemisphere. **Offered odd fall terms.**

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

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

PSI 421 - Governmental Internship (0-12)

An internship in a governmental agency designed to provide experience with public management skills. **Prerequisite: CED 205 or permission. (Pass/Fail)**

PSI 425 - Encountering Washington: Internship (9)

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. **Prerequisites: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Co-requisite: Enrollment in PSI 426 and PSI 427.**

PSI 426 - Encountering Washington: Experiential Learning Seminar (3)

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 College. Upon completion, students will demonstrate an understanding of experiential learning theory and the relationship between their specific internship and their daily lives. **Prerequisite: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Co-requisite: Enrollment in PSI 425 and PSI 427.**

PSI 427 - Encountering Washington: Policy Seminar (3)

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. **Prerequisites: Acceptance into Encountering Washington program, as determined by the program's director at Doane and the faculty of WII. Co-requisite: Enrollment in PSI 425 and PSI 426.**

PSI 496 - Seminar (3)

A major research project in political science culminating in the presentation of a research paper. **Prerequisite: Senior major in political science.**

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)

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. **Offered even fall terms. (Cross-referenced with PSI 216)**

PSY 219 - Addiction (3)

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

Prerequisite: PSY 117 or permission.

PSY 230 - Social Problems (3)

This course examines contemporary social problems through a psychological and sociological lens. Students will gain an understanding of the depth and diversity of social problems in the United States with particular emphasis on: economic inequality, unemployment, racial and ethnic inequality, gender inequality, crime and drugs, education, and inadequacies of health care. Students will also investigate the complexity and effectiveness of contemporary social policies that address social problems. **Offered odd spring terms. (Cross-referenced with SOC 230.)**

PSY 234 - Introduction to Counseling Theories and Techniques (3)

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. **Prerequisite: PSY 117, declared major or minor in education or psychology or declared major in sociology with criminal justice emphasis, or permission. Offered fall term.**

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. **Offered fall term.**

PSY 252 - Research Method in Psychology (3)

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. **Prerequisite: PSY 117 and SSI 217. Offered spring term.**

PSY 255 - Child and Adolescent Development (3)

A study of human development from the prenatal period through adolescence. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their understanding of how physical,

psychological, and social factors influence development; the research techniques used to study development; and the practical applications of developmental research. **Prerequisite: PSY 117 or EDU 221 (EDU 221 may be taken concurrently), or permission.**

PSY 256 - Adult Development (3)

A study of human development from young adulthood through old age. Cognitive, emotional and social development are considered. . Students who successfully complete the course will demonstrate their understanding of physical, psychological, and social factors that influence development during adulthood; the research techniques used to study development; and the particular challenges faced by individuals as they age. **Prerequisite: PSY 117 or EDU 211, or permission. Offered odd fall terms.**

PSY 259 - Lifespan Development (3)

A study of human development from the prenatal period through death. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their understanding of how physical, psychological, and social factors influence development; the research techniques used to study development; and the practical applications of developmental research. **Prerequisite: PSY 117.**

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

An investigation of topics not offered in other courses, selected by the instructor on the basis of student interest.

Prerequisites: for 271, one course in psychology; for PSY 371, two courses in psychology; for PSY 471, three courses in psychology.

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)

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

PSY 310 - Human Sexuality (3)

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. **Prerequisite: PSY 117 or permission. Offered spring term.**

PSY 314 - Physiological Psychology (3)

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. **Prerequisite: PSY 117. Offered even fall terms.**

PSY 336 - Social Psychology (3)

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior. **Prerequisite: PSY 117 (or SOC 109), and sophomore standing. Offered spring term. (Cross-referenced with SOC 336.)**

PSY 344 - Memory and Cognition (3)

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. **Prerequisite: PSY 117.**

Offered odd fall terms.

PSY 345 - Tests and Measurement in Psychology (3)

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. **Prerequisite: PSY 117 and SSI 217. Offered even spring terms.**

PSY 346 - Multicultural Psychology (3)

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. **Prerequisite: PSY 117 or permission. Offered odd spring terms.**

PSY 348 - Psychology of Gender (3)

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. **Prerequisite: PSY 117 or permission. Offered even spring terms.**

PSY 355 - Applied Psychology and Sociology (0-1)

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. **Prerequisite: PSY 117 or SOC 109, one additional course in psychology or sociology, or permission. Co-requisite: PSY 421 or SOC 421. (Cross-referenced with SOC 355.)**

PSY 365 - Psychology of Personality (3)

A study of human individuality from various theoretical and empirical orientations. The course will typically address personality from biological, humanistic, trait, psychoanalytic and other approaches. Students successfully completing the course will demonstrate an understanding of the approaches' priorities for studying personality, their relative strengths and weaknesses, and their underlying assumptions about human nature. **Prerequisite: PSY 117 and sophomore standing, or permission. Offered odd spring terms.**

PSY 380 - Psychology Research Assistantship (0-3)

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. **Prerequisite: Instructor permission.**

PSY 396 - Pre-seminar (3)

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 - Senior Research Seminar (3). **Prerequisite: PSY 252. Offered spring term.**

PSY 416 - Abnormal Psychology (3)

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

PSY 421 - Psychology Internship (0-12)

Supervised on-the-job experience in psychology. **Prerequisite: CED 205 (or PSY 245) and permission. Co-requisite PSY 355/SOC 355 (Pass/Fail)**

PSY 445 - History of Psychology (3)

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. **Prerequisite: Three courses in psychology or permission. Offered even fall terms.**

PSY 496 - Senior Research Seminar (3)

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. **Prerequisite: SSI 217, PSY 252 and PSY 396. Offered fall term.**

Public Administration

PAD 421 - Public Administration Internship (0-12)

On-the-job experience in public administration. **Prerequisite: CED 205 or permission. (Pass/Fail)**

PAD 493 - Public Administration Seminar (4-12)

A seminar for people who desire administrative careers in government. Students are placed in federal, state, or local agencies to work on specific research and administrative tasks. The course also involves periodic seminar meetings to discuss work experiences, present papers, and develop a term project. **Prerequisite: Senior public administration major or permission.**

Research

RES 495 - Research II (1-2)

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 (1-2)

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 322 - The Teaching of Laboratory Sciences I (0-1)

This course begins the transition from student of the natural sciences to teacher of the natural sciences. Major emphasis on laboratory safety, innovative methods for facilitating learning in the natural sciences in the public schools and the methods and procedures for evaluating student learning. **Generally taken during the sophomore year. Offered spring term.**

SCI 324 - The Teaching of Laboratory Sciences II (0-1)

Examines topics in the teaching and evaluation of natural science curriculum. **Generally taken during the junior year. Prerequisite: SCI 322 or permission. Offered fall term.**

SCI 326 - The Teaching of Laboratory Sciences III (0-1)

Examines topics in the teaching and evaluation of natural science curriculum. **Generally taken during the junior year. Prerequisite: SCI 324 or permission. Offered spring term.**

SCI 327 - The Teaching of Laboratory Sciences IV (4)

Includes topics not covered in SCI 322, SCI 324, SCI 326. Various teaching approaches and methods are examined. Focus is on the Nebraska K-12 Science Standards and the use of the Internet/World Wide Web for natural science teaching and research. **Prerequisite: Major in the sciences, enrolled in the professional term, SCI 322, SCI 324, SCI 326, or permission. Offered fall term.**

SCI 421 - Natural Science Internship (0-12)

On-the-job experience in natural science. **Prerequisite: CED 205 or permission. (Pass/Fail)**

Social Science

SSI 201 - Archival and Museum Studies (2)

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 College 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. **Prerequisite: Permission. (Cross-referenced with HUM 201.)**

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 - The Teaching of the Social Sciences I (0)

Begins the transition from student of the social sciences to teacher of the social sciences. The major emphasis is on innovative methods for facilitating learning in the social sciences in the public and private schools and the methods and procedures for evaluating student learning. **Generally taken during the sophomore year. Offered spring term.**

SSI 323 - The Teaching of the Social Sciences II (0)

An examination of topics in the teaching and evaluation of the middle school social science curriculum. **Generally taken during the junior year. Prerequisite: SSI 322 or permission. Offered fall term.**

SSI 324 - The Teaching of the Social Sciences III (0)

An examination of topics in the teaching and evaluation of social science curriculum. The focus is on the teaching of American history and American government. **Generally taken during the junior year. Prerequisite: SSI 323 or permission. Offered spring term.**

SSI 325 - The Teaching of the Social Sciences IV (2)

Includes topics not covered in SSI 322, SSI 323, SSI 324 . Various teaching approaches and methods are examined. Focus is on the Nebraska K-12 Social Studies Standards, History Standards, Geography, Civics and Government Standards, and the use of the Internet/World Wide Web for social science teaching and research. **Prerequisite: SSI 322, SSI 323, SSI 324 or permission and enrolled in the professional term. Offered fall term.**

SSI 421 - Social Science Internship (0-12)

On-the-job experience in social science. **Prerequisite: CED 205 or permission. (Pass/Fail)**

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)

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. **Prerequisite: SOC 109. Offered fall term.**

SOC 230 - Social Problems (3)

This course examines contemporary social problems through a psychological and sociological lens. Students will gain an understanding of the depth and diversity of social problems in the United States with particular emphasis on: economic inequality, unemployment, racial and ethnic inequality, gender inequality, crime and drugs, education, and inadequacies of health care. Students will also investigate the complexity and effectiveness of contemporary social policies that address social problems. **Offered odd spring terms. (Cross-referenced with PSY 230.)**

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)

An introduction to research in social phenomena as a science and craft, formulation of research problems, data-gathering, analysis, and statement of findings. **Prerequisite: SOC 109.**

SOC 288 - Deviance (3)

Inquiry leading to knowledge of social disorganization, criminal behavior, delinquency, and power relationships in social control. **Prerequisite: One course in sociology or psychology.**

SOC 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 305 - Complex Organizations (3)

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. **Prerequisite: SOC 109. Offered odd spring terms.**

SOC 308 - Cultural Anthropology (3)

An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society. **(Cross-referenced with ANT 308.)**

SOC 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)

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. **Prerequisite: SOC 109.**

SOC 314 - Criminal Law and Procedure (3)

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." **Prerequisite: SOC 109 or LPS 101 . Offered spring term.**

SOC 316 - Sociology of Sport (3)

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. **Prerequisite: SOC 109. Offered even spring terms.**

SOC 318 - The Sociology of Health and Health Care (3)

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. **Prerequisite: SOC 109 or PSY 117. Offered fall term.**

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)

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

SOC 355 - Applied Psychology and Sociology (0-1)

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.

Prerequisite: PSY 117 or SOC 109, one additional course in sociology or psychology, or permission. Co-requisite: SOC 421 or PSY 421. (Cross-referenced with PSY 355.)

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. **Offered odd spring terms.**

SOC 370 - Social Stratification (3)

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.

Prerequisite: SOC 109. Offered even spring terms.

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 415 - Social Theory (3)

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. **Prerequisite: SOC 109. Offered even spring terms.**

SOC 421 - Sociology Internship (0-12)

On-the-job experience in sociology. **Prerequisite: CED 205 or permission. (Pass/Fail)**

SOC 496 - Seminar in Sociology (3)

A terminal and integrating course for majors in the discipline. **Prerequisite: Senior major in sociology or permission.**

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 101 and SPA 102 do not count toward the major or the minor.

SPA 102 - Elementary Spanish (3)

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

SPA 203 - Intermediate Spanish (3)

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. **Prerequisite: For SPA 203, either SPA 102 or equivalent**

SPA 204 - Intermediate Spanish (3)

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. **Prerequisite: for SPA 204, either SPA 203, or equivalent.**

SPA 210 - Medical Spanish (3)

This course will involve intermediate conversation and reading with review of grammar focusing on medical terminology. Upon completion of the course, students will be able to engage in translation and interpretation relative to various health issues. **Prerequisite: SPA 203 or equivalent. Offered spring term.**

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)

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. **Prerequisite: Permission of both faculty involved.**

SPA 305 - Spanish Conversation and Composition (3)

Spanish 305 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. **Prerequisite: SPA 204 or equivalent, or permission. (May be taken in reverse sequence.) SPA 305 offered fall term**

SPA 306 - Spanish Conversation and Composition (3)

SPA 306 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 **Prerequisite: SPA 204 or equivalent, or permission. (May be taken in reverse sequence.) SPA 306 offered spring term.**

SPA 312 - Spanish Civilization and Culture (3)

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. **Prerequisite: SPA 305 or SPA 306, or permission. Offered even fall terms.**

SPA 314 - Spanish-American Civilization (3)

Survey of Spanish-American culture and civilization from 1492 to the present. This class gives students a broader knowledge of the Hispanic world. **Prerequisite: SPA 305, SPA 306. Offered odd fall terms.**

SPA 317 - The Teaching of Spanish I (0)

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.

Generally taken during the sophomore year. Offered spring term.

SPA 319 - The Teaching of Spanish II (0)

This course continues the transition from student of Spanish to teacher of Spanish. Topics focus on the teaching of Spanish in the middle 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. **Generally taken during the junior year. Offered fall term.**

SPA 321 - The Teaching of Spanish III (0)

This course continues the transition from student of Spanish to teacher of Spanish. Topics focus on the teaching of Spanish in the 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. **Generally taken during the junior year. Prerequisite: SPA 319 or permission. Offered spring term.**

SPA 325 - The Teaching of Spanish IV (2)

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas, where appropriate, to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language.

Prerequisite: SPA 321, Spanish major and enrolled in professional term, or permission. Offered fall term.

SPA 402 - Spanish Language Enrichment (1)

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.

Prerequisite: Permission of both faculty involved.

SPA 421 - Spanish Internship (0-12)

On-the-job experience in Spanish. **Prerequisite: CED 205 or permission. (Pass/Fail)**

SPA 424 - Literature of Spain (3)

A study of the most outstanding authors from Spain, from the Golden Age to the modern period. Upon completion of this course, the student will be familiar with literary periods and key authors from Spain, and will be able to read and discuss fiction, poetry, and drama in Spanish. **Prerequisite: SPA 312 or SPA 314, or permission. Offered odd spring terms.**

SPA 425 - Latin American Literature (3)

A study of the most outstanding Latin American writers in Spanish, focusing mainly on the modern period. Upon completion of this course, the student will be familiar with literary periods and key authors from Latin American countries and Hispanic

U.S., and will be able to read and discuss fiction, poetry, and drama in Spanish. **Prerequisite: SPA 312 or SPA 314, or permission. Offered even spring terms.**

Theatre

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. **Offered fall term.**

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. **Offered fall term.**

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. **Offered spring term.**

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. **Offered odd spring terms.**

THE 207 - Advanced Acting (3)

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. **Prerequisite: THE 103 or permission. Offered spring term.**

THE 210 - Script Analysis (3)

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. **Prerequisite: THE 101. Offered spring term.**

THE 211 - Film Making (3)

Through the techniques explored during the semester, the student will acquire the procedures and methodology applicable to work in both amateur and professional production. Upon completion of the course, students will be able to: conceive and develop ideas that will lead to compelling, authentic, personally meaningful films; facilitate the expression and development of their own unique artistic identity, cinematic voice and point of view through an exploration of personal experience, interests, concerns, values and inherent taste; develop ideas for stories and characters through observation of, research into, and direct experience with real life; introduce connections between cinematic creativity and liberal arts education, drawing from a broad range of cultural sources; encourage awareness of the infinite possibilities for creative expression inherent in cinema, including documentary and experimental forms; enhance their collaborative skills through group discussion, giving and responding to feedback, and collective brainstorming; and enable them to create a diverse portfolio of project ideas, outlines, synopses, and real film projects that they can draw on in future production classes and life experiences. **Offered spring term.**

THE 212 - Scenic Design (3)

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. **Prerequisite: THE 101, THE 108. Offered even spring terms.**

THE 217 - Fundamentals of Play Directing (3)

An introduction to the basic elements and strategies of directing through discussion and scene work. **Prerequisite: THE 101 or permission. Offered even fall terms.**

THE 224 - Summer Stock Experience (3)

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. **Prerequisite: Permission of the theatre faculty and acceptance into summer stock auditions. Deadlines for acceptance vary (usually February and March). Offered fall term.**

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)

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. **Prerequisite: THE 101. Offered odd fall terms.**

THE 304 - History of the Theatre II (3)

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. **Prerequisite: THE 101. Offered even spring terms.**

THE 307 - Advanced Acting (3)

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. **Prerequisite: THE 103, THE 207 or permission. Offered fall term.**

THE 309 - Theatre Management (3)

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. **Prerequisite: Junior standing, THE 103, THE 108; or permission of instructor. Offered odd fall terms.**

THE 311 - Advanced Scenic and Costume Design (3)

A practical exploration of stage set and costume design. Work includes rendering, model building, drafting, and portfolio preparation. Practical experiences with productions. **Prerequisite: THE 108, THE 109, or permission. Offered even fall terms.**

THE 312 - Light and Sound for the Stage (3)

A concentration on specific materials and methods employed in the design, production and management of theatrical lighting and sound. Practical experience with productions. **Prerequisite: THE 108 or permission. Offered odd fall terms.**

THE 314 - Actors and Playwrights (3)

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. **Prerequisite: THE 101 or THE 103 or permission. Offered even spring terms.**

THE 318 - Advanced Directing (3)

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. **Prerequisite: THE 103, THE 108, and THE 217, or permission. Offered odd spring terms.**

THE 328 - Field Experience for Teaching Theatre (2)

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. **Prerequisite: by permission**

THE 407 - Advanced Acting (3)

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. **Prerequisite: THE 103, THE 207, THE 307, or permission. Offered spring term.**

THE 421 - Theatre Internship (0-12)

This course offers a field experience in professional theatre. Students will intern with professional companies, learning professional practices and studying current trends in the workplace. They will gain a hands-on understanding of expectations in professional theatre. Students may complete an internship in any area of theatre production. Theatre majors are highly encouraged to take an internship during their junior or, preferably, senior year. Internships may be performed during the school year or over the summer. **Prerequisite: CED 205 and permission of two theatre faculty. (Pass/Fail)**

THE 495 - Senior Project (1-3)

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. **Prerequisite: Senior theatre major and permission.**

ATV 173 - Theatre (0-1) (Pass/Fail)

Travel

TVL 300 - The Travel Course Experience (1)

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 College Core Curriculum as well as other learning-outcomes of the Foundational Areas of Knowledge or Fields of Specialized Studies, as appropriate. **Prerequisite: Must be in good academic standing. (Pass/Fail)**

Doane Learning Center

The Doane Learning Center provides 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. Students receive letter grades in these courses.

DLC 090 - Computational Skills (3)

An accelerated algebra program designed to bring students who are weak in mathematical skills to a competency level allowing for college success. Upon successful completion of the course, students will demonstrate adequate basic computational skills.

Prerequisite: Permission. (Does not apply to minimum degree requirements.)

DLC 103 - Reading Effectiveness (1)

A developmental mini-course designed to improve reading efficiency at the college level. Emphasis is on analyzing arguments, writing essays related to readings, and applying active reading and study techniques to texts used in college courses.

Appropriate for any student interested in improving reading and study techniques for reading-based college courses.

DLC 107 - Speed Reading Techniques (1)

A mini-course introduction to rapid reading theory and techniques. In-class drills focus on correct methods of rapid reading. Includes application of appropriate reading strategies to texts used in college courses. Special attention given to the importance of varying speed and technique depending on the reading and the reader's background knowledge. Appropriate for any student interested in application of paced reading techniques to college texts.

DLC 116 - Writing Skills (3)

An intensive writing course designed to improve basic skills in college-level composition. **Offered fall term.**

DLC 119 - Communication Skills (3)

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

Doane Student Support Services

The DSS program provides instruction in college-level study skills, writing, and basic computational mathematics. **Students must be eligible for the Student Support Services program to enroll in these courses. Eligible students may register for any DSS course at the beginning of a term or any time prior to the first day of each session.**

Students receive letter grades in these courses.

NOTE: All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above. This requirement is met in one of the following ways:

1. By attaining an Enhanced ACT math score of 19 or higher
2. By attaining an SAT math score of 500 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

DSS 090 - Pre-Algebra (3)

An introductory algebra course that takes students' basic skills to the level of beginning college algebra. Does not count toward minimum degree requirements. **Requirement: DSS program eligibility.**

DSS 117 - Thinking Skills for Writing (3)

A course dealing with the thinking skills which underlie college-level writing and designed to improve basic writing skills through intensive practice. **Requirement: DSS program eligibility. Offered fall term.**

DSS 118 - College Reading and Study Techniques (3)

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.

Requirement: DSS program eligibility.

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 116 - Writing Skills (3)

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

ELS 119 - Communication Skills (3)

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

Special Programs and Opportunities

The Zenon C.R. Hansen Leadership Program

The Hansen Leadership Program (HLP) is the college's comprehensive approach toward leadership development. Doane College believes that leadership skills are inherent within every person, and stresses the importance of principled leadership based on core values. These core values include: Inclusiveness, Empowerment, Service, Accountability, Proactivity, and Integrity.

Leadership requires responsible action in people in every part of society, not those simply in positional leadership skills. HLP's mission is to be the avenue through which strong character and leadership skills are cultivated by actively leading and serving others in order to impact all lives, now and in the future.

Students have the opportunity to participate in several components of the program, including:

- Workshops, retreats, lectures and self-assessments
- Service and volunteer opportunities
- Progressive tracking of leadership development and campus involvement
- Interactions with faculty, staff and alumni

For more information, contact the Student Affairs Office.

Doane College Honors Program

The Honors Program is designed to enrich, in a variety of ways, the educational experience of selected Doane students. Specialized, interdisciplinary, three-credit honors (HNR 302) seminars form the intellectual core of the program. One other important component of the Honors Program is a study abroad experience undertaken during the junior or senior year. The culminating experience is a collaborative research project carried out by all honors students during their final spring semester at Doane. Student initiative, creativity, and leadership are expected in all phases of the program.

Honors students must take an HNR 200 seminar during the spring semester of their first year and HNR 302 during three out of the following four on-campus semesters. During their final spring semester, all honors students must take HNR 402, a collaborative research project.

Application

All first-year students will be invited to apply for the Honors Program during their first fall semester at Doane College. Students must fill out an application and submit an essay. The selection process will take place during the fall semester. The new honors cohort will begin the Honors Program in the following spring semester.

Criteria for Admission

Students will be selected for entry into the Honors Program by the Honors Program Committee and the Vice President for Academic Affairs. 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.
2. Have a cumulative GPA of at least 3.50.

If these criteria are met, an honors designation will appear on the student's transcript after graduation.

Outcomes

1. Students will demonstrate an understanding of the global dimension of each theme studied.
2. Students will produce a collaborative cross-discipline final project.
3. Students will demonstrate the ability to participate in another culture.
4. Students will demonstrate a commitment to intellectual endeavor as a lifelong learning goal.
5. Students will show evidence of having completed an intellectually challenging curriculum.

6. Students will demonstrate an appreciation of cultural and artistic performance.
7. Students will develop a sense of social responsibility toward their community.
8. Students will demonstrate leadership in academic endeavors, service learning and/or co-curricular activities.

For further information concerning the Honors Program at Doane College, contact the *Vice President for Academic Affairs* or the *director of the Honors Program*.

Pre-Professional Programs

Doane College does not offer majors in many of the pre-professional programs, but it does provide foundation courses for future study at other institutions. Students who are enrolled in pre-professional programs at Doane for two or three years and complete their Doane degree elsewhere must complete all Doane Core Connection courses prior to transferring and the interterm requirement as follows:

Pre-Engineering

Students may pursue an engineering degree at Doane by participating in the Doane College Dual Degree Program. This program allows students to earn two degrees: a B.A. or B.S. from Doane and a B.S. in engineering or applied science from an engineering school.

Students completing the three-year pre-professional program at Doane before transferring to the engineering school of their choice may graduate from Doane by successfully completing the first year of engineering school and all other Doane graduation requirements. Students maintaining a 3.0 GPA at Doane are guaranteed admission into affiliated programs at Columbia University, University of Minnesota Twin Cities, and Washington University. Students also have the option of pursuing a graduate degree in engineering. Participants in the dual degree program can often complete the M.S. degree with one additional year of study at the engineering school.

Pre-Forestry

Doane participates in a cooperative program run by the Nicholas School of the Environment at Duke University in Durham, North Carolina. This program includes a 3-2 arrangement with Duke, which makes it possible for Doane students to enter the School of the Environment after completing three years at Doane. After two more years at Duke, a student may qualify for a baccalaureate degree from Doane and a master's degree from the School of the Environment.

The Nicholas School of the Environment and Earth Sciences offers a Master of Forestry (M.F.) and a Master of Environmental Management (M.E.M.). The M.E.M. program offers several areas of emphasis, including Coastal Environmental Management, Environmental Economics and Policy, Water and Air Resources, Conservation Science and Policy, Ecosystem Science and Management, Environmental Health and Security, or Global Environmental Change.

Pre-Law

The American Bar Association states that undergraduates can be admitted to law school from almost every academic discipline. Students are encouraged to pursue an area of study that develops research and writing skills, analytic/problem solving skills, critical reading abilities, and oral communication/ listening abilities.

Law School 3/3 Program with Accredited Law Schools, including the University of Nebraska Law School. Students may earn degrees from Doane College and an accredited law school in a 6-year period through the College's law school 3/3 program. Students who are admitted to an accredited law school, including the University of Nebraska Law School, may receive a bachelor's degree from Doane College if the student meets all graduation requirements of Doane College and successfully completes the first year of law school.

Except for the final 30 hours in residence, students must complete all Doane graduation requirements including the Doane Core Connections. Students must earn a major at Doane College or transfer approved coursework from the first year of law school to complete their major. The final 30 hours in residence will be waived for students completing the first full-year of law school in the 3/3 program. Students should consult with their major department early in their program of studies about the coursework which may be transferred to complete their major.

Medical, Dental and Allied Health

Doane offers pre-professional coursework in most medical areas. The most frequently requested of these programs are: Pre-Dentistry, Pre-Medical Technology, Pre-Medicine, Pre-Nursing, Pre-Optometry, Pre-Physician's Assistant, Pre-Physical Therapy, and Pre-Occupational Therapy.

Doane students can complete their professional education in these allied health programs at medical institutions across the United States and may qualify for graduation from Doane by successfully completing the first year of an approved professional program, as well as all other Doane graduation requirements. For these students, the 30-hour residency requirement is waived.

Pre-Ministry

The best preparation for a career in the Christian ministry is a four-year liberal arts course preparatory to graduate work at a seminary. Students interested in religious education or missionary work, as well as pre-ministerial students, can also prepare by taking specific courses in religion, philosophy, literature, history, social studies, music, and theatre.

Pre-Veterinary Medicine

Many students are interested in veterinary science, and Doane offers all pre-veterinary requirements for area veterinary schools and most schools nationwide.

Off-Campus and Study Abroad Options

Doane recognizes the importance of international education to a liberal arts education. The purpose of Doane College 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
- Compelling students to challenge themselves through study abroad

Office of International Programs

The Office of International Programs is charged with administering and promoting programs and activities that provide international educational opportunities. Information about services provided by the office of International Programs may be obtained by contacting Janet Willems, Director of International Programs, at 402-826-8215.

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.
- **Faculty International Education Advisory Group**
A select group of faculty serves as an advisory group to the office.

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, 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. Students interested in any of the following off-campus programs may obtain detailed information by contacting Janet Willems in the Office of International Programs.

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 include trips to Africa, Australia, Belize, Brazil, 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.

Featured Study Semester and Year-Long Abroad Programs

Doane is affiliated with programs throughout the world. For a complete list of programs in Africa, Asia, Australia, Central America, Europe, Middle East, North America, and South America, please visit the Office of International Programs.

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.

Consortium Agreements

Council on International Educational Exchange

Through this program, students may study in a variety of programs worldwide, including Australia, Belgium, China, France, and Spain.

Central College

Doane's affiliation with the International Studies Program of Central College provides options to study in Austria, China, England, France, Mexico, Spain, and Wales. General undergraduate studies are available at these universities, and intensive language study is available at most.

Doane Africa Semester Abroad

Students who choose to participate in the Doane Africa semester abroad are charged the tuition rate currently in effect at Doane. If there is an overseas institution involved, the institution is reimbursed by Doane. This policy is subject to change, based on the exchange rate and the costs of the host institution. If the cost of the overseas program exceeds normal Doane charges, the student is responsible for the additional costs. Students register at Doane for their courses, and grades are determined by the instructor responsible for the overseas study.

For the above agreements, Doane is billed by the host institution, which sets tuition and fees. The student is responsible for all charges.

Doane Exchanges

Through this program, students may study in a variety of programs at colleges and universities throughout the world. Visit the Office of International Programs for a list of current Doane Exchange Opportunities.

Goethe Institut

Located in Germany, this institute is devoted to teaching German as a foreign language. Courses at the Goethe Institut begin at the elementary level and progress through intermediate to an advanced level. Incoming students are assigned the appropriate level of study by completing a placement test. Comprehensive exams are given after each group of levels, and certificates and credits are awarded. Students register at Doane for the courses, with the amount of credit determined by the length of the course. Students are charged the tuition rate currently in effect at Doane, and the Goethe Institut is then reimbursed. This policy is subject to change, based on the exchange rate and the costs of attending the Goethe Institut.

International Studies Abroad

Doane's affiliation with International Studies Abroad provides options to study in Europe, Latin America, and Asia.

International Student Exchange Program: ISEP-Direct

Through the ISEP-Direct network, Doane students may enroll in university coursework in Africa, Asia, Europe, Latin America, and Australia.

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. Students interested in summer study abroad may obtain detailed information by contacting Janet Willems in the Office of International Programs.

Off-Campus Enrollments 2014-15

Fall 2014

Carling Bloedron, *International Studies Abroad (ISA)*, Meknes, Morocco
Lance English, *Council on International Education Exchange (CIEE)*, Wollongong, Australia
Skyler Ethridge, *American Junior Year Heidelberg University (AJYH)*, Heidelberg, Germany
Maggie Hubell, *American Junior Year Heidelberg University (AJYH)*, Heidelberg, Germany
Amanda Jackman, *International Studies Abroad (ISA)*, Malaga, Spain
Cassandra Kennedy, *International Studies Abroad (ISA)*, Reading, England
Brianna Oropeza, *International Studies Abroad (ISA)*, Malaga, Spain
Melissa Vasak, *International Studies Abroad (ISA)*, Paris, France
Delta Wilson, *International Studies Abroad (ISA)*, Meknes, Morocco

Spring 2015

David Boedeker, *International Studies Abroad (ISA)*, Buenos Aires, Argentina
Madison Greif, *Center for International Studies (CIS) Abroad*, Dunedin, New Zealand
Jacqueline Kardell, *International Studies Abroad (ISA)*, Malaga, Spain
Jessica Kerwin, *Goethe Institute*, Germany
Michelle Kringle, *International Studies Abroad (ISA)*, New Zealand
Tanya Metcalf, *International Studies Abroad (ISA)*, Granada, Spain
Kelly Mozena, *International Studies Abroad (ISA)*, Granada, Spain

Register of Trustees, Faculty & Administration

Board of Trustees

The government of the college is vested in a self-perpetuating Board of Trustees, whose regular members serve 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 college is by the president, the cabinet, and by the faculty.

Officers of the Board

Jill Smith, J.D. '74, 1997-, *Chair*, Senior Counsel (Retired), Mayo Clinic, Eden Prairie, Minnesota

Daniel Jackman '89, 2006-, *Vice-Chair*, Director, DBA International Pte LTD, Singapore

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

Kerry S. Beezley, 2008-, *Assistant Secretary*, Executive Assistant to the President, Doane College, Crete, Nebraska

Julie Schmidt, 2006-, *Treasurer*, Vice President for Finance and Administration, Doane College, Crete, Nebraska

Jacque Carter, 2011-, President, Doane College, Crete, Nebraska

Trustees

Richard Bartlett '88, 2007-, Principal & Co Chairman, Lone Peak Capital, Overland Park, KS

Patrick Beans '79, 2007-, Senior Vice President & Treasurer, Supertel Hospitality, Inc., Lincoln, Nebraska

C. Donald Brodie, 2000-, Member, Doan(e) Family Association of America, Inc., Ontario, Canada

Ann Songster Cahill '72, 2011-, Educator & Community Philanthropist St. Louis, Missouri

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

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

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

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

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

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

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

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

Richard Held '70, 2007-, Real Estate Investor Los Angeles, California

Jane Renner Hood '66, 2011-, Ph.D. (Retired) Executive Director of the Nebraska Humanities Council, Lincoln, Nebraska

Ken E. James '69, 1989-, Consultant (Retired), Hewitt & Associates, Sunset, South Carolina

Troy Kanter '90, 2005-2008, 2009-, Private Investor, Former CEO & President, Kenexa, Inc., Lincoln, Nebraska

Reverend Jim Keck, 2011-, Sr. Minister, 1st Plymouth Congregational Church (UCC) Lincoln, Nebraska

Eugene A. Klingler, Jr., M.D. '57, 1976-, Medical Director, Manhattan Ambulatory Surgical Hospital, Manhattan, Kansas

Kenneth J. McCumber '68, 1999-, Sr. Vice President- Sales (Retired), Airborne Express, Bend, Oregon

Jack Salter '65, 2012-, (Retired) Manufacturing Manager, Salter Labs, Keene, California

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

Paul M. Schelstraete, J.D. '70, 2007-, President, City Bank & Trust Co., Crete, Nebraska

Charles "Chuck" Shoemaker, J.D., '73, 2014-, Of Counsel, Sullivan, Shoemaker, P.C., Hastings, NE

Tom Tonniges, M.D. '72, 1991-2006, 2012-, Retired Pediatrician, Omaha, Nebraska

Michael A. Weston '93, 2010-, Advisor, State Farm Insurance, Lincoln, Nebraska

Lois Chab Weyers '67, 2005-, Educator (Retired), Green Bay Public Schools, DePere, Wisconsin

Tim Wilson '90, 2010-, Partner, BDK, LLP, Omaha, Nebraska

Emeriti Trustees

Marian Anderson, 1979-2010, Omaha, Nebraska

Jack E. Barker, J.D. '61, 1996-2012, President (Retired), Mountain States Employers Council, Littleton, Colorado

Jacob H. Dering, 1982-2008, (Retired) Pharmacist, Crete, Nebraska

Donald F. Dillon, 1988-2007, Chairman Fiserv, Brookfield, WI

George A. Drake, Ph.D., 1995-2014, Emeritus President/Professor, Grinnell College, Grinnell, Iowa

Gilbert R. Eggen '51, 1962-1980, Former Assistant Vice-President, Northwestern Bell Telephone Co., Vancouver,

Washington

Melvin E. Emeigh '58, 1977-2001, Allstate Insurance, Sierra Vista, Arizona

William T. Griffin, M.D., 1998-2010 General Surgeon (Retired), Omaha, Nebraska

Robert R. Haack '51, 1976-2006, Former Vice President of Finance and Comptroller, Northwestern Bell Telephone Co., Rio Verde, Arizona

George F. Haddix, Ph.D. '62, 1999-2014, Member/Manager Riverton Management Resources, LLC, Ralston, Nebraska

Edward G. Heilman, J.D. '67, 1989-2012, Attorney at Law, Palm Desert, California

Patricia Mazanec Mahar '67, 1990, 1994-2009, Mahar & Associates, Inc. (Retired), Howey-in-the-Hills, Florida

Linda Mann, Ph.D., 2001-2007, Dean (Retired), College of Communication and Fine Arts, Grossmont College, Hillsboro, Oregon

Arleen Michael, 1975-1995, Professor of Education (Retired), University of Nebraska at Omaha, Carmichael, California

Kim M. Robak, J.D., 1995-2012, Partner, Ruth Mueller and Robak, LLC, Lincoln, Nebraska

Eleanor M. "Mac" Sack '48, 1993-2007, Crete, Nebraska

William E. Shoemaker '68, 1975-2004, Private Investor, Cambridge, Nebraska

Peter Sura '66, 1979-1996, Senior Management ABN AMRO Bank of Amsterdam (Retired), Konstanz, Germany

Earl L. Wright, 1987-2010, President & CEO, AMG National Trust Bank, NA, Englewood, Colorado

Doane College President

Jacque Carter, 2011-, B.S., M.S., Ph.D.

Presidents Emeriti

Frederic D. Brown, 1987-2005, B.A., M.A., Ph.D.

Philip R. Heckman, 1967-1987, B.S., M.S., Ph.D.

Vice President for Academic Affairs, Dean of the Faculty

John Burney, 2010-, B.A., M.A., M.Phil., Ph.D.

Faculty Emeriti

Erika R. Barton, 1969-1996, B.S., M.A., Ph.D.

Fred M. Beile, 1961-1998, B.S., M.S., M.P.Ed.

Frank Daniels, 1993 - 2013, B.S., M.S., Ph.D.

Richard E. Dudley, 1966-1996, A.B., M.A., Ph.D.

Marcia M. Freer, 1976-2003, B.A., M.A., Ph.D.

Betty Levitov, 1983 - 2013, B.A., M.A., Ph.D.

Chris Masters, 1968-2008, B.A., M.S., D.A.

Edward J. McPartland, 1970-2003, B.A., M.A., Ph.D.

Larry L. Monson, 1989-2004, B.A., M.A.

Robert D. Muckel, 1968-2000, A.B., M.S., Ph.D.

Carroll D. Peterson, 1964-2001, A.B., A.M., Ph.D.

Peter Reinkordt, 1984-2011, B.A., M.A., Ph.D.

Richard Terrell, 1970-2009, B.F.A., M.F.A.

C. Robert Wikel, 1979-2003, B.A., M.S., Ph.D.

Richard Wolters, 1978-2007, B.A., Ph.D.

Doane College Faculty

Janet Jeffries Beauvais, 1987-, *Public Services Librarian/Archivist with rank of Lecturer*
University of Nebraska-Lincoln, B.A., M.A.

Monique Belitz, 2012-, *Assistant Professor of Art*

Ludwig-Maximilians-University of Munich, Germany, B.S.; University of New Mexico, M.F.A., M.A.

Jennifer Bossard, 2007-, *Associate Professor of Economics; Chair, Economics & Business Division*
University of South Dakota, B.S., B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

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

Raychelle Burks, 2015-, *Visiting Assistant Professor of Chemistry*
University of Northern Iowa, B.S., Nebraska Wesleyan University, M.S., University of Nebraska-Lincoln, Ph.D.

Dan Clanton, 2008-, *Associate Professor of Religious Studies; Chair, Fine Arts and Humanities Division*
Hendrix College, B.A.; Iliff School of Theology, M.A., Ph.D.

Barbara J. Clement, 1998-, *Professor of Biology*
University of Nebraska-Lincoln, B.S., M.S.; University of Nebraska Medical Center, Ph.D.

David J. Clevette, 1989-, *Professor of Chemistry*
Gustavus Adolphus College, B.A.; University of Missouri, Ph.D.

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

Rodney Diercks, 1997-, *Professor of Education*
Chadron State College, B.S.; Doane College, M.Ed., University of Nebraska-Lincoln, Ed.D.

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

David Dunnigan, 1986-, *Associate Professor of Physical Education*
University of Nebraska-Lincoln, B.S.; United States Sports Academy, M.S.S.

Scott Dworak, 2014 -, *Visiting Instructor of Biology*
University of Nebraska-Lincoln, B.S., M.S., Ph.D.

Bradley Elder, 2004-, *Associate Professor of Biology*
Adrian College, B.A., Kansas State University, Ph.D.

Susan Enders, 2013-, *Assistant Professor of Physics*
Martin Luther University Halle Wittenberg, Germany, Ph.D.

Alec J. Engebretson, 1990-, *Professor of Information Science and Technology*
Buena Vista College, B.S.; University of Nebraska-Lincoln, M.S., Ph.D.

Nathan Erickson, 2011- *Assistant Professor of Sociology*
Augsburg College, B.A.; University of Oregon, M.A., Ph.D.

Tracee R. Fairbanks, 1998-, *Assistant Professor of Mathematics; Head Women's Basketball Coach*
Doane College, B.S., M.Ed.

Dianne S. Ferguson, 1977-, *Associate Professor of Music*
University of Nebraska-Lincoln, B.M.E., M.M.; further study, University of Colorado

Lyn C. Forester, 1992-, *Professor of Education; Dean of Teacher Education; Chair, Education Division*
University of South Carolina, B.A.; University of Oklahoma, M.Ed.; Oklahoma State University, Ed.D.

Terese Francis, 1995-, *Reading Specialist with rank of Instructor in English*
Southern Illinois University, B.S., M.A.

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

Meghan Gaul, 2014 -, *Assistant Professor of Graphic Design*
Rensselaer Polytechnic Institute, B.S.; Boston University, M.F.A

Kari Gentzler, 2014-, *Assistant Professor of Sociology*
Doane College, 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 College, B.A.; Emporia State University, M.L.S.

Ashley Danielle Gilbert, 2015-, *Assistant Professor of Music*
University of Tennessee - Knoxville, B.M.E.; University of Nebraska-Lincoln, M.M., Ph.D.

Jay W. Gilbert, 1993-, *Professor of Music; Director of Bands*
University of Wisconsin, B.S.; Northwestern University, M.M., D.M.

Emily Griesch, 2014 -, *Lecturer in Education*
University of Nebraska-Lincoln, B.S., Doane College, M.Ed.

Evelyn Harris Haller, 1969-, *Professor of English*
Barat College of Sacred Heart, A.B.; Emory University, A.M., Ph.D.

Kathleen Hanggi, 2013-, *Assistant Professor of English*
University of Minnesota, Minneapolis, MN, B.A.; Boston College, Boston, MA, M.A.; Emory University, Atlanta, GA, Ph.D.

Margaret "Peg" E. Hart, 1992-, *Associate Professor of Mathematics; Chair, Science, Mathematics, and Information Science and Technology Division* University of Nebraska-Lincoln, B.S., M.S., M.S.

Terry Haverkost, 2014 -, *Visiting Assistant Professor of Biology*
University of Nebraska-Lincoln, B.S., Ph.D.

Barbara Herzog, 2012-, *Assistant Professor of Mathematics*
Northern Arizona University, B.S., M.S.; University of California, Riverside, Ph.D.

Kristen Hetrick, 2011-, *Assistant Professor of German*
Washington and Jefferson College, B.A.; University of Cincinnati, M.A.; The Ohio State University, Ph.D.

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

Brandi Hilton-Hagemann, 2013-, *Assistant Professor of History*
Hastings College, Hastings, NE, B.A.; University of Wyoming, Laramie, WY, M.A.; University of Oklahoma, Norman, OK, Ph.D.

Donna Himmelberger, 2010-, *Assistant Professor of Theatre*
Auburn University, B.A.; Michigan State University, M.F.A.

Wendy Hind, 2010-, *Assistant Professor of Business*
Miami University-Oxford, B.A.; University of Nebraska-Lincoln, J.D., Ph.D.

Andrea Holmes, 2005-, *Associate Professor of Chemistry*
University of North Florida, B.S.; New York University, M.S., Ph.D.

Natalie Homa, 2013-, *Assistant Professor of Psychology*
Baldwin-Wallace College, Berea, Ohio, B.S.; Saint Louis University, St. Louis, Missouri, M.S.(R), Ph.D.

Thomas L. Hood, 1979-, *Associate Professor of Physical Education*
Doane College, B.A.; University of Nebraska-Lincoln, M.P.Ed.

Kimberly A. Jarvis, 2003-, *Professor of History; Chair, Social Science Division; Ardis Butler James Endowed Chair (2013-2014)* University of Connecticut, B.A.; Southern Connecticut State University, M.S.; University of New Hampshire, M.A., Ph.D.

Bradley A. Johnson, 2001-, *Professor of English; Ardis Butler James Endowed Chair (2015-2016)*
St. Olaf College, B.A.; Duke University, M.T.A.; University of Connecticut, M.A., Ph.D.

James L. Johnson, 1986-, *Professor of Mathematics*
Wayne State College, B.A.; Bemidji State University, M.S.; University of New Hampshire, M.S.; University of Nebraska-Lincoln, Ph.D.

Marilyn A. Johnson-Farr, 1993-, *Dwight E. Porter Professor of Education*
Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.Ed., Ph.D.

Linda Kalbach, 2004-, *Associate Professor of Education*
University of Northern Colorado, B.A.; Fort Hays University, M.A.; University of Nebraska-Lincoln, Ph.D.

Thomas N. King, 1992-, *Professor of Instructional Design*
Westminster College, B.A.; Phillips University, M.Ed.; Oklahoma State University, Ed.D.

Valerie Knobel, 1997-, *Assistant Professor of Practice in Art*
Doane College, B.A.; University of Nebraska-Lincoln, M.A.; further study International School of Drawing and Painting, Italy;
Monash University, Australia, Ph.D.

Julie A. Kozisek, 1980-, *Professor of Education*
Doane College, B.A.; University of Nebraska-Lincoln, M.S., Ph.D.

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

Ramesh Laungani, 2011-, *Assistant Professor of Biology*
New York University, B.A.; University of Nebraska, Ph.D.

Jared List, 2013-, *Assistant Professor of Spanish*
Augustana College, Rock Island, Illinois, B.A.; The Ohio State University, M.A., Ph.D.

Leslie D. Manns, 1992-, *Professor of Economics*
University of North Dakota, B.A., M.A.; University of Nebraska-Lincoln, Ph.D.

Marilyn Maus, 2015 -, *Associate Professor of Accounting*
Minnesota State University, Morhead, B.A., M.S., Mississippi State University, D.B.A.

Robin McKercher, 2005-, *Associate Professor of Theatre, Director of Theatre*
Peru State College, B.S., B.A.; University of Nebraska-Lincoln, M.F.A.

Deryl E. Merritt, 1996-, *Professor of Business*
University of Nebraska-Lincoln, B.S., M.B.A., Ph.D.

Cindy L. Meyer, 1987-, *Associate Professor of Physical Education*
Wayne State College, B.A.; Kearney State College, M.A.

Mark M. Meysenburg, 1998-, *Associate Professor of Information Science and Technology*
Rose-Hulman Institute of Technology, B.S.; University of Idaho, M.S., Ph.D.

Patrick Monaghan, 2010-, *Associate Professor of Philosophy, Director of Honors Program*
University of Nebraska, B.A.; Simon Fraser University, M.A., University of Iowa, Ph.D.

Jeffrey Moscaritolo, 2015-, *Visiting Assistant Professor of English*
George Mason University, B.A., M.F.A.

Kathleen Ohlman, 2007-, *Lecturer in Music Education*
Concordia, B.S., M.Ed.; University of Nebraska-Lincoln, Ph.D. (in progress)

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.

Julie Pinnell, 2012-, *Director of Perkins Library, Chair, Academic Information Services Division*
Iowa State University, B.S.; University of Iowa, M.A.

Nikki Piper, 2013-, *Lecturer in Education*
Doane College, B.A., M.A.

Joshua Pope, 2015-, *Assistant Professor of Spanish*
Drury University, B.A.; Bowling Green State University, M.A.; University of Wisconsin - Madison, Ph.D.

Liam O. Purdon, 1980-, *Professor of English; Ardis Butler James Endowed Chair (2012-2013)*
The Johns Hopkins University, B.A.; Rice University, M.A., Ph.D.

Kurt Runestad, 2004-, *Associate Professor of Music; Director of Choral Activities*
St. Olaf College, B.A., University of Iowa, M.A., Ph.D.

Roy M. Scheele, 1985-, *Poet-in-Residence; Writing Specialist with rank of Associate Professor of English*
University of Nebraska-Lincoln, B.A., M.A.

Sharmin Sikich, 2013-, *Assistant Professor of Chemistry*
University of Nebraska, Lincoln, B.S.; University of California, San Diego. La Jolla, CA, M.S., Ph.D.

Amanda Smith, 2013-, *Director of the Rall Gallery and Visiting Assistant Professor of Art*
The University of Puget Sound, Tacoma, WA, B.A.; University of Nebraska-Lincoln, M.F.A.

Russell D. Souчек, 1996-, *Professor of Environmental Science*
Doane College, B.A.; Texas A & M University, M.S., M.S., Ph.D.

Jeffrey Stander, 2006-, *Associate Professor of Theatre*
University of Nebraska-Lincoln, B.F.A.; San Diego State University, M.F.A.

Eric Stearns, 2010-, *Associate Professor of Art*
Doane College, B.A.; Fort Hays State University, M.F.A.

David Sutera, 2015-, *Assistant Professor of Communications*
Creighton University, B.S.; Buena Vista University, B.S.; University of Utah, M.F.A.; University of Kansas, Ph.D. (in progress)

David Swartzlander, 1999-, *Associate Professor of Practice in Journalism*
Kent State University, B.A.; University of Nebraska-Lincoln, M.A.

* **Nicholas Vaccaro**, 2007-, *Associate Professor of Political Science*
Haverford College, Pennsylvania, B.A.; University of North Carolina at Chapel Hill, M.A., Ph.D.

James L. Vertin, 2001-, *Assistant Professor of Practice in Mathematics*
Doane College, B.S., M.Ed.

Denee L. Wehrs, 1996-, *Assistant Professor of Practice in Education*
Doane College, B.A., M.Ed.

Philip Weitzl, 2005-, *Associate Professor of English; Ardis Butler James Endowed Chair (2014-2015)*
Hastings College, B.A., Kansas State University, M.A.; University of Nebraska-Lincoln, M.F.A.

Christopher D. Wentworth, 1989-, *Professor of Physics*
Duke University, B.S.; Florida State University, Ph.D.

Kris Williams, 2011-, *Assistant Professor of Mathematics*
Luther College, B.A.; University of Iowa, M.A., Ph.D.

Nathaniel Wilson, 2012-, *Instructor in Communication Studies, Director of Forensics*
Hastings College, B.A.; George Mason University, M.F.A.

Kathleen (Kitty) Wize, 2012-, *Assistant Professor of Accounting*
Northwest Missouri State University, B.A., M.A., C.P.A.

Kathleen Zumpfe, 2007-, *Assistant Professor of Practice in Business*
University of Nebraska-Lincoln, B.S., M.A.

* On leave Fall 2015

Administration and Staff

Office of the President

Jacque Carter, 2011-, *President*
Kerry Beezley, 1994-, *Executive Assistant to the President*
Kayla Decker, 2015-, *Director, Greek System*

Academic Affairs

John Burney, 2010-, *Vice President for Academic Affairs, Dean of the Faculty and Professor of History*
Katherine Marley, 2001-, *Associate Vice President for Academic Affairs with rank of Professor*
Becky Klein Hunke, 2001-, *Assistant Dean*
Lillian Dudley 1976-*International Student Local Activities Coordinator*
Rhea Gill, 1999-*Director of Arts and Basic and Instructor of Dance*
Rhonda Lake, 2005-, *First Year Academic Adviser*
Jenei Skillett, 2011-, *Administrative Assistant to the Vice President of Academic Affairs*
Janet Willems, 1997-, *Director of International Programs*

Academic Support Center / Student Support Services

Sherri Hanigan, 1986-, *Director of Student Support Services*
Terese Francis, 1995-, *Academic Specialist*
Tami Marvin, 1999-, *Mathematics Specialist*
Roy Scheele, 1982-, *Writing Specialist with rank of Associate Professor*
Karen Sookram, 1981-, *Director of Doane Learning Center, Associate Director of Student Services*
Lisa Wells, 1990-, *Office Manager/Tutor Coordinator*

Admission Office

Joel Weyand, 2009-, *Vice President of Enrollment Services*
Kyle McMurray, 2008-, *Director of Admission*
Tim Moulton, 2000-, *Assistant Director of Admission*
Suzy Cochnar, 2007-, *Coordinator for Admission Visit Program*
Michael Dixon, 2008-, *Admission Counselor*
Thad Dodd, 2015-, *Admission Counselor*
Sheri Doremus, 2007-, *Data Coordinator Specialist*
Matt Gonzalez, 2014-, *Admission Counselor for Recruitment and Diversity Outreach*
Bailey Hirsch, 2014-, *Admission Counselor*
Lori Otte, 2013-, *Executive Assistant for Admission*
Carolyn Wieland, 1994-, *Recruitment Communication Coordinator and Assistant to the Ambassador Program*
TBD, *Transfer Coordinator of Student Admission*

Athletics Department

Jill McCartney, 2014-, *Athletic Director*
Chris Bessler, 2007-, *Defensive Coordinator*
Dave Dunnigan, 1986-, *Assistant Men's and Women's Track & Field Coach*
Gwen Egbert, 2013-, *Head Volleyball Coach*
Tracee Fairbanks, 1998-, *Head Women's Basketball Coach*
Pete Fiumefreddo III, 1999-, *Head Men's and Women's Tennis Coach*
Jeannine Foster, 2001-, *Head Women's Golf Coach*
Matt Franzen, 2006-, *Head Football Coach*
Ed Fye, 1987-, *Head Men's and Women's Track & Field Coach*
Matt Hansen, 2015-, *Head Wrestling Coach*
Brad Jenny, 2002-, *Head Men's and Women's Cross Country Coach*
Jeremy Jorgensen, 2007-, *Head Baseball Coach/Coordinator of Athletic Field Maintenance*
Josh Littrell, 2014-, *Offensive Coordinator*
Rena Littrell, 2012 - *Head Softball Coach*

Ashley Lyon, 2015-, *Head Coach of Dance and Cheer*
Amanda Mason, 2015-, *Head Women's Soccer Coach*
Ian McKeithen, 2015-, *Assistant Men's Basketball Coach*
Myron Parsley, 2002-, *Head Men's Golf Coach*
Rick Schmuecker, 2001-, *Sports Information Director*
Cody Vance, 1982-, *Assistant Athletic Director for Athletic Outreach*
Jeff Voigt, 2012-, *Head Men's Soccer Coach*
Faye Weber, 2005-, *Athletic Department Secretary*
Jim Weeks, 2012-, *Head Men's Basketball Coach*
Dave Ziola, 2002-, *Assistant Men's and Women's Track and Field Coach/Assistant Cross Country Coach with teaching duties*

Athletic Training

Greg Seier, 2010-, *Director of Sports Medicine with rank of Instructor of Physical Education*
Micaela Kelso-Otieno, 2010-, *Athletic Trainer*
Katrina Worley, 2014-, *Athletic Trainer*

Bookstore

Lynette Newton, 2001-, *Bookstore Manager*
Liz Boettner, 2015-, *Bookstore Assistant*
Miranda Henderson, 2015-, *Bookstore Assistant*

Business Office

Julie Schmidt, 2006-, *Vice President for Finance and Administration*
Sylvia Coleman, 2014-, *Executive Assistant for Financial Affairs/Human Resources Assistant*
Jason Cottam, 2015-, *Assistant Controller/Budget Manager*
Jenny Koll, 2015-, *Payroll/Benefits Assistant*
Sandy Koll, 2007-, *Accounting Assistant*
Sandi Meinke, 1980-, *Student Loan/Office Assistant*
Cindy Nitzel, 2009-, *Student Accounts Manager*
Donna Novak, 1983-, *Accounts Payable Assistant*
Raquel Schmidt, 2013-, *Student Accounts Associate*
Kelli Schweitzer, 2012-, *Human Resources Generalist*
Laura Sears, 2006-, *Director of Human Resources*
Ned Tucker, 2010-, *Controller*
Connie Vanourny, 1984-, *Accounts Receivable/ Office Assistant*

Education Office

Debra Collins, 2010-, *Education Office Assistant/Placement Coordinator*
Julie Kozisek, 1980-, *Director of Career Placement for Education*
Shelley Smith, 2000-, *Education Office Assistant*
Lisa Vargason, 2001-, *Education Office Administrative Specialist*

Facilities Operations

Brian Flesner, 2004-, *Director of Facilities Operations and Construction Projects*
Sheryl Skala, 1991-, *Facilities Operations*
Bobbie Fye, 2007-, *Manager Custodial Services*
Michael Hatfield, 2012-, *Manager of Ground & Fleet Services*
Scott Sieck, 2007-, *Manager Maintenance Services*
Don Stewart, 2015-, *Manager of Construction Services*
Jerri VanHorn, 2012-, *Director Campus Events*

Faculty Office

Missy Persing, 2014-, *Faculty Office Manager*

Kathy Leishman, 1986-, *Faculty Secretary*

Financial Aid Office

Peggy Tvrdy, 2008-, *Director of Financial Aid*

Todd Keck, 2013-, *Financial Aid Counselor*

Nancy Murphy, 2006-, *Assistant Director of Financial Aid*

Information Technology Services

Michael Carpenter, 2007-, *Vice President for Information Technology/ CIO*

Rod Barnes, 2006-, *Director of Telecommunications & Infrastructure*

Corey Becker, 2014-, *Director of Network Services*

Frank Chacon, 2011-, *Desktop Support and Helpdesk Technician*

Ryan Dorshorst, 2007-, *Director of ITS Helpdesk*

Chet Gassett, 2013-, *Web Developer and Content Specialist*

Steve Gugel, 2002-, *Director of Administrative Systems*

Amos Joseph, 2011-, *Web/Database Developer*

Keegan Parr, 2015-, *Programmer Analyst*

Zachary Swiec, 2014-, *Desktop Support and Helpdesk Technician*

Steve Thompson, 1997-, *Business Analyst/Project Manager*

Mark Urbach, 2014-, *Network Administrator*

Institutional Advancement and Alumni Office

Kevin Meyer, 2013-, *Vice President for Institutional Advancement*

Carol Bietz, 1993-, *Director of Advancement Data Services*

Rick Blessen, 2004-, *Development Officer*

Joey Fikar, 1986-, *Assistant to the Vice President for Institutional Advancement*

Amy Jurgens, 2014-, *Director of Annual Fund and Advancement Operations*

Steve Jerina, 2014-, *Development Officer*

Dan Meyer, 1993-98, 2002-, *Director of Planned Giving*

Janet Noddings, 2008-, *Assistant to Advancement Services*

Anne Ziola, 2009-, *Director of Alumni Relations*

TBD, *Director of Foundation Relations*

Library

Julie Pinnell, 2012-, *Director of Perkins Library with rank of Assistant Professor of Library Science*

Holly Baber, 2000-, *Library Assistant, Cataloging*

Judy Bepalec, 2000-, *Library Assistant, Serials*

Janet Jeffries Beauvais, 1987-, *Public Services Librarian/Archivist with Faculty rank of Lecturer*

Janis Churchill Mitchell, 1988-, *Library Assistant, Acquisitions*

Jayne Germer, 2007-, *Learning and e-Resource Librarian with rank of Associate Professor in Library*

Tammy Roach, 2005-, *Library Assistant, Interlibrary Loans*

Office of Strategic Communications

Mike Lefler, 2013-, *Senior Director of Strategic Communications*

Eileen Chalupa, 2014-, *Senior Graphic Designer*

Lucas Fahrner, 2013-, *Communications Specialist*

Andrew Mattson, 2014-, *Digital Marketing Specialist*

Registrar's Office

Denise Ellis, 2004-, *Registrar*
Barbara Kemper, 1999-, *Associate Registrar*
Janet Melichar, 1995-, *Office Associate*
Patty Stehlik, 2001-, *Office Assistant*
Raja Tayeh, 2006-, *Director of Institutional Research*

Safety Office

James Russell Hewitt, 2000-, *Associate Dean of Student Leadership and Director of Campus Safety*
Gage Brummer, 2015-, *Safety Administrator*
Michael Foster, 2013-, *Safety Administrator*
Chris Waldron, 2011-, *Safety Administrator*

Service Bureau

Michael Stehlik, 2009-, *Service Bureau Supervisor*
Kristin Mach, *Print and Mail Services Associate*

Student Affairs Office

TBD, *Vice President for Student Leadership*
Carrie Petr, 2009-, *Assistant Dean of Student Leadership/Director, Zenon C.R. Hansen Leadership Program*
Kevin Bollinger, 2007-, *Director of Residence Life and Commuter Services*
Sarah Begay, 2002-, *Assistant Director College to Career Center/Internship Coordinator*
Karla Cooper, 2006-, *Chaplain and Coordinator of Service Programs*
Megan Failor, 2011-, *Resident Life Coordinator*
Sean Griffin, 2009- *Associate Director of Residence Life*
Dennis Hefner, 2014-, *Director of College to Career Center*
Wilma Jackson, 2001-, *Director of Multicultural Services*
Kelly Jirovec, 1997-, *Director of Student Health Services*
Mary Olk, 2015-, *Coordinator of Campus Engagement and Leadership*
Myron Parsley, 2002-, *Director of Counseling Services*
Kyndra Schachenmeyer, 2015-, *Administrative Assistant*
Robert Sharp, 2015-, *Resident Director/ Frees Hall*
Caitlin Smith, 2013-, *Resident Director/ Sheldon*
Abby Vollmer, 2009-, *Assistant Director, Zenon C.R. Hansen Leadership Program*

Endowment and Resources

Loyal support for 143 years from dedicated individuals and the prudent and attentive management of funds by Doane's trustees have resulted in an endowment fund of approximately \$91.4 million (as of December 2014). Net tuition paid by the School of Arts and Sciences students provides less than half the necessary funds to operate the college. Income from the endowment provides scholarships to students, support for faculty, and contributes to the necessary operating budget of the college. However, the need is always great for additional gifts to meet current expenses.

Endowed Chairs

Katherine M. Buell-Carl O. Carlson Professor of Natural Science
George B. Hastings Professor of Fine Arts
Ardis Butler James Endowed Chair for the Liberal and Fine Arts
A.R. Kinney Professor of Business and Economics
Dwight E. Porter Professor of Education
Kenneth R. Rossman Professor of History

Endowment and General Funds

It is not possible to list all gifts to the endowment or restricted general funds. Most established funds, however, are given below. The income from many of these, in accordance with the donors' requests, is to be used for specific purposes.

Bernice Adams	Marianne Clarke Writing Excellence Awards
Margaret Emily Adams	Sam & Janet Johnson Clarke
Lou & Jo Albrecht	Class of 1958
Margaret H. Aldrich	Class of 1964
Alexander Technique	Class of 1974
Charles L. & Iris West Aller	Lucille S. Cobb Lectureship
Alumni Fund	Robert Conner & Conner/Wettergren Human & Civil Rights Fund
Anderson Family	Dr. Carl J. Cornelius, Jr.
A. W. Anderson	Crete Professorship
Edna Ogden Anderson	Mrs. R.W.T. Crowell
Olsie M. Anderson	Eldon E. Darrington Estate
Artist in Residence Fund	James W. Dawes Prize
Herbert R. Atkins	Rev. J.B. Dawes Prize
Athletic Directorship	Caroline "Carrie" Dean
W. Thomas & Corinne Auld	Edwin B. Dean
Clarinda M. Barlow	Samuel Chase Dean Library Fund
Genevieve Bartlett	Doane College Alumni Professorship
Bates Binding Library Fund	Doane Family
Philip Stewart Becker Award	Stanley R. & Faye D. Doane
George Beitel	D. Howard Doane/Archives Fund
Lorntine Berg	Nancy W. Doane Faculty Enhancement
Kathryn Bender Boekel	Thomas Doane
Charles Boswell Professorship	Dennis P. & Juanita K. Dondlinger
Charles Minor Boswell Library Fund	Charles & Hazel Turner Drake
John Sewall Brown Professorship	Alberta M. Dredla & Bernice D. Sanderson Research Series
James & Marlene Bruning Teaching Award (Class of 1959)	Barbara Winslade Dugdale
Kathryn L. Buck Library Fund	A. James & Elouise Ebel
Mabel H. Buck	Elgin Congregational Church
Louisa M. Buell	Arthur B. Fairchild Professorship
Caribbean Scholarship	Jason M. Farrar
C.L. "Bill" & Catharine Carns	Dr. Jean P. Feese
Vance & Gladys Carns	Rev. James B. Fiske Prize
Conan J. & Patricia Roop Castle	H. A. French
Chadron Academy	Kenneth E. Fridrich
Benjamin Chapin	John & Rosa Fuhrer
Mr. & Mrs. Frank H. Chickering	Homer & Marjory Gausman
Irene Mortensen Church	Effie Geer
City of Crete	

Mrs. Louis Gellately
 Maurine Stiles Gettinger
 Robert & Clarice McLeod Goodall
 Helen M. Gorder
 Melvin & Doreen Ostrander Gottschalg
 C. Loren & Esther Barns Graham
 J. Taylor & Martha Greer
 Annadora F. Gregory
 George & Mary Foss Gregory
 Rev. Lewis Gregory
 Everett & Mildred Gross
 George & Sally Haddix Center Building Fund
 George Haddix Non-profit Management and Philanthropy
 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
 Edward H. Hemingway
 Capt. Charles L. Herman
 Richard & Grace French Herman
 David & Corinne Higbee
 Reed & Eunice Higby
 Duane H. Hillmer
 Wallace & Janet Heilman Hood
 Donald M. Hosford
 Eleanora F. Houser
 Andrew & Lottie Lee Houston
 Mary C. Houston
 Mary Ellen Ingles-Farries
 Mrs. D. Willis James
 Mary E. Jeffery
 James E. Jones
 Ellen Marek Kalal
 Hertha I. Kayser
 Ann L. Kelsall
 Benjamin & Cora Kemp
 Frank B. Kennicott
 Alva and Grace Barragar Kinney
 Henry & Mary Louise Kleinkauf
 Dr. Eugene A. Klingler
 John & Beth Klosterman
 Herbert & Mary Knapp
 Karl & Mary Tidball Koch
 Benjamin & Choon Sook Kremanak
 Harold W. Kruse
 Dr. Joseph Kuncl, Jr.
 Mildred Oberg Kuncl
 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
 Patricia A Mazanec & William E. Mahar
 Harvey Mahloch
 John & Anne MacDonald
 Robert C. Makosky Prize
 Marek-Kalal Scholarship
 Alfred S. Martin
 Arthur & Elizabeth Welty Mayer
 John & Clarice Drouillard McDermand
 Charles & Alys McMunn
 Beth Anna Mekota
 John E. Mekota, Jr.
 Elloise B. Messacar
 Frederick E. Meyer
 Henry Meyer
 Clarence R. & Mary A. Miles
 Helen N. Morrow
 Mary Mortensen Mougey
 Robert D. Muckel Tri Beta Prize
 William E and Dorothy J. Murphy
 Wilbert & Phyllis Johnson Myers
 Nebraska Quarter Centennial
 George L. Newton
 Margaret Stines Nielsen
 Louise Niemann
 Ralph & Harriet Noyce
 J. Chris & Dorothy Gorder Nyrop
 Walt Olsen Memorial Endowment for the Exploration of
 Religion, Philosophy, & Ethics
 Paul R. & Barbara Oppenheim
 M. David Osterhout Arboretum
 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
 Sheila A. Reiter Writing Award
 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

Charles and Mara Stewart Royce Scholarship
E. E. Sanborn Prize
S. A. Sanderson Athletic Prize
Josephine Sanford Professorship
Lillian M. Boswell Schaufler Professorship
Addison & Margaret Thompson Sheldon Professorship
Lester & Ruth Herron Skolil
Arch & Neldea Shoup Slate
Charles C. Smith
Dr. David H. Smith Memorial Research Award
A. Elula Smith Smrha
Charles C. Snow
Ruth Mary Stevens Prize
Mary Gregory Stowell
Kerry Strayer Memorial
Frank & Marion Olsen Taylor
Joseph E. Taylor Library History Fund
John & Rene Burton Teague
Clayton & Janet Tidball
Track & Field Enhancement Fund
William & Verna Trepka

Trustee-Faculty Enrichment Professorship
Ralph W. Tyler Lectureship
Edison & Ida Padour Walker
Elizabeth Walker
Alice E. Wallace
Gladys & Vera Warner
Conrad C. Wells
Wilson A. Wells
Dr. Lloyd E. & Florence Fredrick West
Erman & Jean Wheatcraft
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. Abbott Foundation
BRAN, Inc.
Chapman Music
Dolly Brt Denney Memorial
EducationQuest Foundation
Terry A. Egger Memorial
Kaitlyn Erickson Memorial
Commander & Mrs. E.J. Fridrich Achievement Fund
Dr. George & Sally Haddix
Zenon C.R. Hansen Leadership
Peter Kiewit Foundation
Michael W. Krantz Trust
Lanham-Hawlick

LIVE Doane
Thomas C. Maxon
Cindy Meyer Tiger Fund
Nebraska Broadcasters Association
Richard E. Prasek Memorial
Catherine A. Reinsch & Mark Wilmoth
Edward & Lida Robinson
Songster & Cahill Family
Southwest Nebraska
Charles S. Sukovaty
Carl C. Ulmschneider & M.J. Ellis
Sharon Wilch

Endowed Scholarships

Oliver & Blanche Adams
Adams-Dry
Frank & Lizzie Addleman Memorial
Addleman Scholarship
Anna Fay Albin Memorial
Albion Congregational Church
Lt. David F. Albrecht Memorial
Bertise & Hannah Aldrich Memorial
Alpha Omega
Alpha Pi Epsilon
Ruth Marie Amen
Frank B. Anderson Memorial
Leora Carlson Anderson
Anderson-Fust

Gladys N. Arnold
Thomas J. & Lucille Beals Aron
Alice Bromwell Balzer
Emma C. and Louise W. Barstow
Richard & Dena Gosch Bartlett Athletic
James G. Bastian
John H. Bath, Jr.
John & Florence Foss Bauer
Fred & Eleanor Murphey Bauer
William J. Bayer Memorial
Beatrice Congregational
Ralph W. Becker
Nancy Beggs
Fred M. Beile

Joanne Cunningham Bell Memorial
 Vernon & Joanne C. Bell Memorial
 Vernon Bell Memorial
 Philo Sherman Bennett
 Roger I. Blatter Memorial
 William & Esther Bohi
 Amy Howlett Borland
 L.Lane Boutwell Memorial
 Helen Bromwell
 Dorothy Catlin Brown
 Dr. Fred D. Brown History
 Elise M. Buchman
 C. Eugene Buell Memorial
 Katherine M. Buell Memorial Biology & Music
 B.F. & Maudlee Butler Music
 Fay Johnson Butler Memorial
 Sen. Hugh C. Butler
 Dr. & Mrs. M. R. Byrnes
 R. M. Campbell
 Rev. Randolph Campbell
 Capital Alumni Chapter
 Carol Olof Carlson Memorial
 Marjorie A. Cass
 Mary L. Chapin
 Robert E. And Wintha M. Christiansen
 Clarke Memorial
 Class of 1952
 William H. Collett
 Craig J. and Juli L. Coppersmith
 Agnes Freiberg Cox Memorial
 Roy & Pearl Cram Memorial
 Crete News Athletic
 Czech Scholarship
 Michael V. Danaher Memorial
 Alma Grosshans Daniel Memorial
 B. Wayne & Harriet Dawson
 Rev. Frank Warren Dean
 Robert S. Dickinson
 Doane Family Association
 Charles Watson Doane III
 Joseph A. Doane Memorial
 Winifred J. Doane Memorial
 Lowell E. Dodd Memorial
 Evelyn & Kristie Dorr
 Ron & Jean Douglas Athletic
 Alberta Dredla & Bernice Dredla Sanderson
 Ida Mae Whisinand DuBois
 Ray & Julena Steinheider Duncombe
 Ralph E. & Ida Dutch
 Rev. Sandra Vasel Edwards Memorial
 Brian English Memorial
 Max Farver Endowment
 Donald L. Fix
 Allen & Ruth Osterhout Franta Memorial
 Cora Lyons Free
 Fremont Congregational Church
 Ida M. Fuhrer Memorial
 Joseph A. Galluccio
 Gamma Phi Iota Impact
 Franklin R. Gardner Memorial
 Richard C. Gibson Athletic
 Glass/Fitzgibbon Family
 Burket E. Graf
 Grant-Hatchett Memorial
 James M. Gray
 Joe E. Green
 Ben Grimes Memorial Baseball
 John Fuller Hall
 Charles Frederick Harrison
 Marjorie Campbell Hartigan
 Charles B. Hastings
 Lumir C. Havlicek Concert Band
 William Randolph Hearst
 Philip R. Heckman
 Elizabeth Anne Held
 B. Keith & Norma F. Heuermann Foundation
 Mary L. Heuerman
 G. Gordon Heyhoe
 Blanche L. Hill
 Amiel & Rose Hledik
 Robert & Eleanora Trnik Houser
 E. Belle Ingles Memorial
 Desley L. Isernhagen
 Ardis Butler James
 Jane L. Johnson Endowment
 Thomas B. & Fay Johnson Memorial
 A. Stoddard Jones
 Steve & Rosemary Cook Jones
 Karas Family Science
 Wilbert E. Keder/Class of 1950
 George V. Kersenbrock
 Paul D. Kersenbrock
 Kiewit Foundation Scholarship
 Paul & Esther Farley Korff
 Kuhns Family
 Patti Kahler Kunding
 Kunkel Family
 Paul A. Kunzman Memorial Golf
 Thomas J. Kuzelka Memorial
 Thusnelda Welsch Kuzelka Memorial
 LeRoy T. & Irma Nuquist Laase Memorial
 Wayne & Evelyn Spadt Lambertz
 Walter & Marie Lauritsen
 John E. Layton Music
 Sadie M. Libby
 Lietsch-Ziegenbein Memorial
 James C. Lindberg
 Arlen Lohmeyer Memorial
 Raymond Lohmeyer Memorial
 Mrs. Edward E. Lorensen
 Edna Cobb Lothrop
 Wilfred G. Maas
 Ronald C. MacDonald
 Laurence P. Mains
 Ada Corbitt Marcellus
 Virginia Peters Marsh
 Melvin W. Mawhinney
 Charlene P. McArdle

James & Mary Ann McClung
 Mechanical Maintenance
 Mekota Family
 Mekota-Buell Music & Science
 Florence & A. Max Meyer Memorial
 Fred & Eleanor Smatlan Meyer
 Louise Miller
 Mary Herndon Miller
 Marie Fritscher Mitchem
 Shiro & Kiyoko Kikuchi Mori
 Marilyn Morrison Memorial
 Morten & Besse Potter Mortensen
 W. Stewart Nelson Sigma Phi Theta
 New England
 Norfolk First Congregational Church
 Bessie E. Norton
 Clarence & Marjorie Hostetter Noyce
 Loyd & Shirley Oleson Math
 Omega Psi Theta Endowment
 Elva Kokjer Osterhout
 J. Edward Pallett
 Justus & Barbara Dotts Paul
 Perry Family
 David Brainerd Perry
 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
 Robert E. Reed
 Seymour A. Reed
 Rocky Mountain Scholarship
 Rollin & M. Colleen Rohwer
 Kenneth R. Rossman
 J. S. & Frances Bates Rough
 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
 Tillie A. Soker Memorial
 Dr. Miles Spalding
 Mary E. Stephens
 Louise Shepherd Storer
 Harold "Jiggs" & DeLoris Summers
 Florence Benton Swanson
 William & Ella Swartz Scientific
 Tabor College Alumni
 Arthur & Bessie Craven Tarr Family
 Tidball Family
 Dr. Thomas & Jane Tonniges Pre-Med
 Marion Cass Tripp
 Tritt Music
 Gladys E. Trnik Memorial Music
 Leo J. Trnik Memorial Music
 Trobough Educational Fund
 Ralph W. Tyler
 U.S.S. Doane
 James H. Van Hoy
 Robert Van Pelt Memorial
 John & Bess Kilbourn Vance Memorial
 Jerry Vanice
 Emmet & Elsie Vitek Memorial Music
 Loyd & Grace Andrews Wallace
 Helen Bayer Wampler
 Alice Ware
 Dr. George & Geraldine Barber Warner
 Weeping Water Academy & Church
 Ronald B. Welch
 Colonel William & Florence Noyce Wertz Memorial
 Wayne H. Weyers
 Wallace & Almira Wheeler
 David Whitcomb
 R. A. & Lela Willeford
 Harold E. Willey Memorial
 Dr. Levi & Hazel Wilson
 Mildred P. & Neal Winn
 Donald and Glennys Tyser Ziegler

Degrees Awarded

***Summa Cum Laude (3.98 - 4.0)

** Magna Cum Laude (3.92 - 3.97)

* Cum Laude (3.80 - 3.91)

Doane College Honors Program

Class of 2014 - August Graduates, August 15, 2014

Philip Jordan Cook, Beatrice, NE, Bachelor of Arts in Business Administration
Jason Scott Edwards, Benicia, CA, Bachelor of Science in Environmental Science
Luis Daniel Herrera, Crete, NE, Bachelor of Arts in Theatre
Chance Vandell Hohensee, Funk, NE, Bachelor of Science in Physical Education
Antonio Dejuan Horton, Lincoln, NE, Bachelor of Arts in Special Education
Joseph Daniel Kaspar, Dorchester, NE, Bachelor of Arts in Business Administration
Shelby Marie Mendlik, Elkhorn, NE, Bachelor of Science in Physical Education
Mauro A. Parnell, Omaha, NE, Bachelor of Arts in Psychology
Nolan R. Samuelson, Gretna, NE, Bachelor of Science in Elementary Education
Brandon Michael Stevens, Lincoln, NE, Bachelor of Arts in Business Administration
Rebecca Kay Wilson, Beatrice, NE, Bachelor of Arts in Theatre

Class of 2015 - May Graduates, May 10, 2015

** *Annie Ahrens*, Seward, NE, Bachelor of Arts in Elementary Education
Amber Dominique Alvarez, Corona, CA, Bachelor of Science in Biology
Kayla Brooke Ambrose, El Paso, TX, Bachelor of Arts in Political Science
Brett Thomas Amen, Lincoln, NE, Bachelor of Science in Physics
* *Taylor Morgan Anderson*, Omaha, NE, Bachelor of Arts in Music #
* *Ty Cole Anderson*, Saint Paul, NE, Bachelor of Science in Biology
Christian Allen Arterburn, Brady, NE, Bachelor of Arts in Interdisciplinary Studies
Nicole Marie Baranko, Papillion, NE, Bachelor of Arts in Elementary Education & Special Education
Gary Batres, El Paso, TX, Bachelor of Science in Chemistry
Hannah Rae Bauer, Fairbury, NE, Bachelor of Arts in Journalism and Media & Philosophy
** *Erin Elizabeth Bell*, Julesburg, CO, Bachelor of Arts in English & Journalism and Media
Allison Leigh Bennett, Lincoln, NE, Bachelor of Arts in Elementary Education
** *Karissa Dawn Bernasek*, Milford, NE, Bachelor of Arts in Elementary Education & Special Education
** *Kylie Sue Betten*, Deshler, NE, Bachelor of Arts in Elementary Education
Emily Katherine Bindl, Jacksonville, FL, Bachelor of Science in Biology Honors
Adam Daniel Blank, Yuba City, CA, Bachelor of Science in Physical Education
Karissa Marie Blank, Madison, NE, Bachelor of Arts in Sociology
Joshua Boggs, Fremont, NE, Bachelor of Arts in Physical Education
Alyssa Diane Bouc, Valparaiso, NE, Bachelor of Arts in Journalism and Media
* *Chelsea Sue Burger*, Wilber, NE, Bachelor of Arts in Elementary Education & Special Education
Tyler James Burks, Omaha, NE, Bachelor of Science in Mathematics
Sean Ryan Marcus Callaghan, Blair, NE, Bachelor of Science in Physical Education
Aaron Michael Carman, Omaha, NE, Bachelor of Arts in Physical Education
* *Meghan Rose Carnahan*, Ceresco, NE, Bachelor of Arts in Accounting & Business Administration
Ellen F. Chamley, Council Bluffs, IA, Bachelor of Arts in Music
Nicholas Scott Chapek, Wahoo, NE, Bachelor of Science in Biology
Elizabeth Marissa Chelle, Neligh, NE, Bachelor of Arts in Special Education
Kelsey Elizabeth Christensen, Seward, NE, Bachelor of Science in Biochemistry
Nicholas Ryan Clark, El Paso, TX, Bachelor of Arts in Psychology
Tanner High Clark, Topeka, KS, Bachelor of Science in Biology
Luke Jefferson Compton, Omaha, NE, Bachelor of Arts in Social Science & History
Patrick Ryan Conley, South Sioux City, NE, Bachelor of Arts in Theatre
Derek Robert Copenhagen, Omaha, NE, Bachelor of Arts in Theatre
Craig Joseph Coppersmith, Omaha, NE, Bachelor of Science in
Daniel Patrick Corrigan, Omaha, NE, Bachelor of Science in Theatre #
Krista Marie Couton, Wahoo, NE, Bachelor of Arts in Music
Matthew Ryan Cuellar, Las Vegas, NV, Bachelor of Arts in Business Administration & Economics
* *Leslee Anissa Damrow*, Max, NE, Bachelor of Arts in Business Administration
** *Alexander C. Dawson*, Christchurch, New Zealand, Bachelor of Arts in English & Journalism and Media #
Andrew James Richard DeCamp, Lincoln, NE, Bachelor of Arts in Journalism and Media
John Edward Derr, Omaha, NE, Bachelor of Science in Biochemistry

** Erin Ann DeVries, Chambers, NE, Bachelor of Arts in Sociology & Psychology
 Paul Walker Dewey, Nebraska City, NE, Bachelor of Arts in English
 Jesse C. Diaz, Los Angeles, CA, Bachelor of Science in Physical Education
 Nichole Danielle Diaz, Las Vegas, NV, Bachelor of Arts in Art
 * Danielle Jean Divis, David City, NE, Bachelor of Arts in Elementary Education
 Shelby June-Marie Dorris, Omaha, NE, Bachelor of Arts in Interdisciplinary Studies
 Hannah Louise Dostal, Atkinson, NE, Bachelor of Arts in Sociology
 Julia Marie Dowling, Lincoln, NE, Bachelor of Arts in Special Education
 Julia Kathlyn Downey, Merna, NE, Bachelor of Science in Physical Education
 Erin Marie Dyas, Table Rock, NE, Bachelor of Arts in Psychology
 Brandon Wayne Earhart, Lincoln, NE, Bachelor of Arts in Accounting & Business Administration
 Garrett Daniel Ebbers, Hallam, NE, Bachelor of Science in Mathematics
 Robert William Eisiminger, Vista, CA, Bachelor of Arts in Business Administration
 Julia G. Els, Lincoln, NE, Bachelor of Science in Biology
 Shawn Matthew Emanuel, West Point, NE, Bachelor of Arts in Elementary Education & Special Education
 Elliott Aaron Engle, Lincoln, NE, Bachelor of Arts in Physical Education
 Kayleigh Grace Erskine, Lincoln, NE, Bachelor of Arts in Sociology
 Samantha Jo Exstrom, Lincoln, NE, Bachelor of Arts in Business Administration
 Andre V. Ferreira, Sao Paulo, Brazil, Bachelor of Arts in Business Administration
 Jalen T. Flock, Bancroft, NE, Bachelor of Arts in Business Administration
 Emily Ann Frease, Crete, NE, Bachelor of Arts in Elementary Education
 Kandace Richelle Freeman, Lincoln, NE, Bachelor of Arts in History
 Chaylyn J Fritz, Omaha, NE, Bachelor of Arts in Psychology & Sociology
 Corinne Marie Fuoco, Lincoln, NE, Bachelor of Science in Biology
 Sheldon Tyler Garcia, Elkhorn, NE, Bachelor of Science in Biology
 * Rebecca Kay Gasper, Fairbury, NE, Bachelor of Arts in Art
 Taeler J. Gee, Genoa, NE, Bachelor of Science in Natural Science
 * Aileen J. Gelb, Bellevue, NE, Bachelor of Arts in English as a Second Language #
 Gage L. Genzmer, Deshler, NE, Bachelor of Science in Information Systems & Art
 Zachary Mark Gokie, Lincoln, NE, Bachelor of Science in Biology
 Brianna Lynne Golka, Grand Island, NE, Bachelor of Science in Mathematics
 Raenecia A. Gordon, El Paso, TX, Bachelor of Arts in Physical Health
 Kiley J. Grandstaff, Gretna, NE, Bachelor of Arts in Special Education
 Spencer Austin Gregg, Lincoln, NE, Bachelor of Arts in Music & Business Administration
 Jay William Grote, Gering, NE, Bachelor of Science in Information Systems & Journalism and Media
 Courtney Danielle Haas, Omaha, NE, Bachelor of Arts in Music
 Alex J.G. Hamilton, Fremont, NE, Bachelor of Science in Biochemistry
 Nicholas Scott Hamilton, Lincoln, NE, Bachelor of Arts in Psychology
 Ryan Kendall Harris, Grand Island, NE, Bachelor of Science in Biology
 * Grace Katharyn Hartung, Bennington, NE, Bachelor of Arts in Elementary Education
 Samantha Colleen Hathhorn, Omaha, NE, Bachelor of Arts in Business Administration
 Kody M. Hayes, Crete, NE, Bachelor of Science in Mathematics
 Ashley Morgan Heidemann, Sidney, NE, Bachelor of Arts in Interdisciplinary Studies
 Chelsea Rae Henery, Lincoln, NE, Bachelor of Science in Natural Science
 Carly Ann Henry, Cozad, NE, Bachelor of Arts in Business Administration
 Reba Lynn Hestermann, Sterling, NE, Bachelor of Arts in Elementary Education
 Amanda Jo Hicks, Lincoln, NE, Bachelor of Arts in Elementary Education & Special Education
 Michaela Ann Hirschman, Lincoln, NE, Bachelor of Arts in Psychology
 Joel Phillip Hope, Aurora, NE, Bachelor of Arts in Elementary Education
 Harley A. Horner, Gretna, NE, Bachelor of Arts in Psychology
 Maggie Jo Hubbell, Omaha, NE, Bachelor of Arts in German & French
 Kelsey Lenae Huenink, Hickman, NE, Bachelor of Arts in Physical Education
 Evan C. Hughes, Lincoln, NE, Bachelor of Arts in Business Administration & Economics
 Shih-Yi Hung, Crete, NE, Bachelor of Arts in Business Administration
 Isaac E. Hunke, Crete, NE, Bachelor of Arts in International Studies & History
 Zachery Ron Hunt, Hastings, NE, Bachelor of Arts in Business Administration
 Christina Michelle Jackson, Crete, NE, Bachelor of Arts in Sociology
 Keli K. Jackson, Placencia, CA, Bachelor of Arts in Psychology
 Katy Lee Janousek, Clarkson, NE, Bachelor of Arts in Psychology
 Lauren Elise Johnson, Omaha, NE, Bachelor of Arts in Elementary Education & Special Education

Riley Lynn Johnson, Arlington, NE, Bachelor of Science in Biology
Sydney Rae Johnson, Cambridge, NE, Bachelor of Science in Biology & Spanish
Franky Khanthavixay, Grand Island, NE, Bachelor of Arts in Art
Nicholas F. Kincade, Gretna, NE, Bachelor of Arts in Physical Education
Jake L. Kment, Fremont, NE, Bachelor of Science in Natural Science
Matthew Ryan Koranda, Wahoo, NE, Bachelor of Science in Information Systems
Trevor James Krenk, Nebraska City, NE, Bachelor of Arts in English
Jake Everett Krueger, Blair, NE, Bachelor of Science in Information Systems
Keely Alizabeth Kuehl, Lincoln, NE, Bachelor of Arts in Elementary Education & Special Education
Tyler Matthew Kuhfahl, Wahoo, NE, Bachelor of Science in Biology
 ** *Benjamin Harrison Lawrence*, Broken Bow, NE, Bachelor of Arts in English #
Kaleah M. Letcher, Lincoln, NE, Bachelor of Arts in Elementary Education & Special Education
Alexis Leyva, Grand Island, NE, Bachelor of Arts in Psychology
Lindsey A. Linville, Lincoln, NE, Bachelor of Arts in Business Administration
Alexis Renee Lipson, Abilene, KS, Bachelor of Arts in International Studies & History
Krystal Michaela Lozier, Omaha, NE, Bachelor of Science in Biology
Taylor Jordan Lucas, York, NE, Bachelor of Arts in Accounting & Business Administration
Mackenzie Blair Maly, Wahoo, NE, Bachelor of Science in Sociology
Renee Ann Mandock, McCook, NE, Bachelor of Science in Biology
Delayne Lyn Martin, Murray, NE, Bachelor of Arts in Elementary Education & Special Education
Nabonasar R. Martinez, Crete, NE, Bachelor of Arts in Business Administration
Christalin Marie Mason, Omaha, NE, Bachelor of Arts in Music
Conor P. McCann, Temecula, CA, Bachelor of Arts in Business Administration
Mandy Jean McCarthy, Newport, NE, Bachelor of Science in Physical Education
Cassius David McClintic, Burwell, NE, Bachelor of Arts in Interdisciplinary Studies
BreAnn McCoy, Otoe, NE, Bachelor of Arts in Theatre
Alika EKK McNicoll, Kapolei, HI, Bachelor of Arts in Physical Education
 ** *Marissa Jo Merithew*, Chapman, NE, Bachelor of Arts in Psychology & Sociology
Frank Nathaniel Mignon, Papillion, NE, Bachelor of Science in Physics
Riley Joseph Miller, Seward, NE, Bachelor of Science in Biology
Tyler M. Milligan, Wymore, NE, Bachelor of Arts in Social Services for Persons with Disabilities
Matthew Wayne Milz, Papillion, NE, Bachelor of Arts in Business Administration
Hannah Kay Monson, Lincoln, NE, Bachelor of Science in Mathematics
Nicholas K. Morgan, Kansas City, MO, Bachelor of Science in Biology
Cody Lee Mulbery, Wilber, NE, Bachelor of Arts in Sociology
Brittney B. Murdoch, Union, NE, Bachelor of Arts in Sociology
Colton Drake Nelson, Lincoln, NE, Bachelor of Arts in Music
Tanna Caroline Nitzel, Crete, NE, Bachelor of Arts in Elementary Education
Jacob Troy Novak, Omaha, NE, Bachelor of Arts in Physical Education
Megan Nicole O'Brien, Crete, NE, Bachelor of Arts in Music
Anthony W. Odem, Lincoln, NE, Bachelor of Arts in Business Administration
Rachel Elizabeth Overbeck, Omaha, NE, Bachelor of Arts in English
Mar'Lakuittia T. Overstreet, Lincoln, NE, Bachelor of Arts in English
 * *Grant L. Paumer*, Crete, NE, Bachelor of Arts in Special Education
 * *Megan Colette Perry*, West Point, NE, Bachelor of Science in Biology
Donna K. Pham, Lincoln, NE, Bachelor of Arts in Interdisciplinary Studies
 * *JaCee Leigh Pilkington*, Minatare, NE, Bachelor of Arts in Business Administration
Brianna Michelle Pohlmann, Deshler, NE, Bachelor of Arts in Music
Tyler James Poeschke, Elkhorn, NE, Bachelor of Science in Interdisciplinary Studies
 *** *Lisa Kay Poppe*, Fremont, NE, Bachelor of Science in Biochemistry
Bret James Pospisil, Malmo, NE, Bachelor of Science in Information Systems
Stacy L. Pospisil, Hallam, NE, Bachelor of Arts in Interdisciplinary Studies
Cory Douglas Queen, Elkhorn, NE, Bachelor of Science in Physical Education
Dylan James Ramey, Lincoln, NE, Bachelor of Arts in Business Administration
Vanessa Lynn Randall, Omaha, NE, Bachelor of Arts in Theatre
Nicole Ann Reetz, Crete, NE, Bachelor of Arts in Sociology
Jeremy R. Reimers, Crete, NE, Bachelor of Science in Natural Science
Dylan Michael Relue, Denver, CO, Bachelor of Arts in Theatre
Samuel David Rickert, Geneva, NE, Bachelor of Arts in Music
Andres E. Rivera, Vega Baja, Puerto Rico, Bachelor of Arts in Physical Education

Chelsea Marie Rohlfing, Oceanside, CA, Bachelor of Arts in Religious Studies
Brandon James Rossell, Omaha, NE, Bachelor of Science in Computer Science #
Mariah Kay Katherine Ruhl, Exeter, NE, Bachelor of Arts in Art
Brandon Thomas Saratella, Denver, CO, Bachelor of Science in Chemistry
Elizabeth Adele Sather, Edison, NJ, Bachelor of Arts in Elementary Education
Kelsey Elizabeth Schilf, Deshler, NE, Bachelor of Arts in Psychology
Samuel Martin Schlautman, Howells, NE, Bachelor of Science in Mathematics
* *Courtney A. Schnabel*, Hordville, NE, Bachelor of Arts in English #
** *Hannah Elizabeth Schroeder*, Fremont, NE, Bachelor of Arts in Elementary Education
Casarah Angell Schutt, North Bend, NE, Bachelor of Science in Biology
* *Seth A. Shanahan*, Lincoln, NE, Bachelor of Arts in Interdisciplinary Studies
*** *Ramsay C. Shuck*, Beatrice, NE, Bachelor of Science in Physics #
Shelbie Dawn Simpson, Lincoln, NE, Bachelor of Arts in Psychology & Art
Jeffrey W. Singer, Jr., Gilbert, AZ, Bachelor of Science in Mathematics
Brandy Renee Singleton, Lincoln, NE, Bachelor of Science in Mathematics
Kelsie Anita Skala, Crete, NE, Bachelor of Science in Biology & Environmental Science
Abigail E. Sorensen, Clay Center, NE, Bachelor of Arts in Elementary Education
Lauren M. Soto, Douglas, WY, Bachelor of Arts in Theatre
Kelsey Gracian Stark, Gretna, NE, Bachelor of Science in Biology
Cassidy Hope Stefka, Comstock, NE, Bachelor of Arts in Journalism and Media & International Studies
Brandon James Stennis, Omaha, NE, Bachelor of Science in Physical Education
Laura Marie Stringfellow, Linwood, KS, Bachelor of Science in Chemistry #
Tyler James Strobl, Guide Rock, NE, Bachelor of Arts in Elementary Education
Jessa Sughroue, McCook, NE, Bachelor of Arts in Elementary Education
* *Dayna Marie Svoboda*, Seward, NE, Bachelor of Arts in Theatre
Miranda Elizabeth Tannahill, Beatrice, NE, Bachelor of Arts in Psychology
Lauren Elaine Taylor, Minden, NE, Bachelor of Science in Mathematics
McKehna Lea Thiem, Crete, NE, Bachelor of Arts in Psychology
Glen Wayne Thomas II, Omaha, NE, Bachelor of Science in Biology
Tessa Joy Tierney, Black Hawk, SD, Bachelor of Science in Biochemistry
Tiffany Lynn Towne, Grand Island, NE, Bachelor of Arts in Elementary Education
Amanda Marie Tretheway, Lincoln, NE, Bachelor of Arts in Sociology
Aaron Wade Tulley, Allenspark, CO, Bachelor of Science in Environmental Science
Titus Lee Turdy, Seward, NE, Bachelor of Arts in Accounting & Business Administration
Sara Elizabeth Umland, Windsor, CO, Bachelor of Arts in History & English
Tyler J. Vacek, Omaha, NE, Bachelor of Arts in Business Administration
Cory George Valasek, Spalding, NE, Bachelor of Arts in Physical Education
Fabian Varela, San Diego, CA, Bachelor of Science in Physical Education
Tyler Scott Vaughn, Minden, NE, Bachelor of Science in Physical Education
Nicholle Claire Vernon, Fairbury, NE, Bachelor of Arts in Psychology
Katelyn Marie Vice, Weeping Water, NE, Bachelor of Arts in Elementary Education & Special Education
Jessica Elizabeth Vogt, North Platte, NE, Bachelor of Arts in English
Andrew Nathaniel Votipka, Geneva, NE, Bachelor of Arts in Music
Christopher Michael Watson, Omaha, NE, Bachelor of Arts in Business Administration
Chase M. Welty, Lincoln, NE, Bachelor of Arts in Business Administration
Sydney Christine Weyers, Waverly, NE, Bachelor of Arts in Accounting & Business Administration
Ryan Christopher White, Cortland, NE, Bachelor of Arts in Interdisciplinary Studies
Michael Stephen Wiederspan, Prague, NE, Bachelor of Arts in Accounting & Business Administration
Derek David Wilke, Lincoln, NE, Bachelor of Arts in Business Administration
*** *Lindsay Barbara Wilson*, Auburn, NE, Bachelor of Science in Biology & Environmental Science #
* *Jenna Marie Woitaszewski*, Wood River, NE, Bachelor of Arts in Business Administration, Sociology & Law, Politics, and Society #
Audrey Rose Wondercheck, Newman Grove, NE, Bachelor of Science in Natural Science
Courtney C. Wood, Greensboro, NC, Bachelor of Arts in Theatre
MacKenzie Marie Woodward, Denton, NE, Bachelor of Science in Biology
Lacey Marie Wright, Council Bluffs, IA, Bachelor of Science in Physical Education
Katrina Janelle Wulf, Superior, NE, Bachelor of Arts in Theatre
Taylor Nicole Ziegler, Scottsbluff, NE, Bachelor of Science in Biology
John H. Zukaitis, Omaha, NE, Bachelor of Arts in Economics

Honors and Awards 2014-15

Doane Scholar

Students who were awarded the title of Doane Scholar for three and half years of high scholarship at Doane include:

Taylor M. Anderson
Ty Cole Anderson
Erin E. Bell
Karissa D. Bernasek
Meghan R. Carnahan
Leslee Anissa Damrow
Alexander C. Dawson

Erin A. DeVries
Danielle J. Divis
Aileen J. Gelb
Grace K. Hartung
Benjamin Harrison Lawrence
Marissa J. Merithew
Megan C. Perry

Honors and Awards

Alpha Lambda Delta Senior Award:	Lisa K Poppe
Alumni Senior Awards:	Paul Walker Dewey, Kayleigh Grace Erskine
Ben Grimes Memorial Baseball Scholarship:	Austin Caspersen
Bert Knapp Trophy:	Clayton Moore
Bill Bayer Memorial Scholarship:	Garrett Borchert
Chemistry Award:	Dan Martin
Dr. David H. Smith Memorial Research Award:	Emily LeeAnn Alfs
Dawes Oratorical Award:	Alyssa Diane Bouc
Doane Band Award:	Luke Jefferson Compton
Doane Theatre Award:	Patrick Ryan Conley, Derek Robert Copenhaver, Dayna Marie Svoboda
Environmental and Earth Sciences Achievement Award:	Kyle Garey Gaston
Information Science Technology Excellence Foundations Award:	Emily LeeAnn Alfs
John E. Makota Information Science & Technology:	Bret James Pospisil
Joseph & Nancy Chapman Music Education Vocal Scholarship:	Madisen Elisabeth Geiler
Joseph & Nancy Chapman Music Education Instrumental Scholarship:	Brian Matthew Walvoord
Kaitlyn Erickson Pro-Musica Award:	Samuel David Rickert
Kenneth R. Rossman Prize in History:	Leslie Echo Mueller
Kerry Strayer Scholarship	Megan Elizabeth Fender
Levi & Hazel Wilson Fellowship:	Alexander C. Dawson
Lumir C. Havlicek Concert Band Scholarship:	Andrew Nathaniel Votipka
M. David Osterhout Human Relations Award:	Jake Everett Krueger
Makosky Prize:	Lisa K Poppe
Male Athlete of the Year:	Kale Wolken
Marianne Clarke Writing Excellence Awards:	
First-Year:	Cheyenne Marie Jessen, Sydney Pfeifer, Heidi Erin Rathjen
At Large:	Alexander C. Dawson, Rachel Elizabeth Overbeck
Owl:	Cassandra Caitlin Kennedy, Ryan Joseph Miller
Xanadu:	John Douglas, Mariah Ruhl, Matt Cummins, Jessica Vogt, Eric Weers, Savannah Mitchell
Mary L. Chapin Art Award:	Nichole Danielle Diaz, Skyler Michele Ethridge
Mathematics Excellence Award:	Garrett Daniel Ebberts
Mike Danaher Memorial Scholarship:	Marissa DeWispelare
Modern Languages Award:	Maggie Jo Hubbell, Kelsey Gracian Stark
The Nebraska Society of CPAs Foundation Fifth-Year Scholarship:	Meghan Rose Carnahan, Taylor Jordan Lucas
The Nebraska Society of CPAs Foundation General Scholarship:	Sydney Christine Weyers
Novice Speaker Award:	Rachel Laverne Fuxa
Outstanding 1st Year Calculus Student:	Brooke Lillian Ronhovde
Outstanding Physics Achievement Award:	Zachary M Swanson
Outstanding Senior in Economics & Business Award:	Meghan Rose Carnahan
Philip Stuart Becker Award:	Erin DeVries
Robert D. Muckel Tri Beta Awards:	Ty Cole Anderson, Lisa K Poppe
Ruth Mary Stevens Prize:	Glen Wayne Thomas, Lindsay Barbara Wilson
Sanderson Prizes:	Jessa Sughroue, Kale Wolsen
Sharon Wilch Woman Athlete of the Year:	Ellie Doughty

Sigma Tau Delta Outstanding Senior in English:	Alexander C. Dawson
Student Congress-Outstanding Teachers of the Year:	David Dunnigan, Jay Gilbert
Student Congress Staff Awards:	Brain Flesner, Anne Golden Ziola
<hr/>	
Zenon C.R. Hansen Leadership Awards	
Staff:	Nancy Murphy
Faculty:	Kathy Springer
Student:	Lindsay Barbara Wilson, Erin E. Bell

Distinguished Scholars

Doane College has an impressive tradition of students who have received scholarships following graduation from Doane.

DAAD Dankstipendien Award

1964 Rennie W. Brantz '64, history, Munich, Germany

Danforth Graduate Fellowship

The Danforth Graduate Fellowship was initiated in 1951 to provide fellowships and financial awards for students who are committed to teaching careers and who are seeking a doctorate or other appropriate advanced terminal degree. Danforth Fellowships are highly selective, with approximately 120 fellows awarded in the United States each year.

1952 Verlyn L. Barker '52, church history, Yale University, New Haven, CT
 1954 Donald A. Tarr '54, mathematics/chemistry, Yale University, New Haven, CT
 1964 John R. Perry '64, philosophy, Cornell University, Ithaca, NY

Fulbright Scholarship

Fulbright Scholarships are awarded each year for students, teachers, and scholars to study, teach and conduct research at international sites. Administered by the U.S. Information Agency, the Fulbright Program began in 1946.

The following Doane graduates are listed with their majors and place of study:

1952 John W. Bohi '52, history, Vienna, Austria
 1952 Glenna A. Buck '52, English, Southampton, England
 1953 Donald J. Ziegler '50, history, Munich, Germany
 1955 Lillian L. Albrecht '55, music, Stuttgart, Germany
 1961 *Janice L. Westover '61, French, France
 1967 Edward G. Heilman '67, history, Münster, Germany
 1968 Gaylen G. Kapperman '67, mathematics/German, Heidelberg, Germany
 1972 Patricia K. Williams '72, philosophy, Tübingen, Germany
 1973 Michael J. Reid '73, history, Marburg, Germany
 1974 Gregg H. Siewert '74, French government, France
 1974 Jill A. Smith '74, history, Bonn, Germany
 1975 Gretchen E. Lerner '75, music, Cologne, Germany
 1976 Ellen L. Bredemeier '76, German/humanities, Germany
 1978 George S. Haskins '78, history, Göttingen, Germany
 1980 David H. Blackmon '80, history, Heidelberg, Germany
 1981 *Laura J. Olsen '81, biology/math, Kiel, Germany
 1982 John E. Juricek '82, history/philosophy/religion, Kiel, Germany
 1984 Anne M. Seipold '84, history/political science, Freiburg, Germany
 1985 Lance W. Lippold '85, international studies/English, Osnabrück, Germany
 1986 Mary H. Schumacher '86, natural science, Heidelberg, Germany
 1987 Kay L. Bestol '87, history/secondary education, Kiel, Germany
 1987 John P. Quinn '87, chemistry, Heidelberg, West Germany
 1988 Kent R. Grote '88, economics, Bayreuth, West Germany
 1989 Kent E. Lewis '89, economics, Mannheim, Germany
 1989 Leslie C. Working '89, history, Bielefeld, Germany
 1992 MaLinda D. Henry '92, biology, Göttingen, Germany
 1992 Nancy S. Berns '92, sociology/criminology, Hamburg, Germany
 1994 Katherine C. Jordan '94, political science, Bonn, Germany
 1995 Heidi R. Kraus '95, German, Salzburg, Austria
 1995 Brandon L. Kostman '95, German/Spanish, Saxony, Germany
 1996 Shawn W. Huelle '96, English/German, Bremen, Germany
 1996 Heather M. Thompson '96, chemistry, Marburg, Germany
 1997 *Janell L. Anderson '97, biology/French

1997 Jill K. Taylor '97, biology/German, Bonn, Germany
 1998 Chad Egger '98, biology, France
 1999 Kimberly Pavelka '99, biology/German, Kiel, Germany
 1999 Lee Wilbur '99, German/French/international studies, Seoul, South Korea
 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
 * Received Fulbright Scholarship but did not participate in program

Rhodes Scholarship

Rhodes Scholarships are highly selective, full scholarship awards which provide two years of graduate study at Oxford University in England. Approximately 32 scholarships are awarded each year to graduates from the United States.

1950 Henry P. Grosshans '43, English, Oxford, England

Woodrow Wilson National Fellowship

The Woodrow Wilson National Fellowship was established in 1945 to recruit promising students for the college teaching profession and to support them during their first year of graduate study. The Woodrow Wilson Fellowship is no longer in existence.

1961 David E. Meerse '61, history, University of Illinois, Urbana
 1964 John R. Perry '64, philosophy, Cornell University, Ithaca, NY
 1965 Douglas M. Kellner '65, philosophy, Columbia University, NY
 1966 Shirley J. Wilson '66, behavioral science, Stanford University, CA

Academic Calendar

FALL SEMESTER 2015 15/FAL August 24 - December 11

- Aug. 20 - 21 Th-F.... New Student Orientation and Advising
24 Monday..... FIRST DAY of FALL SEMESTER classes
27 Thursday..... Opening Convocation 11:00 a.m.
- Sep. 2 Wednesday... Last day to add a course
4 Friday..... Last day to drop a course/Fall Census
7 Monday..... Labor Day - College CLOSED
18 Friday..... Final day for juniors and seniors to declare a Pass-Fail course
- Oct. 10 Saturday..... Homecoming and Family Day
12 Monday MID-TERM GRADES DUE by NOON and available on WebAdvisor
19-20 M-Tu..... Fall Break
27 Tuesday..... Final day to withdraw *from a course* and receive a "W"
28 - 11/6..... Student REGISTRATION and ADVISING for Spring and Summer 2016
- Nov. 10 Tuesday..... Final day to withdraw *from the college* without grade responsibility. Grades received are W's.
25 - 27 W-F..... Thanksgiving Break - 11/26-27 College CLOSED
- Dec. 7 - 11 M-F..... FINAL EXAMS
13 Sunday..... COMMENCEMENT - 1 p.m.
16 Wednesday. Fall Semester GRADES DUE by noon
18 Friday..... Fall Semester grades available on WebAdvisor

SPRING SEMESTER 2016 16/SPR January 19 - May 5

- Jan. 19 Tuesday..... FIRST DAY of SPRING SEMESTER
27 Wednesday. Last day to add a course
29 Friday..... Last day to drop a course/Spring Census
- Feb. 12 Friday..... Final day for juniors and seniors to declare a Pass-Fail course
- Mar. 7 - 11 M-F..... Spring Break MID-TERM GRADES DUE at 4:00 p.m.
14 Monday..... MID-TERM GRADES DUE by NOON and available on WebAdvisor
23 - 4/1. Student REGISTRATION and ADVISING for Fall 2016
25 Friday..... Final day to withdraw *from a course* and receive a "W"
- Apr. 8 Friday..... Final day to withdraw *from the college* without grade responsibility. Grades received are W's.
- May 2 - 5 M-Th..... FINAL EXAMS
6 Friday SENIOR GRADES DUE
7 Saturday..... Baccalaureate Service
8 Sunday..... COMMENCEMENT - 10 a.m. Lincoln/Grand Island Undergraduate and Graduate
COMMENCEMENT - 2:30 p.m. Crete Undergraduate
12 Thursday..... Spring Semester GRADES DUE by noon
16 Monday..... Spring Semester grades available on WebAdvisor

SUMMER 2016 16/SUM On-Campus: May 9 - May 27 Online: May 23 - July 23

- May. 9 Monday..... FIRST DAY of SUMMER classes
11 Wednesday. Last day to drop/add an on-campus course
12 Thursday..... Deadline for juniors/seniors to declare an on-campus course Pass/Fail
13 Friday..... Last day to withdraw from an on-campus course with a "W"
20 Friday..... Last day to add an online course
23 Monday..... FIRST DAY of ONLINE SUMMER Courses
27 Friday..... Last day of on-campus courses
30 Monday..... Memorial Day Holiday - College CLOSED
- Jun. 3 Friday..... Deadline for juniors/seniors to declare an online course Pass/Fail
17 Friday..... Last day to withdraw from an online course and receive a "W"
- July 4 Monday..... Fourth of July Holiday Observed - College CLOSED
23 Saturday..... Last day of online courses
- Aug 9 Tuesday..... SUMMER GRADES DUE by noon
12 Friday..... Summer grades available on WebAdvisor

Federal Disclosure Information

According to federal regulations, institutions must disclose certain information to enrolled students, prospective students, parents and employees. Below is a list of available disclosures, a brief description, department to contact and phone number. Much of this information is also available on the Doane College Web site: www.doane.edu/about-doane/HEA.

Disclosure	Rights Under Family Education Rights and Privacy Act (FERPA)
Description	Student's right to review educational records
Contact	Registrar's Office - 402.826.8251 or 402.466.4774
More Information	Doane website, Registrar page
Disclosure	Federal student deferments for Peace Corps or volunteer services
Description	Eligibility to defer loan payments for services performed in these areas
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774
More Information	Financial Aid Office, your student loan lender and/or student loan guarantor
Disclosure	Financial assistance available
Description	Types of financial aid programs available at Doane College
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774
More Information	College catalog, Financial Aid web page
Disclosure	Institutional Information
Description	Information about the school costs, policies and procedures
Contact	Office of Admission - 402.826.8222
More Information	College catalog, Financial Aid web page, various recruiting brochures
Disclosure	Completion rate, graduation rate
Description	Number of students who start and graduate from Doane
Contact	Director of Institutional Research - 402.826.6776
More Information	Office of Institutional Research
Disclosure	Campus Security Report
Description	Doane College crime statistics
Contact	Associate Dean of Student Leadership and Director of Campus Safety -402.826.8295
More Information	Doane web site, Crime and Security Data
Disclosure	Doane College Code of Conduct
Description	Compliance of Higher Education Opportunity Act
Contact	Financial Aid Office - 402.826.8260
More Information	Financial Aid web page
Disclosure	Equity in Athletics
Description	Information on Doane's intercollegiate athletic teams
Contact	Doane College Athletic Director - 402.826.8583
More Information	Athletic Department
Disclosure	Drug-Free Workplace and Drug-Free Awareness Program
Description	Information on Doane's drug-free workplace policy
Contact	Office of Human Resources - 402.826.8200
More Information	College catalog, student handbook
Disclosure	Satisfactory Academic Progress
Description	Minimum standards for maintenance of federal dollars at Doane College
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774; Doane College Academic Dean's Office - 402.826.8221
More Information	College catalog, Financial Aid web page

Disclosure	Doane College Student Employment Information
Description	Doane College student employee handbook and guidelines
Contact	Financial Aid Office - 402.826.8260
More Information	Financial Aid web page, Doane College student employment handbook
Disclosure	Study Abroad
Description	Information on academic and financial opportunities for study abroad through Doane College
Contact	Academic Dean's Office - 402.826.8221; Financial Aid Office - 402.826.8260
More Information	College catalog
Disclosure	Section 207 of Title II Higher Education Act
Description	Annual report on teacher preparation
Contact	Office of the President - 402.826.8253
More Information	College catalog, Teacher Education web page, DTEPH book
Disclosure	Title VI, Title IX, and Section 504
Description	Compliance of Civil Rights Act 1964, Education Amendments of 1972, and Rehabilitation Act of 1973
Contact	Laura Sears, Director of Human Resources - 402.826.6773; 1014 Boswell Ave., Crete, NE 68333
More Information	Employee handbook, student handbook