



2015-2016

Doane College

School of Graduate and Professional studies

Grand Island, Lincoln & Omaha Campus Catalog

The Doane College School of Graduate and Professional Studies 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

Grand Island Campus

Grand Island Office	308.398.0800
Toll-free	877.443.6263
Fax	308.398.1726

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

Lincoln Campus

Lincoln Office	402.466.4774
Toll-free	888.803.6263
Fax	402.466.4228

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

Omaha Campus

Omaha Office	402.891.6600
Toll-free	855.513.0248
Fax	402.891.6610

Doane College, 4020 South 147th Street, Omaha, NE 68137

Crete Campus

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

Business Office Fax	402.826.8600
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Doane College, 1014 Boswell Avenue, Crete, NE 68333

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

Introducing Doane College

Doane's Commitment to Nontraditional Students

The Doane College degree program for nontraditional students was developed for individuals who can benefit from a combination of college classroom learning experiences, learning outcomes of previous formal education, and knowledge gained from work and life experience. This style of higher education creates opportunities for persons to make connections with life and work through a degree program and develops knowledge and skills for living and working with self-confidence.

This program is designed for a special student population, less defined by age than by a certain profile. Generally, students have been absent from involvement in formal education for some time, work full-time, and wish to be better educated and/or credentialed to take advantage of promotion opportunities, either in a current or future job. They recognize the changing nature of the work environment and are eager to develop knowledge and skills to meet those demands. Many wish to make a career change and/or simply to continue personal growth and development. The nontraditional student can be defined quite simply as a person whose full-time occupation is something other than that of student.

The orientation for nontraditional students begins with generalizations about learners who are the heart of Doane's traditional liberal arts college. Classes are small, with a strong focus on student-teacher interaction. To make that focus possible, the average class size is 20 students.

Faculty of Doane College believe that people are intrinsically motivated to learn, given the right college conditions and encouragement. Experience has taught us that great teachers are the key to learner motivation. We therefore seek, and ultimately keep, teachers who have an abundant knowledge of the subject they are teaching, who truly care that the people they teach are successful in their experience with formal education, and who have the talent to excite others to learn, share knowledge enthusiastically, and effectively manage the learning environment.

We believe that a college is a community, and individuals learn best when they feel they are an important part of that community. Our talented support services staff are held responsible for building that sense of community. They provide needed services at times convenient to the nontraditional student, and are held accountable for quality academic and personal counseling.

Though we build on the philosophical foundations of the small liberal arts college, we also know that there are characteristics of nontraditional learners that are unique to this student population.

We know that 1) they have a psychological need to be self-directing, 2) they bring into any learning situation resources from their previous experience and training that are a rich resource for one another's learning, and 3) they are task-centered, problem-centered, and life-centered in their orientation to learning. *With ongoing studies of the research in adult education and our own experience, we constantly work to deliver education in ways most appropriate for the nontraditional learner.*

Students who complete Doane's degree requirements through this program are awarded the bachelor of arts, bachelor of science, or bachelor of science in nursing degree. Though nontraditional students attend classes in Lincoln, Grand Island, or Omaha they are a welcome part of the body of students who participate in Commencement exercises on the Crete campus.

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

Doane College Presidents

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

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

History of Doane College

For 143 years, Doane College has occupied a distinguished place among the liberal arts colleges of the Midwest.

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

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

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

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

Education for a Lifetime

Throughout Doane's 140-year history, the college has provided students with dedicated faculty and quality programs. The highest priority for Doane College faculty is to continually improve the teaching and learning process. Faculty also are active with scholarly research and publication, community service, and campus life.

Mission Statement

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

Accreditation Statement

Doane College is accredited by the North Central Association (30 N. LaSalle Street, Suite 2400, Chicago, IL, 60602-2504). NCA may be reached at 800.621.7440 or ncahlc.org.

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.

In addition, the Nursing program at Doane College is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW Suite 530, Washington, DC 20036).

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

Admission & Advising

Requirements for Admission

The following steps are required for admission consideration:

1. Submission of an application for admission.
2. Payment of an application fee of \$20 for non-degree-seeking students and an additional program development fee of \$65 for degree-seeking students.
3. Submission of the official high school transcript or proof of GED. This requirement can be waived for students who've completed an Associate's degree. First-year students who wish to enter Doane College from a home-schooling environment must submit a GED, ACT, or SAT score.
4. Receipt of transcripts from all schools attended since high school graduation (including trade or technical schools). All transcripts must be mailed directly.

Every applicant is considered equally, without reference to race, color, religion, sex, sexual orientation, national origin, disability, age or marital status.

All transcripts must be received prior to the end of the student's first term of enrollment. Until all transcripts are received, a student remains in "non-degree-seeking" status. Once the items listed above have been received and reviewed, the student will receive a letter indicating admission status.

If an applicant is currently on academic suspension from another college or university, the applicant must inform the academic advisor of his/her suspension status at the previously attended institution(s). The applicant may then apply for admission as a non-degree-seeking student on probation. If an applicant is not on academic suspension, but the cumulative grade point average for the last 15 credits of the transfer work is below 2.00, the applicant's full academic record is reviewed to determine admission status or additional requirements needed for admission.

As a probationary student, he/she must complete a minimum of 12 semester credits within a minimum of four consecutive terms, beginning with the first available term. Nine of these credits must be graded. These credits may be completed through Doane or any appropriately accredited college or university. The courses completed to earn these credits must be approved by the Dean of Undergraduate Studies. After completion of the 12 credits, the applicant's record will be reviewed to determine admission status. Upon full admission, all credits successfully completed during the probationary period may be applied to degree requirements. A student is ineligible to receive financial aid as a non-degree-seeking student or as a probationary student. Financial aid is not available for the credits taken prior to full admission as a degree-seeking student.

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

Readmission

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

Veterans

Doane College courses are approved by the Nebraska State Department of Education for veterans and other persons eligible for Veterans Administration benefits. Doane also participates in the Yellow Ribbon program.

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

Early Enrollment of High School Students

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

Advising

Throughout the entire admission and reorientation process, a student is involved in intensive advising with a member of the professional advising staff. Before a student makes a decision to enroll, she/he has an initial meeting with an adviser. During that meeting, the adviser reviews transfer credit, discusses with the applicant his/her work and life experience, explores career possibilities, explains the program, and makes a "map" of coursework that will lead to degree completion. The advising staff makes every effort to build personal relationships with students and encourages them to seek help at any time. Time for advising is flexible and meets the scheduling needs of students.

Transfer of Prior Learning

A student who has been admitted as a degree-seeking student may transfer credits to Doane for inclusion on the Doane College transcript. College credit may be transferred from a previously attended institution or from nontraditional forms such as training in healthcare, business, industry, and the military. Credit is also awarded for life and work experiences and credit by examination. Only courses in which a grade of "C-" or better was earned will be considered for transfer. Courses taken pass/fail do not transfer.

A student may earn a total of 30 credits through any one or combination of the following: credit by examination, learning portfolio, and correspondence credit.

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 transferred coursework, the student must enroll in a three- or four-credit senior level course in the major or minor which is not a repeat of any previous course work and must earn at least a grade of "C". Final determination of all transfer credit is made by the Registrar with the advice and consent of instructors in the appropriate academic disciplines.

Previous Coursework

Previous coursework at the college level may be transferred into the Doane program. Official transcripts must be sent directly to Doane from all colleges attended. Doane accepts a maximum of 90 credits completed at other accredited colleges and/or universities. If an applicant has completed an associate's degree, diploma, or professional certificate at an accredited two-year college or at an accredited and approved proprietary school, the credits earned are accepted for transfer. A maximum of 60 semester credits may be accepted for transfer from a two-year college. Credit from institutions on the quarter system are accepted at the rate of two-thirds of a semester hour per quarter hour.

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

Credits transferred from another institution are entered on the Doane College transcript at no additional cost. The credits count toward the total number of hours earned, but are not included in the GPA calculation.

Military Training and Educational Programs

These programs have been reviewed and evaluated by the American Council on Education for the award of credit. Upon documentation of training, credit is awarded according to the recommendations in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services or its guide to Non-Collegiate Sponsored Education. Doane accepts the ACE recommendations listed under the following headings: 1) lower-division baccalaureate/associate degree, 2) upper-division baccalaureate, and 3) graduate degree. Six semester credits are the maximum awarded for any credit recommendations listed under the heading, "Vocational Certificate." The credit is entered on the Doane College transcript at no additional charge. The grade given is "P" (Passed). This grade does not figure into the grade point average and is considered ungraded credit.

Learning Portfolio

The School of Graduate and Professional Studies offers a special learning portfolio program for individuals who have prior learning from work/life experience which cannot be documented through traditional methods. Depending on the assessed quality and quantity of learning from a student's experience, as many as 30 credits may be documented through the portfolio process to apply toward a chosen degree program. The process includes the following steps:

1. Students complete EDU 280 - Higher Education for Adult Learners (2) for two semester credits. In this course, students focus on what they have learned in their lives to this point, how they have learned it, and how that learning can now fit into a structured program of formal education. They then receive all necessary instruction for developing a portfolio of learning.
2. The portfolio is submitted for review and evaluation for award of credit.
3. Following evaluation, students are eligible to receive any or all portfolio credits which have been approved at a cost of half the tuition rate at the time of payment. If credit is awarded, paid for, and recorded, the grade given is "P" (Passed). This grade does not figure into the grade point average and is considered ungraded credit. The credits count toward the total credits required for graduation, after the tuition is paid.

Computer Test-Outs

Students with work experience using computers may choose to test out of select computer courses. After successful completion of a test, the course is entered on the Doane College transcript. If credit is awarded, the student is billed at one-half the current tuition rate for the course. The credits count toward the total number of hours earned, but are not included in the GPA calculation.

Dantes Subject Standardized Tests (DSSTs)

Students who are qualified military personnel may establish credit through successful completion of selected subject examinations administered through the Defense Activity for Nontraditional Education Support. Students who plan to take a DSST after enrolling at Doane must receive written approval from the Dean of Undergraduate Studies prior to taking the test. Only tests which are designated as Baccalaureate/Associate Level (B) or Baccalaureate Upper Division (BU) are approved. Tests which are designated as Technical Credit Level/Baccalaureate Level (T/B) are not approved.

College Level Examination Program (CLEP)

College credits may be earned through successful completion of the subject CLEP examinations and supplemental essay section. Credit is not awarded for the general examinations. These tests are administered at a regional CLEP testing center or by the Defense Activity for Nontraditional Educational Support (DANTES) for qualified military personnel. Currently enrolled Doane students who plan to take a CLEP exam must receive written approval from the Dean of Undergraduate Studies prior to taking the exam.

ACT PEP

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

Testing Policies

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

Educational Costs and Business Regulations

Summary of Program Costs for the Academic Year 2015-2016

Tuition per credit	\$282.00
Application fee, non-degree-seeking	20.00
Application fee, degree-seeking	20.00
Program fee, degree-seeking	65.00
Mandatory fee per course	7.00
Portfolio credit	141.00
Teacher Perceiver	282.00
Graduation Fee	50.00

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

Business Regulations

Full payment for courses is due on or before registration preceding each term, unless a deferment plan has been authorized by the Business Office at least two weeks prior to registration. Deferments are authorized for students on financial aid, if it appears that their whole balance will be covered by federal grants or loans, and for students who receive reimbursement from their employers. In addition to cash and check payments, Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.75% convenience fee. Deferred payment is available through FACTS Tuition Management (*for more details visit the website at www.doane.edu.*)

Registration may be refused for any student whose previous term account is not in good order. No refund of charges is made to a student suspended or dismissed from college. Registration may be canceled for students delinquent in their payments.

A finance charge of one percent per month, or a late fee of \$15 per month, may be added to all unpaid accounts after the 25th day of the month. At the discretion of the administration of Doane College, a student may be suspended for non-payment of his/her indebtedness.

A transcript or diploma is not issued to a student who has failed to pay off any indebtedness to Doane College. At the discretion of the Vice President for Finance and Administration, a transcript may be released to a currently enrolled student entering graduate school or a professional school who has a balance on his/her account, provided the student is current with the payment plan.

Official Business Day

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

Cross Enrollment

In rare instances, students are permitted to cross-enroll between the School of Graduate and Professional Studies and the School of Arts and Sciences, with permission of the Vice President for Academic Affairs and the Dean of Undergraduate Studies. A cross-enrolled student must pay all costs, including tuition, associated with enrollment at other than his/her main campus.

Refunds

Registration constitutes a financial contractual agreement between Doane College and the enrollee.

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

For a student who is not receiving Federal Title IV student financial aid and is not a first-time attendee at Doane College, the refund is determined by the number of days that have passed from the official beginning of a term according to the following schedule:

0-7 days:	100%
8-15 days:	25%
After 15 days:	0%

Tuition and fee refunds are generally based on the last documented date of attendance or official withdrawal date. For a student who does not officially withdraw, refunds are generally based on the last date of class attendance.

After census day, no refund is made unless a complete withdrawal occurs. Refunds are not made for students dropping credits or classes, or students dropping from full-time to part-time status. Students adding credits after census day need to pay additional tuition for these credits.

Under very special circumstances, the policy for refund of tuition may be waived. If a student's work schedule is changed or if the student, or a member of the student's immediate family, develops a serious illness which makes class attendance impossible the student may request an exception with the Late Drop/Withdraw Committee. A request form is available on the Doane website or through an advisor. The committee meets every Wednesday. The request form should include a letter from a work supervisor to verify the schedule change or a letter from a doctor verifying the illness.

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

The following education expenses are considered institutional costs:

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

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

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

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

Refunds are based upon the official start of the term and the withdrawal date. A term is defined as one complete eight-week period, including seminars. The official registration and withdrawal process must take place during the appropriate time frame for the student to be considered for a refund. In some cases the actual start date of a course may be after a refund is no longer available.

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan Program
4. Federal Parent (PLUS) Loan Program
5. Federal Pell Grant Program
6. Academic Competitiveness Grant
7. National SMART Grant
8. Federal Supplemental Educational Opportunity Grant (SEOG)
9. TEACH Grant

Funds are restored to each program up to the total amount disbursed for the term before any funds are replaced in the next program.

Financial Aid

Applying for Financial Aid

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

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

1. Complete the Doane College application for admission, pay the application fee, and be admitted into the college.
2. Complete the Free Application for Federal Student Aid (FAFSA). Doane's Title IV code is 002544.
3. Complete the Doane College Financial Aid Questionnaire. The site is www.doane.edu/forms-worksheets
4. Register for classes.

A **continuing student** who wishes to apply for financial aid should,

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

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

Requirements and Availability of Financial Aid

All types of financial aid are normally awarded for an academic year and credited equally to each term's charges. Each term, the Financial Aid Office examines the records of students receiving financial aid to determine if they are fulfilling the necessary requirements for the aid awarded to them.

1. **Students who already have a baccalaureate degree** are not eligible for institutional scholarships and/or grants.
2. **Financial aid award notification** is based on full-time enrollment (six credit hours), unless a student indicates part-time attendance. If a student changes from full-time to part-time status (fewer than six hours), it can affect the financial aid package. You will be notified when your aid is adjusted.
3. **Students receiving any additional scholarships or tuition assistance** from any outside source or employer must report this resource to the Financial Aid Office or on the Financial Aid Questionnaire. All resources available must be included in the financial aid award. In some instances, it may be necessary to adjust other financial aid. Veteran's Education Benefits are not factored into the students' award.

NOTE: Students who register for a course/s after census day (last day to drop and add) do not receive additional financial aid for the course/s.

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. 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. Pace - measures the student's progress toward a degree by completing a certain percentage of attempted hours.

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

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

NOTE: Withdrawals, in-completes, in-progress, F, and no pass grades are attempted credits.

Transfer credits are not factored into a student's cumulative GPA, but are considered in the number of attempted 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 may be able to receive federal financial aid for up to 150% of the credits required to earn a bachelor's degree or until degree requirements have been met, whichever is less. For example, if a student is required to successfully complete 123 credits for a bachelor's degree, the maximum amount of credits they could receive aid for is 185 attempted credits.

Note: All attempted credits are counted in the 150% calculation regardless if the student received federal financial aid. Attempted credits include: credits for which a satisfactory grade was earned, transfer credits, withdrawals, in-completes, repeated courses, F, and no pass grades.

Financial Aid Warning

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

Financial Aid Suspension

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

Appeals

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

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

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

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

Financial Aid Probation/Academic Monitoring Plan

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

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

Notice of Federal Student Financial Aid Penalties for Drug Violations is located on-line at www.doane.edu/federal-drug-conviction

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 form the Federal Financial Aid Satisfactory Academic Progress Policy.

Academic Policies and Procedures

Enrollment Procedures

Schedule of Terms

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

Registration

The schedule of classes is released at least five weeks prior to the beginning of the next term. Registration will begin at least two weeks before the term starts, and continue until the first week of class is complete. Students are encouraged to meet with their academic adviser once the schedule is released in order to know what classes they need before registration begins.

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

Cross Enrollment

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

Transfer Policy Between the School of Graduate and Professional Studies and the School of Arts and Sciences

A student who attends 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.

Repeating a Course

Courses in which a grade of F, D-, D, or D+ has been received may be repeated, and generally such courses may be repeated only once.

The cumulative grade point average and the grade point average in the major are computed using only the credits and grade earned in the repeated course. Course credits can be counted only once toward the required hours for graduation.

A student may enroll at another college in a course that is a repeat of a course taken at Doane in which the grade earned was below a C-. The course must be taken for a grade and the grade earned must be at least a C-. The grade in the successfully repeated course is recorded on the Doane transcript as a "P" (Pass). The cumulative grade point average is then computed without the original grade in the calculation.

Pass/Fail Option

A student who has accumulated at least 60 semester credits on the Doane College transcript may choose to enroll in one course per term using the Pass/Fail Option. This option allows an instructor to assign either a "P" (Pass) or "F" (Fail) grade in the course, instead of a letter grade. The following stipulations apply:

1. Only one course per term may be taken on a pass/fail basis. (This does not include courses normally graded on a pass/fail basis.)
2. A student must not enroll in an internship for four credits or more in the same term he/she has declared a Pass/Fail Option course.
3. A maximum of two Doane Core Connection courses may be taken using the Pass/Fail Option. A student who transfers in two or more courses for the Doane Core Connections is not eligible to use the Pass/Fail Option for any additional Doane Core Connection courses.

4. A Pass/Fail Option course may be taken in, but not counted toward, the student's major. Exception: a Doane Core Connection course which is taken using the Pass/Fail Option may count toward the major if the course was taken before the major was declared.
5. The grade of "P" (pass) will have no effect on the student's cumulative grade point average. (In order to receive a grade of "P" (pass), a student must earn a grade of "C-" or above in the course.)
6. The grade of "F" (fail) will be figured in the student's cumulative grade point average.

Full, Part, and Half-time Status

A full-time student in the School of Graduate and Professional Studies is a student in six credits or more per term. A part-time student is enrolled in 4-5 credits. A half-time student is enrolled in three credits or less per term.

Double Majors and Emphases

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

Class Attendance

A student is expected to regularly attend all classes for which he/she is registered. Absence from class jeopardizes a student's understanding of the course and may result in a reduction of grade. The extent of such reduction is to be determined by the individual instructor. Each student is responsible for all work missed, regardless of the reason for the absence. There is no such thing as an automatic excuse from any segment of academic endeavor, nor is there an automatic extension of due date for assigned work. If possible, a student is expected to contact instructors before an absence occurs to receive the next assignment or make-up assignment.

New Coursework at Other Institutions

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

Supplemental Course Offerings

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

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

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

Grades and Credits

Grading System

Letter grades are used to evaluate a student's performance in class work. These letter grades become part of the student's permanent record. The grade of A is reserved for superior performance in all course requirements. The grade of B is awarded for work of high quality. The grade of C recognizes satisfactory achievement in meeting course expectations. The grade of D designates unsatisfactory performance in meeting course requirements. The grade of F represents failure to meet course requirements. Other grades include I - Incomplete; P - Passed; AU - Audit; IP - In Progress (Passing); W - Withdraw.

An **Incomplete (I)** may be given if a student is not able to complete the work required for a course by the last day of the course due to sickness or other extenuating circumstance that the student has discussed with the instructor. When awarding an incomplete, the instructor will assign an expiration date no later than the last day of the next term. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an "F". This is a final grade and will not be changed, per the grade change policy.

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

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

The "P" grade is used for courses offered only on a **Pass/Fail** basis, courses completed using the Pass/Fail Option, credit for courses transferred from other colleges, and credit earned through portfolio evaluation or the Credit by Examination process.

The **"In Progress"** (IP) grade is used only in courses that extend beyond the normal ending date of a term and indicates that the student is currently passing the course. This grade must be replaced with an appropriate letter grade assigned by the instructor.

Grade point averages are computed by dividing the total grade points earned by the number of GPA credits. AU, I, W, P and IP grades are not included in the calculation.

Grade Point System

Grade points are assigned to the respective grades as follows:

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

Class Standing

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

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

Grade Reports

A student's grade in each course is filed with the Registrar and is recorded on the transcript. At the end of each term, the final grades are issued to students over the web via WebAdvisor.

Grade Appeal Policy

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

Steps:

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

Grade Changes

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

Audit

A student wishing to attend classes regularly without the responsibility of completing assignments and without receiving credit may do so with the approval of the Dean of Undergraduate Studies and the instructor. One half the regular tuition rate is charged for an audited course. This needs to be indicated at pre-registration. A grade of AU will appear on the transcript.

Grades Upon Withdrawal from a Course

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

Under very special circumstances, the policy for awarding W or F may be waived. If a student's work schedule is changed or if the student, or a member of the student's immediate family, develops a serious illness which makes class attendance impossible the student may request an exception with the Late Drop/Withdraw Committee. A request form is available on the Doane website or through an advisor. The committee meets every Wednesday. The request form should include a letter from a work supervisor to verify the schedule change or a letter from a doctor verifying the illness.

Senior Grades

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

Academic Forgiveness

The Academic Forgiveness Policy is designed for the student who experienced poor, often disastrous, academic results while previously attending Doane College and who can now demonstrate they are prepared to be academically successful in their college experience. A person is eligible to apply for academic forgiveness when at least five (5) years have elapsed since the concluding date of the candidate's last term of enrollment at Doane College and the start date in the School of Graduate and Professional Studies

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

Academic Forgiveness is applied to one semester (School of Arts and Sciences) or two terms (School of Graduate and Professional Studies) of Doane courses. No letter grades will be removed from the academic record. The period accepted for academic forgiveness will bear the notation "Academic Forgiveness Granted." These courses will then no longer be considered in the grade point average computation. Any academic probations, suspension or dismissals from forgiven term will not be

forgiven. Any course for which academic forgiveness is given cannot be used to fulfill graduation requirements. A student who has been granted academic forgiveness must earn a minimum of 30 credit hours from the point of readmission to be eligible to graduate. Academic forgiveness maybe granted only one time and is not revocable. Academic forgiveness only pertains to the student's academic record and does not apply to other areas such as financial aid.

Academic Probation and Suspension

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

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

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

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

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

Graduation

Graduation Application

All Doane College students are required to complete and submit an Application for Graduation available on WebAdvisor. The process occurs once a student is nearing his/her final course work. Applications must be submitted by the deadlines listed below to the Associate Registrar.

October/December completion	Application due mid-August
March/May completion	Application due mid-January
August completion	Application due mid-March

Honors at Graduation

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

Summa Cum Laude 4.00
Magna Cum Laude 3.98 - 3.99
Cum Laude 3.94 - 3.97

Award of Degree/Issuance of Diplomas

Degrees at Doane College are awarded and diplomas are issued three times a year-at the end of the winter one in Decemeber, spring term in May, and on August 15. Graduation ceremonies takes place in December and May.

Students who complete graduation requirements at the completion of the Autumn (October) or Winter Two (March) term will have a comment stating that requirements for the degree have been met and that the degree will be awarded at the next ceremony. Students who complete graduation requirements after May Commencement but no later than August 15 of the same

year, are awarded their degree as of August 15. (All final grades and any official transcripts from other schools must be received by the Registrar by August 15.) Diplomas will be mailed to each August graduate.

Diploma's only list the degree awarded (Bachelor of Arts or Bachelor of Science) not the majors earned. Students who double major do not receive two diplomas. Student who return to Doane to complete an additional major do not receive a second diploma.

Participation in Commencement

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

Second Degree Policy

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

Transcripts

The Registrar's Office releases official Doane transcripts of a student's academic record only after the student has granted permission in writing. Transcripts are not issued to students who have financial obligations to the college. Students who request transcripts should allow three days for them to be prepared and issued. A fee is assessed for each transcript.

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

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

The Academic Program

Successful completion of the Doane 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 degree (BS) if the following criteria are met:

1. a major in information systems management or nursing; or
2. a total of four courses (a minimum of 12 credits), chosen from astronomy, biology, chemistry, geology, information science and technology, information systems management, mathematics, nursing, physical science, or physics, in addition to the two courses required in the Mathematical Reasoning and Scientific Perspective categories of the Doane Core Connections Foundational Areas of Knowledge.

Doane Core Connections

Starting August 2014, Doane College's general education program was modified from the Doane Plan (DP) to the Doane Core Connections (DCC). Students starting autumn 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, Doane reduced the amount of hours required to graduate for all undergraduate students from 132 to 123 credits.

Students in the School of Graduate and Professional Studies can not modify their catalog year forward or backward to change their requirements from Doane Plan to Doane Core. Students who have been gone from Doane for 10 years or more, and return, will be updated to the Doane Core.

Philosophy of the Undergraduate Core at Doane

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

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

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

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

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

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

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

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

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

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

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

Communicate effectively

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

Use information wisely

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

Pursue a healthy lifestyle

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

Component of the Undergraduate Core 33 credit minimum

Foundational Areas of Knowledge 21 credits

Community and Identity 3 credits

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

Students will work to:

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

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

Mathematical Reasoning 3 credits

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

Students will work to:

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

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

Rhetorical Communication 3 credits

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

Students will work to:

- analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication
- support a clear argument with appropriate evidence and analysis in a focused and organized way
- understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing

- CMS 105 - Fund of Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpers Communication (3)
- CMS 316 - Bus & Prof Communication (3)
- ENG 101 - Writing Seminar (3)
- ENG 201 - Intermediate Writing (3)

Global and Cultural Context 3 credits

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

Students will work to:

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

- ANT/SOC 308 - Cultural Anthropology (3)
- BUS 101 - Understand Environ of Bus (3)
- BUS 357 - International Marketing (3)
- CMS 321 - Intercult Communication (3)
- ENG 205 - World Literature I (3)
- ENG 206 - World Literature II (3)
- ENG 329 - Great Plains Studies (3)
- GEG 301 - Social-Cultural Geography (3)
- HIS 106 - History of Civilization II (3)
- HIS 304 - Military History (3)
- HIS 321 - American Race Relations (3)
- HIS 357 - The Harlem Renaissance (3)
- HIS/NRS 220 - Cult Aspects Hlth & Illness (3)
- INT 101 - Global Issues (3)
- MUS 335 - World Music (3)
- PRE 115 - Comparative Religions (3)
- PSI 105 - Comparative Governments (3)
- SOC 324 - Race and Nationality (3)
- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)

Scientific Perspective 3 credits

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

Students will work to

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

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

Human Creativity 3 credits

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

Students will work to:

- interpret artistic and/or aesthetic expression
- develop skills in self-expression through the production of their own creative work, or the critical analysis of others' work
- use their insights to articulate the role of creativity in the examination of the human condition

- ART 101 - Art Appreciation (3)
- ART 107 - Two-Dimensional Design (3)
- ART 110 - Three-Dimensional Design (3)
- ART 207 - Drawing (3)
- ART 234 - Intro to Digital Photography (3)
- ART 235 - Color Theory and Application (3)
- FAR 103 - Intro to Fine Arts: Music (3)
- FAR 104 - Fundamentals of Music (3)
- FAR 281 - Intro Fine Arts: Performing Arts (3)
- MUS 125 - History of Rock and Roll (3)
- THE 101 - Introduction to Theatre (3)
- THE 103 - Acting I (3)
- THE 112 - Oral Interpretation (3)

In Search of Meaning and Values 3 credits

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

Students will work to:

- consider ways that humans have come to understand the meaning of existence
- evaluate the philosophical or spiritual implications of human actions and policies
- develop an understanding of their ethical values

- ENG 237 - Introduction to Fiction (3)
- HIS 105 - History of Civilization I (3)
- HSI 310 - Legal & Ethical Iss Hlth Care (3)
- NRS 420 - Legal & Ethical Iss Nurs Prac (3)
- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)
- PRE 120 - Introduction to the Old Testament (3)
- PRE 121 - Intro to the New Testament (3)
- PRE 231 - Hist and Phil of Technology (3)

Liberal Arts Studies 9 credits

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

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

Fundamentals 3 credits

- PED 104 - Theory of Lifetime Fitness (1)

Complete two computer science courses

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

General Requirement

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

Basic Mathematical Skills

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

- a. By passing Doane's Computational Skills Test
- b. By completing DLC 090 with a grade of C- or higher
- c. By attaining an Enhanced ACT math score of 19 or higher
- d. By attaining an SAT-math score of 500 or higher
- e. By transferring credits that are equivalent to DLC 090, or college-level mathematics

Basic Writing Skills

Writing skills are evaluated during the advising process. If during this evaluation, a student does not demonstrate adequate basic skills, the student must complete DLC 116 with a C- or higher before enrolling in ENG 101.

Additional Graduation Requirements

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

1. A minimum of 123 credits, with a cumulative grade point average of 2.00 or above. *NOTE: Students who take DLC 090 are required to complete a minimum of 126 credits.*
2. An academic major in which the grade point average is 2.00 or above in all major coursework including cognates, which may be outside the students primary discipline.
3. An additional major also requires a grade point average of 2.00 or above.
4. A minimum of 30 graded credits earned at Doane College.

Stipulations

1. The following credit maximums apply toward graduation:
 - a. A total of 48 credits in the major discipline, with this exception: 60 credits are permitted for the Information Systems Management major.
 - b. Three physical education activity credits.
 - c. Six semester credits of technical electives. These credits may be awarded in transfer for those courses which are not taught at a traditional four-year liberal arts college. If a student has completed a professional competency (i.e., an associate degree, diploma, or certificate in a particular technical competency from a two-year school, community college, or approved proprietary school), the six-credit maximum does not apply. Within the six-credit limit, the following courses in transfer may also be used: intercollegiate sports, and journalistic and forensic activities.
2. Requirements for a major must be met by following a catalog in effect during the student's year of entry or a subsequent term of enrollment at Doane College.
3. Any course added to a Doane Core Connection category may be used as an additional option for that category, regardless of the catalog of entry.
4. Graduation requirements are reviewed on a case-by-case basis for students who return to Doane after an extended absence.
5. The last 30 credits immediately preceding graduation will normally be in residence.
6. A maximum of 12 combined internship credits may be included as credits toward graduation.
7. A student who chooses to complete more than one major may fulfill the requirements of each by using common courses, unless otherwise specified.
8. A course used to fulfill a requirement for the Doane Core Connections may also be used to fulfill a requirement for a major, unless otherwise specified.
9. Each student is responsible for making certain all degree requirements are met. Advisers, student advising guides, and the program evaluations available on web adviser help students monitor their progress toward graduation.
10. All other academic policies and regulations as stated in this catalog must be followed.

Programs of Instruction: Majors

Professional Studies in Accounting

Grand Island, Lincoln, and Omaha Campuses

The Professional Studies in Accounting major is designed to provide students with educational opportunities to develop a solid foundation in accounting and financial practices and to provide additional coursework required for persons who wish to take the CPA examination.

Requirements for the Professional Studies in Accounting Major:

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

Complete the following cognates:

- BUS 205 - Business Writing (3)
- BUS 215 - 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)
- CSA 102 - Introduction to Spreadsheets (1) (or competency)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- IDS 206 - Introduction to Research (3)
- MTH 115 - Finite Mathematics (3) or
 - MTH 235 - Calculus I (4)

Note: The Nebraska Board of Public Accountancy specifically mandates the completion of 150 college credits and outlines the required course content that must be included in those credits for persons who wish to sit for the CPA examination. The 150 credits may all be completed at the undergraduate level or may be a combination of undergraduate and graduate credits. To satisfy the requirements, students need to complete the major requirements listed above and the following courses: ACC 411, ACC 415, ACC 435. Additional course recommendations to reach the 150 credit hour requirement include BUS 353, CMS 316, or additional 300/400 level Business course.

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

Professional Studies in Business

Grand Island, Lincoln, and Omaha Campuses

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

Requirements for the Professional Studies in Business Major:

- BUS 205 - Business Writing (3)
- BUS 212 - Human Resource Management (3)
- BUS 215 - Statistics (3)
- BUS 226 - Finance (3)
- BUS 242 - Management (3)
- BUS 250 - The Legal Environment of Business (3)
- BUS 251 - Marketing (3)
- BUS 365 - Ethics in a Business Environment (3)

Complete the following cognate courses:

- ACC 103 - Financial Accounting (3)
- ACC 104 - Managerial Accounting (3)
- CSA 102 - Introduction to Spreadsheets (1) (or competency)
- CSA 109 - Information Retrieval Skills (1)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 204 - Microeconomics and Business (3)
- CMS 316 - Business and Professional Communication (3)
- IDS 206 - Introduction to Research (3)

Complete one emphasis chosen from the following:

1) General Business

- BUS 495 - Senior Seminar in General Business (3)
- Three courses at the 300/400 level(excluding internship credits). The three courses must be from three of the following four areas and must total a minimum of six semester credits.

Finance:

- BUS 445 - Financial Institutions Management (3)

Human Resources:

- BUS 331 - Personnel Law (3)
- BUS 345 - Business, Professional and Consumer Negotiations (3)
- BUS 361 - Contemporary Issues in Human Resource Management (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 418 - Human Resource Strategy (3)
- CMS 323 - Training and Development (3)

Management:

- BUS 315 - Organizational Behavior (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Business, Professional and Consumer Negotiations (3)
- BUS 353 - Managing Operations for Quality and Productivity (3)
- BUS 361 - Contemporary Issues in Human Resource Management (3)
- BUS 410 - Regulatory Compliance (3)
- BUS 415 - Leadership in Organizations (3)
- BUS 455 - Small Business Management (3)
- BUS 496 - Strategic Management (3)

Marketing:

- BUS 301 - Consumer Behavior (3)
- BUS 324 - Promotions Management (3)
- BUS 452 - Marketing Research (3)
- BUS 453 - Marketing Communications Campaigns (3)
- BUS 455 - Small Business Management (3)

2) Human Resource Management

- BUS 361 - Contemporary Issues in Human Resource Management (3)
- BUS 418 - Human Resource Strategy (3)
- BUS 493 - Senior Seminar in Human Resource Management (3)
- Plus one course chosen from the following:
 - BUS 315 - Organizational Behavior (3)
 - BUS 331 - Personnel Law (3)
 - BUS 345 - Business, Professional and Consumer Negotiations (3)
 - BUS 415 - Leadership in Organizations (3)
 - CMS 323 - Training and Development (3)

3) Management

- BUS 492 - Senior Seminar in Management (3)
- Plus three courses chosen from
 - BUS 315 - Organizational Behavior (3)
 - BUS 331 - Personnel Law (3)
 - BUS 345 - Business, Professional and Consumer Negotiations (3)
 - BUS 346 - International Management (3)
 - BUS 353 - Managing Operations for Quality and Productivity (3)
 - BUS 410 - Regulatory Compliance (3)
 - BUS 415 - Leadership in Organizations (3)
 - BUS 455 - Small Business Management (3)

4) Marketing

- BUS 301 - Consumer Behavior (3)
- BUS 324 - Promotions Management (3)
- BUS 452 - Marketing Research (3)
- BUS 453 - Marketing Communications Campaigns (3)

5) Self-Designed Emphasis

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

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

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

Criminal Justice

Grand Island, Lincoln, and Omaha Campuses

The major in criminal justice combines a liberal arts education with a study of the causes of crime, the criminal justice system, and the roles of policing, courts, laws, and corrections as they contribute to social order. The program is designed as both a four-year major and as an affiliated program for students transferring from community colleges. It prepares students for a broad range of career opportunities, including work in law enforcement and security, probation and parole, the court system, corrections, and other human services professions.

Requirements for the Criminal Justice Major:

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

Complete the following cognate courses:

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

Graphic Design

Lincoln Campus

The mission of the Graphic Design program is to provide a balanced foundation of knowledge and skills for careers involving graphic design and visual communication. The major prepares students to work in areas including newspaper and magazine layout and design, advertising and public relations, production and design, illustration, and electronic media publication and production.

Requirements for the Graphic Design Major:

- GRD 228 - Typography (3)
- GRD 237 - Multi-dimensional Design (3)
- GRD 241 - Graphic Design and Layout (3)
- GRD 252 - History of Graphic Design (3)
- GRD 258 - Introduction to Computer Graphics (3)
- GRD 315 - Graphic Design I (3)
- GRD 316 - Graphic Design II (3)
- GRD 415 - Graphic Design III (3)
- GRD 416 - Graphic Design IV (3)
- GRD 496 - Senior Seminar in Graphic Design (3)

Complete the following cognate courses:

- ART 107 - Two-Dimensional Design (3)
- ART 207 - Drawing (3)
- ART 235 - Color Theory and Application (3)
- ART 256 - Illustration (3)
- ART 308 - Drawing II (3)
- ART 309 - Drawing Studio (3)
- ART 358 - Arts, Issues, and Controversies (3)
- BUS 324 - Promotions Management (3)
- CSA 109 - Information Retrieval Skills (1)
- IDS 206 - Introduction to Research (3)
- CMS 105 - Fundamentals of Communication (3)

Health Sciences

Grand Island, Lincoln, and Omaha Campuses

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

Required Courses

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

Health Science Courses

- HSI 200 - Foundations of Health Science (3)
- HSI 215 - Applied Statistics for Health Care (3)
- HSI 220 - Cultural Aspects of Health and Illness (3)
- HSI 310 - Legal and Ethical Issues in Health Care (3)
- HSI 315 - Health Care Policy in the United States (3)
- HSI 320 - Community Health (3)
- HSI 330 - Health Care Information Systems (3)
- HSI 410 - Current and Emerging Issues in Health Sciences (3)
- HSI 420 - Leadership in Professional Practice (3)

Co-Requisite Courses

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

Life Balance & Skills

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

Human Relations

Grand Island, Lincoln, and Omaha Campuses

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

Requirements for the Human Relations Major:

- HRE 315 - Group Counseling (3)
- HRE 417 - Multicultural Counseling (3)
- HRE 421 - Internship in Human Relations (1-3)
- HRE 428 - Professional Ethics and Issues (3)
- HRE 496 - Senior Seminar (3)
- IDS 206 - Introduction to Research (3)
- PSY 117 - Introduction to Psychology (3)
- PSY 234 - Introduction to Counseling Theories and Techniques (3)
- PSY 259 - Lifespan Development (3) or
 - PSY 255 - Child and Adolescent Development (3)
 - PSY 256 - Adult Development (3)
- PSY 336 - Social Psychology (3)
- PSY 365 - Psychology of Personality (3)
- PSY 416 - Abnormal Psychology (3)
- SSI 217 - Applied Statistics for Social Science (3)
- CMS 112 - Small Group Communication (3)
- CMS 220 - Interpersonal Communication (3)

Information Systems Management

Lincoln and Omaha Campus

The Information Systems Management major prepares an individual for a career within the information systems component of an organization. An individual who completes this major will have the knowledge, skills, and experience to design, implement, and manage information systems and coordinate the communication function of information technology among the various components of the enterprise. This education is accomplished through the integration of coursework drawn from a variety of disciplines, including business, information science and technology, and communication.

Basic Skills

The level of teaching and learning for the Information Systems Management major requires that students have certain basic skills before beginning coursework for the major. All students must demonstrate basic competencies in each of the following areas before enrolling in any ISM prefixed course: word processing, spreadsheets, database, and information retrieval skills. Competency may be demonstrated by the successful completion of introductory level coursework in the areas, by successful completion of tests in the areas, or by the award of credit through portfolio.

Requirements for the Information Systems Management Major:

- ISM 101 - Software Development I (3)
- ISM 102 - Software Development II (3)
- ISM 215 - Information Systems Theory and Practice (3)
- ISM 253 - Information Technology Architecture (3)
- ISM 315 - Systems Analysis and Design (3)
- ISM 316 - Communication, Technology, and Organizational Behavior (3)
- ISM 342 - Network Management (3)
- ISM 409 - Project Management (3)
- ISM 496 - Senior Seminar (3)

Complete the following cognates:

- BUS 215 - Statistics (3)
- BUS 242 - Management (3)
- BUS 339 - Quantitative Methods (3) or
 - BUS 353 - Managing Operations for Quality and Productivity (3)
- ECO 203 - Macroeconomics and Literacy (3) or
 - ECO 204 - Microeconomics and Business (3)
- IDS 206 - Introduction to Research (3)
- PRE 231 - History and Philosophy of Technology (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 301 - Global Network Communication (3)
- CMS 316 - Business and Professional Communication (3)

Additional Approved Courses

Complete four additional approved courses chosen from the areas of information science and technology or related field. The four courses must represent a minimum of 10 semester credits.

Liberal Arts Studies

Grand Island, Lincoln, and Omaha Campuses

This degree program is specifically designed for nontraditional students who seek a bachelor's degree for career advancement and personal growth. This program of study provides a curriculum that focuses on the development of critical and analytical thinking skills, oral and written communication skills with a strong liberal arts component.

Foundational Areas of Knowledge

One Community and Identity Course:

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

One Global and Cultural Context Course:

- ANT/SOC 308 - Cultural Anthropology (3)
- BUS 101 - Understand Environment Business (3)
- BUS 357 - International Marketing (3)
- CMS 321 - Intercultural Communication (3)
- ENG 205 - World Literature I (3)
- ENG 206 - World Literature II (3)
- ENG 329 - Great Plains Studies (3)
- GEG 301 - Social-Cultural Geography (3)
- HIS 106 - History of Civilization II (3)
- HIS 304 - Military History (3)
- HIS 321 - American Race Relations (3)
- HIS 357 - The Harlem Renaissance (3)
- INT 101 - Global Issues (3)
- MUS 335 - World Music (3)
- PRE 115 - Comparative Religions (3)
- PSI 105 - Comparative Governments (3)
- SOC 324 - Race and Nationality (3)
- SPA 101 - Elementary Spanish (3)
- SPA 102 - Elementary Spanish (3)

One Scientific Perspectives Course:

- AST 103 - Introductory Astronomy (3)
- BIO 101 - Introduction to Biology (4)
- CHM 101 - Intro to Chemistry (4)
- GEG 112 - Physical Geography (3)
- GEO 101 - Environmental Geology (3)
- GEO 103 - Physical Geology (4)
- GEO 104 - Historical Geology (4)
- GEO 107 - Intro to Meteorology (3)
- PHS 105 - Principles of Physical Science (4)

One Human Creativity Course:

- ART 101 - Art Appreciation (3)
- ART 107 - Two-Dimensional Design (3)
- ART 110 - Three-Dimensional Design (3)
- ART 207 - Drawing (3)
- ART 234 - Intro Digital Photography (3)
- ART 235 - Color Theory & Application (3)
- FAR 103 - Intro to Fine Arts: Music (3)
- FAR 104 - Fundamentals of Music (3)
- FAR 281 - Intro Fine Art: Perform Art (3)
- MUS 125 - History of Rock and Roll (3)
- THE 101 - Introduction to Theatre (3)
- THE 103 - Acting I (3)
- THE 112 - Oral Interpretation (3)

One In Search of Meaning and Values Course:

- ENG 237 - Introduction to Fiction (3)
- HIS 105 - History of Civilization I (3)
- HSI 310 - Legal & Ethical Issues Health Care (3)
- NRS 420 - Legal & Ethical Iss Nursing Pract (3)
- PRE 110 - Philosophical Problems (3)
- PRE 111 - Ethics (3)
- PRE 120 - Intro to Old Testament (3)
- PRE 121 - Intro to New Testament (3)
- PRE 231 - Hist and Philosophy of Tech (3)

One Mathematical Reasoning Course:

- MTH 107 - Problem Solving (3)
- MTH 108 - Modeling & Applications (3)
- MTH 115 - Finite Mathematics (3)
- MTH 125 - Pre-calculus (4)
- MTH 235 - Calculus I (4)
- PHI 105 - Logic and Critical Thinking (3)

Rhetorical Communication

Three Oral Communication Courses:

- CMS 105 - Fundamentals of Communication (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 316 – Bus & Prof Communication (3)

Three Written Communication Courses:

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

Liberal Arts Seminars

- 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)

Life Balance & Skills

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

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

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

Grand Island, Lincoln, and Omaha Campuses

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

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

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

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

Admission Requirements

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

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

Investigative Background Check Requirement

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

Health Records Requirement

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

Objectives of the Doane College RN to BSN program

The RN to BSN program provides the professional nurse with the ability to:

- develop and use higher-order problem-solving and critical thinking skills;
- integrate concepts from behavioral, biological, and natural sciences in order to understand self and others;
- interpret and use quantitative data;
- use the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions;
- apply knowledge regarding social, political, economic, and historical issues to the analysis of societal and professional problems;
- communicate effectively in a variety of written and spoken formats;
- engage in effective working relationships;

- appreciate cultural differences and bridge cultural barriers;
- understand the nature of human values;
- develop and articulate personal standards against which to measure new ideas and experiences; and
- appreciate and understand the character of health care professionals.

RN to BSN Course Requirements

- LAR 101 - Inquiry Seminar: Learning the Art of Inquiry (3)
- LAR 202 - Integrative Seminar: Democracy and Diversity (3)
- BIO 219 - Pathophysiology (3)
- BIO 309 - Your Body, Your Health, Your Choices (3)
- CMS 220 - Interpersonal Communication (3)
- ECO 203 - Macroeconomics and Literacy (3)
- ECO 329 - Health Care Economics (3)
- MTH 107 - Problem Solving (3)
- NRS 215 - Applied Statistics for Health Care (3)
- NRS 220 - Cultural Aspects of Health and Illness (3)
- NRS 305 - Personal Leadership Development I (1)
- NRS 306 - Personal Leadership Development II (1)
- NRS 307 - Personal Leadership Development III (1)
- NRS 310 - Research in Nursing (3)
- NRS 315 - Health Care Policy in the United States (3)
- NRS 320 - Community Health (3)
- NRS 325 - Nursing in a Global Community (3)
- NRS 330 - Health Care Information Systems (3)
- NRS 410 - Critical Issues in Professional Nursing (3)
- NRS 416 - Leadership in Professional Practice (3)
- NRS 420 - Legal and Ethical Issues in Nursing Practice (3)
- PSY 365 - Psychology of Personality (3)
- CSA 101 - Introduction to Word Processing (1)
- CSA 109 - Information Retrieval Skills (1)

Three credits from

- | | |
|--|---|
| • ART 101 - Art Appreciation (3) | • FAR 104 - Fundamentals of Music (3) |
| • ART 107 - Two-Dimensional Design (3) | • FAR 281 - Intro Fine Arts: Perform Arts (3) |
| • ART 110 - Three-Dimensional Design (3) | • MUS 125 - History of Rock and Roll (3) |
| • ART 207 - Drawing (3) | • THE 101 - Introduction to Theatre (3) |
| • ART 234 - Intro to Digital Photography (3) | • THE 103 - Acting I (3) |
| • ART 235 - Color Theory and Application (3) | • THE 112 - Oral Interpretation (3) |
| • FAR 103 - Intro to Fine Arts: Music (3) | |

Co-requisite Course Requirements

Completion of the following nursing co-requisites is required (If not completed prior to admission, these courses are included in the Doane College RN to BSN course requirements.)

- | | |
|--|--|
| • ENG 101 - Writing Seminar (3) | • CHM 101 - Introduction to Chemistry (4) or |
| • BIO 115 - Microbiology for Nurses I (2) | ◦ CHM 125 - General Chemistry I (4) |
| • BIO 116 - Microbiology for Nurses II (2) | • PSY 117 - Introduction to Psychology (3) |
| • BIO 215 - Human Anatomy and Phys I (4) | • PED 209 - Nutrition (3) |
| • BIO 216 - Human Anatomy and Phys II (4) | |

Organizational Communication

Grand Island, Lincoln, and Omaha Campuses

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

Requirements for the Organizational Communication Major:

- BUS 215 - Statistics (3)
- BUS 365 - Ethics in a Business Environment (3)
- CSA 108 - Desktop Publishing (3)
- BUS 205 - Business Writing (3) or
 - ENG 113 - Basic News Writing and Reporting (3)
- CMS 330 - Public Relations (3)
- IDS 206 - Introduction to Research (3)
- CMS 112 - Small Group Communication (3)
- CMS 210 - Public Speaking (3)
- CMS 220 - Interpersonal Communication (3)
- CMS 296 - Organizational Communication Practicum (1)
- CMS 316 - Business and Professional Communication (3)
- CMS 321 - Intercultural Communication (3) or
 - CMS 348 - Gender Communication (3)
- CMS 323 - Training and Development (3)
- CMS 336 - Applied Organizational Communication (3)
- CMS 342 - Leadership Communication (3)
- CMS 351 - Persuasion (3)
- CMS 496 - Senior Seminar (3)

Two courses chosen from:

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

Two courses chosen from:

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

Paralegal Studies

Lincoln Campus

The Paralegal Studies major is designed for those persons who wish to pursue a career as a paralegal/legal assistant. This baccalaureate program provides a unique academic curriculum, composed of legal and professional education built on a foundation of liberal arts. It is the mission of this program to develop graduates who are competent to perform substantive legal work that requires knowledge of legal concepts, as well as skills for critical thinking, organization, legal research, legal writing, interviewing and investigation, technology, and oral communication.

Requirements for the Paralegal Studies Major:

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

Complete the following cognate courses:

- BUS 250 - The Legal Environment of Business (3)
- BUS 331 - Personnel Law (3)
- BUS 345 - Business, Professional and Consumer Negotiations (3)
- BUS 350 - Commercial Law (3)
- BUS 410 - Regulatory Compliance (3)
- CMS 105 - Fundamentals of Communication (3)
- CMS 334 - Interviewing and Investigation (3)
- CRJ 330 - Criminal Law (3)
- PHI 114 - Informal Logic (3)

Students must demonstrate competency or complete the following:

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

Public Administration

Grand Island, Lincoln, and Omaha Campuses

The Public Administration major is designed to prepare individuals for careers in public service and for the further development of those already in professional and paraprofessional levels of career activity.

Requirements for the Public Administration Major:

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

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

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

Note:

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

LADC - Licensed Alcohol & Drug Counselor

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

PLADC Requirements

- A minimum of a high school diploma or G.E.D.
- 300 hours of supervised practical training.
- 270 hours of education, to include the required content courses:

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

DHHS no longer pre-approves courses to meet requirements. STUDENTS MUST SAVE COURSE SYLLABI to submit with their PLADC application.

To obtain the Licensed Alcohol and Drug Counselor (LADC) students must complete an additional 4,000 hours of paid, supervised clinical work experience providing alcohol and drug counseling services to alcohol and drug clients.

For additional information on certification requirements visit http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx or contact:

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

Courses of Instruction

Accounting

ACC 103 - Financial Accounting (3)

An introduction to accounting principles and their application to the proprietorship, partnership and corporation through a financial statement approach. Upon completion of this course, students will be able to: 1) read and understand accounting terminology at a basic level; 2) prepare and understand financial statements; 3) use accounting statements in decision making; and 4) demonstrate effective human interaction skills in group assignments.

ACC 104 - Managerial Accounting (3)

An introduction to the use of accounting data by managers in directing the internal affairs of organizations. Topics include cost relationship, statement analysis, management reports and other accounting techniques and methodology used for management purposes. Upon completion of this course, students will: 1) analyze and interpret information conveyed in financial statements; 2) use standard accounting statements in decision making; 3) read and understand accounting terminology related to managerial accounting; and 4) work effectively with others in teams. **Prerequisite: ACC 103 with a minimum grad of C-, or permission.**

ACC 231 - Intermediate Accounting I (3-4)

A two-semester introduction to the theory and practice of accounting which addresses financial reporting; conceptual framework; review of the accounting process; and preparation of accounting statements related to financial position (balance sheet), results of operation (income statement), and cash flow (statement of cash flows). Other additional topics included in ACC 231 are time value of money; determination of cash and receivables; inventory measurement and flow assumptions; acquisition and disposal of property, land, and equipment; calculation and presentation of appreciation and depreciation; and measurement and reporting of intangibles. Additional topics included in ACC 232 are valuation of current and non-current liabilities; accounting for the entity's equity; valuation of current and non-current investments; accounting for income taxes; accounting for leases; accounting for pensions and other post-retirement benefits; computation and presentation of earnings per share; and accounting for changes/errors. Upon completion of these courses, students will be able to: 1) recognize the ethical implications of accounting situations related to the topics discussed in each course; 2) apply the appropriate rules/procedures in preparing, analyzing, and interpreting financial statements, in particular as they apply to the topics covered each semester; 3) expand their understanding of accounting theory and the accounting framework as it applies to the topic areas discussed; 4) read and understand the precise accounting terminology appropriate to the operation of business entities; and 5) use financial statements to make more complex decisions related to the topical areas discussed each semester. **Prerequisite for ACC 231: ACC 104 with a C- or higher, or permission.**

ACC 232 - Intermediate Accounting II (3-4)

A two-semester introduction to the theory and practice of accounting which addresses financial reporting; conceptual framework; review of the accounting process; and preparation of accounting statements related to financial position (balance sheet), results of operation (income statement), and cash flow (statement of cash flows). Other additional topics included in ACC 231 are time value of money; determination of cash and receivables; inventory measurement and flow assumptions; acquisition and disposal of property, land, and equipment; calculation and presentation of appreciation and depreciation; and measurement and reporting of intangibles. Additional topics included in ACC 232 are valuation of current and non-current liabilities; accounting for the entity's equity; valuation of current and non-current investments; accounting for income taxes; accounting for leases; accounting for pensions and other post-retirement benefits; computation and presentation of earnings per share; and accounting for changes/errors. Upon completion of these courses, students will be able to: 1) recognize the ethical implications of accounting situations related to the topics discussed in each course; 2) apply the appropriate rules/procedures in preparing, analyzing, and interpreting financial statements, in particular as they apply to the topics covered each semester; 3) expand their understanding of accounting theory and the accounting framework as it applies to the topic areas discussed; 4) read and understand the precise accounting terminology appropriate to the operation of business entities; and 5) use financial statements to make more complex decisions related to the topical areas discussed each semester. **Prerequisite for ACC 232: ACC 231 with a C- or higher, or permission.**

ACC 315 - Tax Accounting I (3)

This course introduces students to the complex study of federal taxation. It focuses mainly on taxation of individuals, but also covers a broad range of subjects from the definition of income to tax practices related to businesses, and includes practice in

preparation of tax returns. Upon successful completion of this course, students will be able to: 1) describe basic provisions of Federal income tax law as they relate to individual taxpayers; 2) discuss tax compliance issues affecting individual taxpayers; 3) recognize the ethical implications of working within a tax system characterized, in part, by a high degree of ambiguity; 4) understand (at a basic level) the Federal Income Tax Code and other sources of authority that combine to make up the working body of tax law; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues; and 6) use tax information in a variety of planning and decision making contexts.

ACC 331 - Advanced Accounting I (3)

This course focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for 1) combined, consolidated financial statements; and 2) multinational accounting issues (foreign currency transactions and financial instruments, and translation of foreign entity financial statements). Upon successful completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to combined and/or consolidated corporations. In addition, students will recognize and account for transactions with foreign countries that have currencies other than U.S. dollars (foreign currency exchange rate differences), and be able to translate and/or restate financial statements that are denominated in currencies other than U.S. dollars. **Prerequisite: ACC 232 with a C- or higher, or permission.**

ACC 332 - Advanced Accounting II (3)

This course focuses primarily on financial accounting concepts and methods of analysis applicable to accounting for 1) partnerships; 2) governmental and not-for-profit organizations; and 3) a sampling of other accounting issues to be covered as time allows (such as SEC reporting, and interim and segment reporting). Upon successful completion of this course, students will recognize the ethical implications and understand the precise accounting terminology and rules and procedures related to partnerships, and governmental and not-for-profit organizations. In addition, students 30/Accounting will understand what reporting requirements apply to organizations that prepare financial statements. **Prerequisite: ACC 232 with a C- or higher or permission.**

ACC 335 - Managerial Cost Accounting (3)

This course contains the concepts and techniques of managerial cost accounting, including cost analysis and estimation, cost management systems, and management control systems. Upon successful completion, students will: 1) identify and analyze cost information for decision-making, 2) understand cost management systems and create reports for internal use, 3) create budgets, 4) analyze actual results (compared to budgets) and identify sources of variances, and 5) recommend action plans as variances are identified. **Prerequisite: ACC 232 with a C- or higher or permission.**

ACC 411 - Systems/Applied Accounting (3)

This course helps students understand the potential and uses of a variety of accounting information systems, including both manual accounting systems and computer-based systems. Issues related to the design and evaluation of management accounting and control systems are discussed. Students will utilize existing technology to formulate solutions in the context of various problem and case scenarios. Upon successful completion of this course, students will be able to: 1) discuss the uses and limitations of accounting information in addressing solutions to diverse business problems; 2) describe the limitations of traditional general ledger based accounting systems; 3) utilize a manual set of accounting records and documents; 4) differentiate the methods used in computerized accounting software; 5) explain how technology affects the traditional accounting information process; 6) discuss the importance of continual learning in the "Information Age" for accounting professionals and the importance of controlling organization risk; and 7) apply flowcharting and systems narratives. **Prerequisite: ACC 232 with a C- or higher or permission.**

ACC 415 - Tax Accounting II (3)

This course provides an overview of income tax law as it relates to corporations, partnerships, fiduciaries, estates and trusts, and the gift tax, and includes practice in preparation of tax returns. In addition, there is a tax research and planning component to the course, which acquaints the student with the fundamentals necessary for better understanding complex tax issues. Upon successful completion of this course, students will be able to: 1) describe basic provisions of Federal income tax law as they relate to the taxpaying entities mentioned above; 2) discuss tax compliance issues affecting these taxable entities; 3) better understand the ethical implications of working within a tax system characterized, in part, by a high degree of ambiguity; 4) understand (at a basic level) the Federal Income Tax Code and other sources of authority that affect the specific topics discussed in this course; 5) use precise, tax-specific terminology in communicating with other constituencies regarding tax accounting issues related to this course; 6) use tax information in a variety of planning and decision making contexts; and 7) exercise research skills that will

enable them to find answers to a variety of tax scenarios. **Prerequisite: ACC 232 and ACC 315, each with a C- or higher, or permission.**

ACC 427 - Auditing (3)

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

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

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

ACC 496 - Senior Seminar (3)

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

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.

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.

ART 204 - Visual Communication in History I (3)

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

ART 205 - Visual Communication in History II (3)

A discussion of the symbolic expression of ideas and values from the 14th century proto-Renaissance through 17th century Baroque. The major visual arts of architecture, painting, and sculpture are studied in the context of important historical, philosophic, and spiritual concerns. Students will be able to articulate the meanings of artworks in their historical context.

ART 207 - Drawing (3)

An exploration of various drawing media in relation to the expression of still life objects and the human figure. Students will learn to sketch fundamental shapes, draw still life compositions, and be able to draw what they see through the use of the principles and elements of design.

ART 210 - Metal Craft - Jewelry (3)

A course which introduces the student to the basic methods of fabricating jewelry to include form, function, and technique. Students will demonstrate their understanding of these methods by creating a series of work that includes a ring, pendant, brooch, bracelet, and necklace.

ART 211 - Printmaking (3)

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

ART 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.

ART 221 - Ceramics (3)

Studio work in ceramics with emphasis given to various methods of making pottery-making: slab, coil, sculptural, and wheel-thrown pottery. Students will present a body of work that demonstrates their understanding of these methods. Open to non-art majors.

ART 234 - Introduction to Digital Photography (3)

An introduction to the fundamentals of digital photography, including the operation of digital cameras and related hardware, the uses of the various digital media, and the basic functions of image editing software. Additional topics will include basic principles of photographic aesthetics and composition, and the history of photography. Course content will consist of lectures and demonstrations, with an emphasis on hands-on learning through the application of digital techniques to sample photographs and to the student's own work. Upon satisfactory completion of the course, the student will have the requisite knowledge to determine the appropriate equipment, materials and software to meet their basic photographic requirements. The student will know the basic functions and capabilities of common digital devices and software, and the skills required to utilize those functions and capabilities.

ART 235 - Color Theory and Application (3)

The study of color systems and interaction through studio work, computer programs, and the consideration of historically notable works of art. Students will demonstrate their understanding through the creation of a portfolio of works.

Prerequisite: ART 107.

ART 252 - Modern Art (3)

The study of architecture, sculpture, and painting in Europe from the 18th century through the present. Attention is given to the role of the visual arts in political and social milieu, the impact of aesthetic theories, and the revolutionary impulses in modern Western civilization. Students will articulate the meanings and significance of artworks in their historical context.

ART 254 - The Visual Arts in the United States (3)

The history of the visual arts of architecture, sculpture, and painting in America from colonial times through the present. Emphasis is placed on the inter-relationships of the visual arts and social, political, and spiritual concerns. Students will articulate the meanings and significance of artworks in their historical context.

ART 256 - Illustration (3)

The development of concepts and techniques relevant to the interpretation of stories, historical and contemporary events, architecture, and nature. The course includes an historical perspective on illustration art from the mid-19th century to the present. Upon completion of the course, students will be able to plan and execute a copy illustration, choosing the style, medium, and color scheme that most effectively illustrates the copy. **Prerequisite: ART 107, ART 308, and permission.**

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 308 - Drawing II (3)

A course in which students further improve their drawing skills, especially the use of proper lighting and proportions with application to products and the human figure, and learn how to draw complex and intricate textures. **Prerequisite: ART 207.**

ART 309 - Drawing Studio (3)

An advanced drawing course implementing the media and techniques learned in ART 207 - Drawing (3) and ART 308 - Drawing II (3). Students more finely tune their drawing skills and apply those skills to a professional-level rendering of a variety of subjects. **Prerequisite: ART 308.**

ART 358 - Arts, Issues, and Controversies (3)

The study of the interplay within the arts and the role they play in ideology, politics, propaganda, and moral issues. Consideration is given to issues of patronage, advertising, eroticism and pornography, religion, and the visual images of popular culture. Students will be able to articulate the role of the visual arts in society and relate how images serve and challenge dominant human institutions.

Astronomy

AST 103 - Introductory Astronomy (3)

A study of the structure and evolution of the universe with emphasis on the solar system, stellar evolution, galaxies, cosmology, and planetary systems.

AST 103L - Astronomy Laboratory (1)

An optional laboratory accompanying AST 103. The laboratory work includes telescope operations and viewing and laboratory experiments illustrating the physical principles of astronomy.

Biology

BIO 101 - Introduction to Biology (4)

An introductory course in biology utilizing the scientific method in the study of molecular, cellular, organismal, taxonomic, genetic, ecological and evolutionary aspects of life. A weekly laboratory experience emphasizes observation and problem solving.

BIO 115 - Microbiology for Nurses I (2)

Provides students with a knowledge of microorganisms (bacteria, viruses, fungi and protozoa) and the infections caused by them. Upon completion, students will understand the etiology of infectious diseases and have an awareness and understanding

of the significance and complications of infection. The knowledge gained will enable students to deliver improved patient management and control of infection.

BIO 116 - Microbiology for Nurses II (2)

Provides students with a knowledge of microorganisms (bacteria, viruses, fungi and protozoa) and the infections caused by them. Upon completion, students will understand the etiology of infectious diseases and have an awareness and understanding of the significance and complications of infection. The knowledge gained will enable students to deliver improved patient management and control of infection.

BIO 215 - Human Anatomy and Physiology I (4)

A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses students will have a solid foundation in human structure and function and be prepared for basic clinical coursework.

BIO 216 - Human Anatomy and Physiology II (4)

A study of the structure and function of the human body, beginning with cells and tissues and then continuing with the study of the 11 major systems. Upon successful completion of these courses students will have a solid foundation in human structure and function and be prepared for basic clinical coursework.

BIO 219 - Pathophysiology (3)

An introduction to the basic concepts of pathophysiology. Students examine the phenomena that produce alterations in human physiologic function and the resulting human response. Upon completion of this course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. **Prerequisite: BIO 216.**

BIO 309 - Your Body, Your Health, Your Choices (3)

This is an interdisciplinary course encompassing biology, chemistry, biotechnology, medicine, and natural sciences. It examines controllable factors that influence human health and wellness. Students will use critical thinking, problem solving, and scientific method to examine topics including diabetes mellitus, sexually transmitted diseases, vitamins and supplements, carcinogens, diet, medications, and pollution. Upon completion of this course, students will have a knowledge base upon which to draw when making decisions critical to their personal health and wellness and to that of the communities they serve. **Prerequisite: BIO 101**

BIO 346 - Natural History of Nebraska (3)

This course is designed for non-biology majors seeking a general understanding of the nature of Nebraska and the environmental concerns related to threats to the ecosystem. Through lecture and field trips, students will develop a general knowledge of the natural history of Nebraska, with a focus on the Sand Hills and Platte River ecosystems. Topics include geology and geography of Nebraska through time; biodiversity of plants and animals; issues related to the importance of environmental protection; and understanding science from a personal and social perspective. Students will also develop a basic knowledge of the major information resources for scientific disciplines and problem solving and communication skills essential to communication in science.

Business

BUS 101 - Understanding the Environment of Business (3)

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

BUS 205 - Business Writing (3)

An examination of effective written communication in organizational contexts through realistic applications relevant to the current business environment. Upon successful completion of the course, students will be able to: 1) use technically correct, clear English in the preparation of business documents, including letters, memoranda, and reports; 2) analyze and synthesize information to write a focused, effectively organized report for a designated audience; and 3) document research sources appropriately.

BUS 212 - Human Resource Management (3)

An introduction to the organization of human resources in business organizations. This course presents human resource issues in a manner relevant to all students and emphasizes practical applications for managers and supervisors in various organizations. Topics covered include the following: human resource environments, securing human resources, rewarding and developing human resources, and evaluating the human resource function.

BUS 215 - Statistics (3)

An introductory course in statistical procedures with applications to business. Topics include descriptive statistics, the binomial and normal distributions, sampling, hypothesis testing, estimation, correlations, contingency tables, one-way analysis of variance and linear regressions. Upon completion of this class, students will be able to: 1) collect a data set, identify the sampling method used, and recognize potential bias, 2) describe a dataset with tabular, graphical, and numerical methods, 3) test various hypothesis and construct confidence intervals, 4) scrutinize and interpret results and draw meaningful conclusions, and 5) present your data and results in a way that is concise, visually appealing, and provides information to the reader.

BUS 219 - Issues in Health Care Costs and Financing (3)

An introduction to the basic principles of health care costs and financing, including supply and demand, product markets, employment, payer and price systems, and the impact of government and regulatory agencies. Upon completion of the course, students will be able to apply basic business principles to discussion of health care issues, including health care costs, access, and payment for service. **Prerequisite: Math competency.**

BUS 226 - Finance (3)

A survey of financial concepts and analytical tools used by domestic and international businesses. This course includes financial mathematics, financial and operational planning and management, and long-term investment analysis, including cost of capital and capital budgeting. When appropriate, spreadsheet applications are integrated into this course. Upon successful completion of this course, students will be able to: 1) use analytical and creative thought processes to analyze financial decisions; 2) identify and understand the finance component of the business environment; 3) identify and understand the relationship between the finance function and other functions in business; 4) convey both simplistic and complex financial information using appropriate terminology and language, and presentation methodology; and 5) recognize ethical issues involved in various financial situations. **Prerequisite: ACC 103 and ECO 203. Strongly recommended: ACC 104 and BUS 215.**

BUS 242 - Management (3)

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

BUS 250 - The Legal Environment of Business (3)

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

BUS 251 - Marketing (3)

An introduction to the adjustment of the firm to its market environment with emphasis on competitive strategy. Also covers international aspects of marketing. Upon successful completion of this course, students should be able to: 1) Understand the concepts of value and relationships from the perspectives of customers, producers, and society; 2) Practice creating and managing strong brands to create brand equity; 3) Build a marketing plan, developing strategic planning skills; 4) Understand

the concepts of measuring and managing return on marketing investment; 5) Discuss new marketing technologies; 6) Assess socially responsible marketing around the globe.

BUS 301 - Consumer Behavior (3)

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

BUS 315 - Organizational Behavior (3)

A study of the latest research and theory in organizational behavior and its practical application to the management of organizations. Topics include employee performance and satisfaction, leadership, and organizational development. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, 4) apply the theoretical concepts of organizational behavior to simulated business situations. **(Cross-referenced with CMS 315.)**

BUS 324 - Promotions Management (3)

A study of all aspects of marketing communication. Both personal and impersonal efforts are considered, ranging from sales to advertising. A managerial approach is taken with the emphasis on strategic decision-making applied to marketing communication. Integration of sales promotions programs and public relations is also covered. Upon successful completion of this course, students will be able to: 1) Understand the strategic and tactical aspects of marketing communications; 2) Evaluate various marcom models; 3) Create many forms of promotion-from direct mail and newspaper ads to blogs and Facebook promotions; 4) Assess techniques for measuring advertising effectiveness; 5) Demonstrate creative techniques to bust through cluttered promotional media; 6) Develop a personal branding campaign. **Prerequisite: BUS 251.**

BUS 331 - Personnel Law (3)

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

BUS 339 - Quantitative Methods (3)

An introduction to modern quantitative methods used in decision-making in business. Topics include linear models, simplex method, network and scheduling models, inventory models, decision theory, transportation method, and other methods. Students successfully completing this course will be able to 1) identify and comprehend management science issues and problems, 2) apply the theoretical constructs of operations research to simulated business situations, 3) construct appropriate models using computer software, and 4) develop professional reports using the information generated using the developed models. **Prerequisite: Math competency and cognates, or permission. (MTH 115 or MTH 235 recommended.)**

BUS 345 - Business, Professional and Consumer Negotiations (3)

The study of negotiation and mediation theory and practice. Students develop the skills to work with parties at variance to promote reconciliation, settlement, or compromise.

BUS 346 - International Management (3)

An overview of management of U.S. enterprises operating in the international context. Using case studies and application of relevant theories from management and economics, students consider ways in which cultural, economic, political, and social differences affect management of business. Students successfully completing this course will be able to identify the various components of the international business environment and understand the interrelationships among them, critically evaluate international business situations and identify potential outcome alternatives, and develop action plans that will explicate and accommodate anticipated changes in the international business environment. **Prerequisite: BUS 242.**

BUS 350 - Commercial Law (3)

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

BUS 353 - Managing Operations for Quality and Productivity (3)

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

BUS 357 - International Marketing (3)

An introduction to International Marketing, focusing on the competitive rigors of today's global business environment. The successful marketing student must be globally aware and have a marketing frame of reference that goes beyond a country or given region, and encompasses the world. Upon successful completion of this course, students should: 1) Become more globally aware, 2) Build skills related to strategic planning and organizing for global markets, 3) Explain and evaluate how products and services can be adapted to reflect international differences, 4) Understand how advertising and promotion methods can either communicate a common message to the world or be adapted to each localized market. *Prerequisite: BUS 251.*

BUS 358 - International Trade and Finance (3)

An examination of current theories of international trade and finance. Emphasis is placed upon understanding financial decision-making in a global setting. Students successfully completing this course will be able to: 1) demonstrate understanding and application of partial- and general- equilibrium models of international trade; 2) explain the concept of comparative advantage and its determinants; 3) evaluate the effects of international trade policies on economic welfare and relevant markets; 4) identify risks associated with doing business globally; 5) recommend financial tools that can be used to reduce risk, and 6) apply the theoretical material to critically evaluate real world issues in international trade and finance. *Prerequisite: ECO 203. (Cross-referenced with ECO 358.)*

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

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

BUS 365 - Ethics in a Business Environment (3)

Students explore the ethical implications of business policies, the decisions made and actions taken by business entities, and individual decisions and actions within a business environment. Students will be able to identify ethical problems found in business situations, analyze these problems from multiple perspectives, and apply concepts from many facets of the business environment in determining a recommended course of action for policy makers, organizations and individuals. *Prerequisite: Junior standing or permission.*

BUS 410 - Regulatory Compliance (3)

An introduction to the legal system of the United States which focuses on the function and authority of administrative agencies. Students explore the rights and responsibilities of individuals and business entities within the context of regulatory schemes contained in the spheres of environmental issues (such as the Environmental Protection Act and the Clean Air Act) and business issues (such as the Occupational Safety and Health Act and the Federal Food, Drug and Cosmetic Act). Students will be able to identify and analyze problems found in business situations involving regulatory issues, while applying legal concepts, cases and statutes in determining a recommended course of action for individuals and organizations.

BUS 415 - Leadership in Organizations (3)

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

BUS 418 - Human Resource Strategy (3)

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

BUS 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, or BUS 307/ECO 307 strongly recommended.**

BUS 452 - Marketing Research (3)

An examination of the methods and principles of investigation and analysis used by manufacturers and middlemen in solving problems of marketing policies, product markets, channels, sales effort, and advertising. This course includes planning investigations; gathering, organizing, and interpreting data; and presentation of findings. **Prerequisite: BUS 251 or permission.**

BUS 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. Prerequisite or Corequisite: IDS 206. (BUS 324 is recommended.)**

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.**

BUS 464 - Investments (3)

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

financial tools and theories to measure risk and return associated with single securities as well as portfolios of securities, and 3) analyze risk and return factors that are relevant when making investment decisions. **Prerequisite: BUS 226.**

BUS 492 - Senior Seminar in Management (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be the area of management. **Prerequisite/Corequisite: IDS 206, senior standing, and permission.**

BUS 493 - Senior Seminar in Human Resource Management (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be in the area of human resource management. **Prerequisite/Corequisite: IDS 206, senior standing, and permission.**

BUS 495 - Senior Seminar in General Business (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. The primary focus of the seminar will be in the area of general business. **Prerequisite/Corequisite: IDS 206, senior standing, and permission.**

BUS 496 - Strategic Management (3)

An advanced examination of the development, implementation, and ongoing analysis of corporate strategy. This course combines the information from multiple business areas (e.g. accounting, economics, finance, management, and marketing) to establish 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.

Chemistry

CHM 101 - Introduction to Chemistry (4)

This course introduces students to chemistry in the context of the environment and everyday life. Upon successful completion of the course, students will demonstrate an understanding of the chemistry of acid rain, ozone layer depletion, global warming, nuclear reactions of power plants, molecules of life like DNA, proteins, important pharmaceuticals, etc. In contrast to general chemistry, this course stresses the conceptual perspectives of chemistry rather than focusing on quantitative reasoning. This course is designed for non-science majors and is not required for a science related major. Lecture and laboratory.

CHM 125 - General Chemistry I (4)

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

Prerequisite: Two years of high school algebra or any mathematics course numbered 100 or above.

Communication Studies

CMS 105 - Fundamentals of Communication (3)

An introduction to basic concepts in communication, focusing upon the development of speaking, listening, and critical thinking skills necessary for effective communication. Students completing this course will begin developing communicative competency in public speaking and in interpersonal, small group, organizational, public, and mass communication contexts.

CMS 112 - Small Group Communication (3)

A practical course in the theory and practice of small-group problem solving. Small-group processes and procedures are examined and practiced. Students focus on leadership which fosters effective teamwork by a group and how effective leaders adapt to the competencies and needs of their members as well as the situations within which they work.

CMS 210 - Public Speaking (3)

A course focusing on the development of effective public speaking skills. Students completing this course will understand and be able to apply public speaking knowledge, including audience analysis, exigency analysis, research and critical analysis of content, organization of content in appropriate formats, presentational skills, and the linguistic requirements of effective public speaking. These skills will be demonstrated through several speech presentations, including informative, persuasive, interpretive, and other styles.

CMS 220 - Interpersonal Communication (3)

A focus upon the nature and influence of communicative behavior in close, personal relationships. Interpersonal communication structure and processes are explored as they relate to the development and maintenance of identities, friendships, romance, and family relationships.

CMS 296 - Organizational Communication Practicum (1)

Supervised work experience on a campus or community organizational communication project. The student gains practical hands-on experience and develops a sense of professionalism.

(Pass/Fail)

CMS 301 - Global Network Communication (3)

An examination of the research, educational, social, and business applications of the Internet and World Wide Web. Students explore virtual environments and master search strategies and online information retrieval; plan, design, and maintain personal web sites; and develop and implement a plan for marketing a product or service on the Internet.

Prerequisite: CSA 109, or competence.

CMS 315 - Organizational Behavior (3)

A study of the latest research and theory in organizational behavior and its practical application to the management of organizations. Topics include employee performance and satisfaction, leadership, and organizational development. Students successfully completing this course will be able to 1) define the various theories included in the area of organizational behavior, 2) identify and comprehend complex organizational behavior issues and problems, 3) collect and use evidence to effectively analyze and resolve organizational, behavioral, and managerial issues, 4) apply the theoretical concepts of organizational behavior to simulated business situations. **(Cross-referenced with BUS 315.)**

CMS 316 - Business and Professional Communication (3)

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

Prerequisite: CMS 105 or permission.

CMS 321 - Intercultural Communication (3)

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

CMS 323 - Training and Development (3)

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

CMS 330 - Public Relations (3)

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

CMS 334 - Interviewing and Investigation (3)

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

CMS 336 - Applied Organizational Communication (3)

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

CMS 342 - Leadership Communication (3)

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

CMS 348 - Gender Communication (3)

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

CMS 351 - Persuasion (3)

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

CMS 410 - Communication in the 21st Century (3)

Communication in the 21st century has been dramatically changed by new technologies. This course is designed to help students harness the power of new technologies and develop skills for symbolic analysis - manipulations of words, data, and visual

representations to communicate effectively. Students will develop knowledge and skills to communicate more effectively with increasingly diverse audiences using rapidly changing technologies in an environment of information overload.

CMS 496 - Senior Seminar (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. **Prerequisite/Corequisite: IDS 206, senior standing, and permission.**

Computer Systems Applications

CSA 090 - Introduction to Computer Systems (1)

A course designed to bring students who are weak in computer skills to a competency level to allow for success in college-level computer courses. Students learn to use and navigate through current operating systems, utilize laser and dot-matrix printers, load software, operate CD-ROMS, and develop a working understanding of computer terminology. Does not apply to minimum degree requirements. **(Pass/Fail)** NOTE: All students in the School of Graduate and Professional Studies must demonstrate adequate basic knowledge of the computer and basic keyboarding skills before enrolling in any computer systems course numbered above 090. This requirement may be met in one of the following ways: 1. By passing Doane's Basic Computer Skills Tests. 2. By completing Computer Systems Applications 090 with a grade of "P" (Pass).

CSA 101 - Introduction to Word Processing (1)

An introduction to the microcomputer. Students learn to use a word processing applications program as a writing tool to create, revise, save and print documents.

CSA 102 - Introduction to Spreadsheets (1)

A course wherein students learn to develop and use an electronic spreadsheet applications program, manipulating numerical data in tabular format for a variety of business applications. **Prerequisite: CSA 101, or permission.**

CSA 103 - Introduction to Database Software (1)

A course which develops an understanding of how information may be stored and manipulated on a microcomputer with the use of a database applications program. Through hands-on experience, students learn how to organize, enter, manipulate, extract and create reports based on various kinds of data. **Prerequisite: CSA 101, or permission.**

CSA 104 - Introduction to Presentation Software (1)

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

CSA 108 - Desktop Publishing (3)

Lab-intensive experience in desktop publishing using personal computers. Demonstrates how technology can facilitate the creation of quality documents through the implementation of concepts of layout and design. Provides hands-on use of drawing (paint) programs, design programs, presentation graphics and desktop publishers. **Prerequisite: Demonstrated word processing competence or CSA 101.**

CSA 109 - Information Retrieval Skills (1)

An introduction to the available resources for researching topics in a variety of discipline areas. Covers traditional search strategies, CD-ROM search, online information retrieval, and proper use/notation of bibliographic information. **Prerequisite: CSA 101 or demonstrated competency.**

CSA 201 - Advanced Word Processing (2)

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

CSA 283 - Microcomputer Applications (1-2)

Mastery of specified applications programs on microcomputers for small businesses and other organizations. Mastery of software-machine interaction and creation of systems for applications in business or other settings is demonstrated through a competency examination. *Prerequisite: Permission. (Pass/Fail)*

Cooperative Education

CED 200 - Career Life Planning Seminar (0-1)

Development of decision-making and goal-setting skills as they relate to the career planning process. The process includes developing self-awareness, conducting career research, acquiring decision-making skills, and setting career and educational goals. **(Pass/Fail)**

Criminal Justice

CRJ 205 - The American Legal System (3)

A comprehensive study of the nature of the judiciary and the court system and the major function the law serves in modern society. Students learn 1) the general structure of the U.S. legal system at the federal, state, and local levels, 2) the roles of the various officials involved in the court system, 3) the differences in function and procedure among trial courts, appellate courts, and administrative hearings, 4) the difference between substantive and procedural law, and 5) the difference between criminal and civil law. Special attention is given to the detailed structure of the state and local courts in Nebraska. **(Cross-referenced with PLS 205.)**

CRJ 210 - Introduction to Criminal Justice (3)

This course conducts an examination of the history, development, and underlying philosophies of the American criminal justice system. Upon completion of the course, students will understand the theories of crime and criminal justice, including the causes of crime; and the role of the police, courts, penal institutions, probation and parole in the protection of society.

CRJ 215 - Police and Society (3)

This course is a study of the basic operational functions of law enforcement agencies and the relationship between police and society in the United States. Upon completion of the course, students will have an understanding of how changes and trends in society affect police operations and how a community relates to policing and its affects on the problems of crime and crime control. Students will also learn patterns of interaction between the police and the diverse populations in American society and how special interest groups and politics affect the police.

CRJ 271/371/471 - Selected Topics in Criminal Justice (1-3)

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

CRJ 310 - Corrections (3)

The focus of this course is the historical development and evolution of corrections in Europe and America. Students learn the theories of corrections, the development of the prison system, administration and programming of corrections, and contemporary application of probation and parole.

CRJ 312 - Juvenile Justice (3)

This course examines the historical response to juvenile delinquency and the origins of the juvenile justice system. Students learn the theories relating to the causes of juvenile delinquency; the laws governing the police handling of delinquency and detention; the structure of the juvenile court system; the application of corrections to juvenile offenders; and strategies for prevention of juvenile offences.

CRJ 320 - Rules of Evidence (3)

This course is a study of the rules of evidence, including the statutory and common-law foundations governing the admissibility of evidence in state and federal courts. Upon completion of this course, students will know and understand the types and forms of evidence; know and understand the rules governing the examination and cross-examination of witnesses; know and understand the distinctions among real evidence, circumstantial evidence, hearsay evidence, opinion evidence, and

scientific/demonstrative evidence. Students will also be introduced to the law governing confidential communications (attorney-client, physician-patient, psychotherapist-patient, priest-penitent, and marital privilege.)

CRJ 330 - Criminal Law (3)

A study of the law of crimes against persons and property. Students learn 1) the Constitutional safeguards and procedures necessary from arrest through trial, 2) precedents for defenses to prosecution and punishment, 3) criminal procedure, and 4) techniques for evidence gathering. Emphasis is on the Nebraska Penal Code and related forms and documents.

(Cross-Referenced with PLS 330.)

CRJ 340 - Criminal Investigation (3)

This course introduces the application of procedures, methods, and techniques to investigation in the context of crime and the legal system. Topics include crime scene procedures and practices, the collection of evidence, and the basis of analysis of that evidence. Upon completion of the course, students will know the proper procedures for collection, organization, preservation, and maintenance of chain of custody of evidence in a variety of contexts.

CRJ 410 - Contemporary Issues in Criminal Justice (3)

This course is an examination of current and emerging issues in the field of criminal justice. Topics include, but are not limited to: Restorative Justice; Domestic Violence; Organized Crime; White-Collar Crime; Issues of Race and Ethnicity; Terrorism. Students will continue the development of critical thinking skills in application to issues that require the balancing of victim, offender, citizen, and community needs and rights. **Prerequisites: BUS 215 (or SSI 217) and IDS 206.**

CRJ 420 - Professional Ethics in Criminal Justice (3)

This course is an exploration of the ethical issues confronting the criminal justice practitioner. Through the use of case studies, students develop an awareness and understanding of the ethical dilemmas faced in the police service, the judiciary, and the correctional system and the checks and balances established to preserve the integrity of the criminal justice system.

Prerequisites: CRJ 205, CRJ 210.

CRJ 496 - Senior Seminar in Criminal Justice (3)

With the guidance of a faculty member, students will develop a research or experiential project that will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively.

Prerequisite/Corequisite: IDS 206, senior standing, and permission.

The Doane Learning Center

DLC provides instruction in college reading efficiency, writing, and mathematical skills. A student may register for a DLC at the beginning of a term or any time prior to the first day of each session. Students receive letter grades in these courses.

DLC 090 - Computational Skills (3)

An accelerated algebra program designed to bring students who are weak in mathematical skills to a competency level allowing for college success. Does not apply to minimum degree requirements. **Prerequisite: Permission.** NOTE: All students must demonstrate adequate basic computational skills before enrolling in any mathematics course numbered 100 or above.

DLC 101 - Reading Skills Development (3)

A developmental course to enhance college-level reading skills. Reading experiences encompass a wide variety of forms and topics, such as reading analytically and critically. Students also become familiar with various writing strategies and techniques.

DLC 116 - Writing Skills (3)

An intensive writing course designed to improve basic skills in college-level composition.

DLC 119 - Communication Skills (3)

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

Economics

ECO 203 - Macroeconomics and Literacy (3)

The successful operation of modern economics depends on the participation of economically literate citizens. An economically literate citizen should be able to identify problems, gather relevant information, weigh costs and benefits, analyze incentives, and make choices. Students successfully completing this course will be able to comprehend and use basic economic concepts, interpret major macroeconomic statistics, explain how both monetary and fiscal policy can be used to stabilize the economy, and discuss macroeconomic issues.

ECO 204 - Microeconomics and Business (3)

An introduction to basic concepts governing the operation of the microeconomy, with specific emphasis placed on understanding microeconomic theory, policy, and issues as they relate to business decision-making. Students successfully completing this course will be able to comprehend the workings of the supply and demand model from both a graphical and mathematical perspective, explain the role that elasticity plays in the supply and demand model and know how to calculate and interpret various elasticities, understand utility maximization and the theory of consumer behavior, explain how cost structures differ in the short run and the long run, analyze various market structures in terms of their economic performance, and understand the workings of the various factor markets. **Prerequisite: ECO 203.**

ECO 307 - Money and Banking (3)

An examination of the history of the U.S. banking system, with special emphasis on the history, purpose, and functions of the Federal Reserve System. The tools and techniques of monetary policy will also be addressed. Students completing this course will be able to: 1) understand basic monetary concepts and frameworks including the role of money and financial institutions and financial markets; 2) critically examine and analyze the business of banking and the role of government regulation of the banking industry; and 3) describe and evaluate Federal Reserve monetary policy in both a domestic and international setting. **Prerequisite: ECO 203.**

ECO 308 - Public Finance (3)

Introduces the basic concepts used to describe and measure government decision-making as it pertains to economics. This course examines the effects of fiscal policy on resources, incomes, prices, and employment. Students successfully completing this course will be able to: 1) understand the characteristics, functions, and interactions of public and private institutions; 2) explain fundamental economic theory and terminology as it relates to public finance; 3) apply economic theory to current policy problems; and 4) analyze and apply economic data to the study of a public policy problem.

Prerequisite: ECO 203. (Cross-referenced with PSI 308.)

ECO 309 - Environmental Economics (3)

An examination of the relationship between economic analysis and the quality of the natural environment in which we live. Students successfully completing this course will be able to: 1) understand economic theory and terminology as they relate to issues of environmental quality; 2) apply economic theory, where appropriate, to various environmental problems; 3) comprehend the interactions between both the private and public sectors in the struggle to find workable solutions to environmental problems; 4) appreciate the global dimension of environmental issues; and 5) analyze and evaluate environmental policy proposals to determine feasible solutions. **Prerequisite: ECO 203.**

ECO 328 - Exploring Economics Through Popular Film (3)

This course is designed to give students who are not economics majors an understanding of advanced economic topics for application to real-world events, conditions, and problems. Subjects include: environmental economics, comparative economic systems, labor economics, developmental economics, game theory and industrial organization. Popular films will be used as a catalyst for class discussions. Upon successful completion of this course students will have a better understanding of the discipline of economics, have an ability to identify critical decisions and their impact on outcomes, and be able to apply economic principles in various settings and under various conditions. **Prerequisite: ECO 203.**

ECO 329 - Health Care Economics (3)

The U.S. health care system continues to experience problems in the financing, organization, and delivery of health care services. Costs are increasing at unsustainable rates while fewer employers are offering health insurance to their employees. While the U.S. leads the world in money spent on health care, it ranks low on most measures of health status. This course will examine how economic analysis can be applied to health care. Students successfully completing this course will be able to: 1) understand

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

Prerequisite: ECO 203.

ECO 358 - International Trade and Finance (3)

An examination of current theories of international trade and finance. Emphasis is placed upon understanding financial decision-making in a global setting. Students successfully completing this course will be able to: 1) demonstrate understanding and application of partial- and general- equilibrium models of international trade; 2) explain the concept of comparative advantage and its determinants; 3) evaluate the effects of international trade policies on economic welfare and relevant markets; 4) identify risks associated with doing business globally; 5) recommend financial tools that can be used to reduce risk, and 6) apply the theoretical material to critically evaluate real world issues in international trade and finance.

Prerequisite: ECO 203. (Cross-referenced with BUS 358.)

Education

EDU 280 - Higher Education for Adult Learners (2)

The development of a learning plan through knowledge of how to use the resources of higher education. Students also learn the theory and function of higher education in America, clarify individual values and educational goals, increase appreciation of strengths and worth as a learner, and create a portfolio of life and career accomplishments for submission to faculty evaluators for award of credit. **(Pass/Fail)**

EDU 338 - Children, Youth, and the Family (3)

A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization.

EDU 481 - Selection and Development of Educational Leaders (3)

A study of the theory and practice of the selection and development of effective teachers and administrators, utilizing the Teacher Perceiver Interview and analysis process; development of skills and knowledge enabling individuals to use the process and achieve certification and professional competence. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling. **(Pass/Fail.)** NOTE: A grade of "Pass" represents an evaluation of "B" or better.

EDU 483 - Seminar in Perceiver Analysis (2)

Developing individual growth plans for teacher effectiveness; synthesis of the principles of Teacher Perceiver Interview; preparation of a teacher portrait and the feedback process. Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling.

Prerequisite: EDU 481 or EDU 581. (Pass/Fail.) NOTE: A grade of "Pass" represents an evaluation of "B" or better.

EDU 580 - Development of Education Specialists (3)

A study of the theory and practice of student strength assessment to determine more effective ways to accomplish learning and individual development and growth. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. **(Pass/Fail.)** NOTE: A grade of "Pass" represents an evaluation of "B" or better.

EDU 581 - Selection and Development of Educational Leaders (3)

A study of the theory and practice of the selection and development of effective teachers and administrators, utilizing the Teacher Perceiver Interview and analysis process; development of skills and knowledge enabling individuals to use the process and achieve certification and professional competence. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling. **(Pass/Fail.)** NOTE: A grade of "Pass" represents an evaluation of "B" or better.

EDU 583 - Seminar in Perceiver Analysis (2)

Developing individual growth plans for teacher effectiveness; synthesis of the principles of Teacher Perceiver Interview; preparation of a teacher portrait and the feedback process. Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling.

Prerequisite: EDU 481 or EDU 581. (Pass/Fail.) NOTE: A grade of "Pass" represents an evaluation of "B" or better.

English

ENG 101 - Writing Seminar (3)

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

ENG 113 - Basic News Writing and Reporting (3)

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

ENG 201 - Intermediate Writing (3)

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

ENG 205 - World Literature I (3)

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

ENG 206 - World Literature II (3)

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

ENG 210 - Film Studies (3)

This course involves the critical study of film art. Through readings, study of selected films, lectures, written assignments, and class discussion, students will investigate the elements of film art, such as film language, editing, cinematography, sound, narrative structure, and special effects. The course also emphasizes the relationship of film to historical and social contexts, cultural trends, and national ideologies. Particular attention will be paid to film analysis, film theory, and film technique. Students who successfully complete this course will understand the many ways in which films produce meaning and will be able to write and speak knowledgeably about film, using standard critical vocabulary.

ENG 237 - Introduction to Fiction (3)

Reading and study of various authors and forms of fiction (such as short story, novella, novel), with attention to historical development and critical terminology.

ENG 301 - Women Writers (3)

Poetry, fiction, diaries, letters, plays from ancient times to the present and from several cultures, including 11th and 20th century Japan.

ENG 329 - Great Plains Studies (3)

An interdisciplinary examination of the cultures of the Great Plains, including Canada, through discussions of literature, arts, (including architecture), history, religions, mythology, and folklore. The geography, which gives the Great Plains its sense of place as well as its current issues concerning future development, is also examined. The outcome for students of the course should be an enhanced perspective on this part of North America, where Doane College is located.

English Language Studies

ELS 101 - Reading Skills (3)

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

ELS 116 - Writing Skills (3)

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

ELS 119 - Communication Skills (3)

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

Fine Arts

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

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

FAR 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.

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

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

Geography

GEG 112 - Physical Geography (3)

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

GEG 301 - Social-Cultural Geography (3)

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

Geology

GEO 101 - Environmental Geology (3)

An examination of how geologic processes and hazards influence human activities. The geologic aspects of earth resources and environmental issues related to water, soils, minerals, and fossil fuels are investigated. Hazards such as earthquakes, landslides, flooding, volcanism, and surface deformation are included. A geologic framework for environmental issues, including rocks and minerals, tectonic processes, and geologic time is provided. Upon successful completion of this course, students will demonstrate an understanding of the structure and dynamics of geology, as well as the natural and human-induced changes in geologic systems.

GEO 103 - Physical Geology (4)

A study of the earth including earth materials, processes of weathering and erosion, and processes acting to elevate earth surfaces. Lecture and laboratory. Study includes oceanography.

GEO 104 - Historical Geology (4)

An introduction to paleontology and the geological development of North America. Topics addressed include stratigraphy, vertebrate and invertebrate paleontology, paleobotany, structural geology, plate tectonics and some theoretical aspects of biological evolution as supported by fossils. Lecture and laboratory.

GEO 107 - Introduction to Meteorology (3)

An introduction to the principles of meteorology. Study of weather, climate, paleoclimate, and instruments used in the field. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere and the short and long term sequences of weather events.

Graphic Design

GRD 115 - Introduction to Digital Imaging (3)

This course is an introduction to digital imaging software. Students learn the basic applications of the software and develop the skills to use its tools.

GRD 120 - Beginning Web Design (3)

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

GRD 228 - Typography (3)

An introduction to lettering and type as a means of visual communication. Students learn basic type measurement, fonts and their application, and the use of type as a design element. **Prerequisite: Computer competency.**

GRD 237 - Multi-dimensional Design (3)

A continuation of the study of design theory, preparing students to create multi-dimensional design projects. Students will learn how to apply the principles of design and color theory to mock-ups of three-dimensional package designs. **Prerequisites: ART 107 and ART 235.**

GRD 241 - Graphic Design and Layout (3)

An introduction to the principles and practices of layout and graphic design, the relationship between type and image, and the development of multiple solutions to a given problem, with a focus on visual thinking. Students learn traditional layout tools and techniques, design and layout theories as they apply to print media, and the creative process of designing a printed piece from start to finish. **Prerequisites: ART 207, GRD 237.**

GRD 252 - History of Graphic Design (3)

A course which traces the history of graphic design from its origins to modern times. Students learn to analyze and critique the work of the artists who developed the foundation for contemporary styles and major trends in graphic design.

GRD 258 - Introduction to Computer Graphics (3)

A course designed to begin development of the knowledge and skills necessary to use computer software to create graphics and documents. Upon completion of the course, students will understand how a computer and its devices work and will have a basic understanding of various software used for the purpose of graphic design. **Prerequisite: GRD 241.**

GRD 315 - Graphic Design I (3)

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

GRD 316 - Graphic Design II (3)

This course applies the principles of graphic design and the appropriate software programs to electronic media for advertising, corporate communication, and the Web. Audio is introduced as a design element. Students learn how to design solutions that respond appropriately to stated criteria and are conceptually sound and perceptively inventive. **Prerequisite: GRD 120 or permission**

GRD 320 - Digital Drawing and Graphic Creation (3)

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

GRD 415 - Graphic Design III (3)

This course applies the principles of graphic design and the appropriate software programs to animation, multi-media, and interactive visuals for digital advertising. Students learn the relationships between traditional cell animation and computer animation and develop technical skills to integrate all media and create animation. **Prerequisite: GRD 315**

GRD 416 - Graphic Design IV (3)

An advanced studio course wherein students use their knowledge of the principles of graphic design, their skills for critical thinking and problem solving, and their knowledge of technology to design corporate identities and advertising campaigns. Students produce an advanced project from the initial planning stages to final output. **Prerequisite: GRD 415.**

GRD 496 - Senior Seminar in Graphic Design (3)

With the guidance of a faculty member, students will develop an extensive portfolio which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this portfolio will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to be creative artisans and problem solvers, and to accomplish visual communication effectively. **Prerequisite: Senior standing, and permission.**

Health Science

HSI 200 - Foundations of Health Science (3)

This course addresses health sciences as a coherent group of disciplines concerned with the health of individuals and populations. It introduces students to the fields in health science in both preventive and therapeutic health practices and develops a better understanding of both current and emerging health issues. Upon completion of the course, students will understand the concepts of health, illness, and disease from a range of perspectives and will be able to explain the variety of factors that may act as potential determinants of health for both individuals and populations. Students will demonstrate their ability to critically examine strategies and solutions to problems involving health, illness and disease in the context of socio-cultural influences.

HSI 215 - Applied Statistics for Health Care (3)

This is an introductory course in statistical procedures with applications to health care. Upon completion of the course, students will understand descriptive statistics and have the ability to practice fundamental inferential statistics. **Prerequisite: Math competency. (Cross-referenced with NRS 215.)**

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

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

HSI 310 - Legal and Ethical Issues in Health Care (3)

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

HSI 315 - Health Care Policy in the United States (3)

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

HSI 320 - Community Health (3)

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

HSI 330 - Health Care Information Systems (3)

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

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

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

HSI 420 - Leadership in Professional Practice (3)

The course examines the roles, traits, and contribution of the health care professional in organizational leadership and managerial positions and as the lead advocate for people in their most vulnerable state. Its focus is the personal and professional development of the health care professional as a member of an interdisciplinary health care team. Topics include servant leadership, emotional intelligence, active listening, building relationships, cultural awareness, conflict resolution, delegation, and team building. Students develop competencies and skills that will enable them to manage and lead effectively and have an opportunity to apply those competencies and skills in an appropriate health care setting.

History

HIS 105 - History of Civilization I (3)

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

HIS 106 - History of Civilization II (3)

An analysis of the development of civilization in Europe and elsewhere. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of how human perceptions changed over time—a key component of the very

notion of "civilization." As a result of these courses, students will gain an understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. First term: 1300-1815; Second term: 1815 to the present.

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

A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. First term: to 1877. Second term: since 1865.

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

A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. First term: to 1877. Second term: since 1865.

HIS 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.

HIS 305 - Recent History of the United States (3)

Examines selected topics in U.S. history, from the 1950s to present. Students will gain a deeper understanding of Cold War culture, popular culture, gender roles, the modern civil rights movement(s) and other social movements. Particular attention is paid to domestic politics, from the rise of Lyndon B. Johnson's "Great Society" to Ronald Reagan and the rise of the "New Right." Students who complete this course also will gain a deeper understanding of the interplay of culture, politics, and society (and the analytical constructs of race, gender, and class), as they study the origins of issues relevant to contemporary society.

HIS 306 - U.S. Interwar Years (3)

Provides an in-depth examination of political, social and cultural history, from the 1920s to the early 1940s. Students who successfully complete this course will demonstrate knowledge of the background to the economic collapse of the Great Depression, the rise of Franklin D. Roosevelt's "New Deal," and the beginnings of the Second World War. Students also will gain a deeper understanding of U.S. diversity, from region to race, from rural to urban, and from liberal to conservative strains of political thought. **(Cross-referenced with PSI 306.)**

HIS 314 - History of the Vietnam War and the 1960s (3)

A course designed to provide an overview of the Vietnam War as well as the social, political and cultural context of the 1960s. Effects of the Vietnam War and the 1960s on U.S. culture and politics today are also emphasized. **(Cross-referenced with INT 314.)**

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.

HIS 329 - The U.S. Revolutionary Era (3)

An examination of the U.S. colonial revolution and early national period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain's North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans, African-Americans, women, and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. **(Cross-referenced with PSI 329.)**

HIS 337 - American Women's History (3)

A general survey of U.S. women's history, from the colonial period to the present. Students successfully completing this course will demonstrate knowledge of the major themes and problems of women in American history and women's contributions to American political, social, and cultural life. Students examine how women are connected and divided by region, race and class. Students will also gain a deeper understanding of the role of gender and sex in American history and how such themes/ideologies affect men as well as women.

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

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

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

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

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

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

HIS 352 - American West (3)

In this survey of the American West, students examine the major themes of conquest, migration, water, agriculture, urbanization, government, myth, race, region, class, and gender, with special emphases on the Great Plains region and environmental history. Students will gain a deeper understanding of social, racial and cultural diversity in the West, with emphasis on Native American "Indian" cultures. Students also will gain a deeper understanding of the significance of region and the environment as forces in history and the West as a source of themes in U. S. history.

HIS 357 - The Harlem Renaissance (3)

The Harlem Renaissance was a cultural movement that spanned the 1920s and 1930s. During this period, former slaves, black musicians, artists, writers, educators, and businessmen left the harsh conditions in the south and settled in that section of New York City called Harlem. Students will explore how the collusion of black Africans and white Americans resulted in the evolution of the unique African-American culture. Through the study of literature, music, philosophy, religion, and politics, students will learn the impact of these former slaves and freedmen on the society of the United States.

Human Relations

HRE 221 - Human Potential and Growth (3)

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

HRE 232 - Case Planning and Management (3)

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

Prerequisite: PSY 219 or permission.

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

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

HRE 315 - Group Counseling (3)

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

HRE 318 - Medical Psychosocial Aspects of Addictions (3)

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

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

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

HRE 331 - Personnel Law (3)

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

HRE 415 - Leadership in Organization (3)

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

HRE 417 - Multicultural Counseling (3)

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

HRE 421 - Internship in Human Relations (1-3)

On-the-job experience and involvement in activities which develop skills in the effective management of people. The internship may be in a business firm or human services agency. **(Pass/Fail)**

HRE 428 - Professional Ethics and Issues (3)

The study of ethical counseling practices, behaviors and decision making. Includes legal considerations, rights of clients, and counselor roles and values. **Prerequisite: PSY 234.**

HRE 496 - Senior Seminar (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. **Prerequisite/Corequisite: IDS 206, senior standing, and permission.**

Information Science and Technology

IST 327 - Mobile Application Design and Development (3)

Students will work through the process of analyzing, designing, and implementing an application on a mobile platform. The first half of the course will be a workshop environment in which each student is guided through the creation of sample programs. The second half of the course will involve each student creating a unique application. As a result of the experiences in this course, students will further develop their problem-solving and communication skills, and build skills allowing them to develop mobile applications using current development tools.

IST 328 - End User Support and Management (3)

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

IST 341 - Principles of Programming Languages (3)

A study of the principles governing the design of modern programming languages including: language syntax - representation and parsing; language processors - compilers and interpreters; language representations - data/control structures and binding; language styles - procedural, functional, object, logic, and data flow. One or more example languages are studied in some detail. Upon completion of this course, the student will have an understanding of how programming languages are developed and of the common principles that relate various programming languages. **Prerequisite: Permission.**

IST 355 - Web Application Design and Development (3)

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

IST 357 - System Architecture and Software (3)

A study of the design principles for computing machinery components and elements of the operating system designed to manage these components. Upon successful completion of the course, students will have an understanding of the design principles for the processing unit and memory, and the algorithms to manage them. **Prerequisite: Permission.**

Information Systems Management

ISM 101 - Software Development I (3)

This course provides, through the development of small software applications, an understanding of the process of developing software, including the identification of a problem, and the design, analysis, and implementation of algorithms and data/file structures to solve that problem. Students learn how to implement algorithms and data/file structures in a high-level language, and how to test and verify that implementation.

ISM 102 - Software Development II (3)

A continuation of ISM 101 - Software Development I (3), this course provides, through the development of larger software applications, an understanding of the process of developing software, including the identification of a problem, and the design, analysis and implementation of algorithms, and data/file structures to solve that problem. Students learn how to implement algorithms and data/file structures in a high-level language, and how to test and verify that implementation. **Prerequisite: ISM 101 or competence and MTH 115. (Students may demonstrate competence to fulfill this requirement.)**

ISM 215 - Information Systems Theory and Practice (3)

This course provides an understanding of the decision process and how information is used for decision support in organizations. Students develop an understanding of decision theory and practice essential for providing viable information to the organization and will be able to identify the various types of information systems.

ISM 253 - Information Technology Architecture (3)

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

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

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

ISM 315 - Systems Analysis and Design (3)

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

Prerequisite: ISM 102 or competence.

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

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

Prerequisite: Computer Systems Applications requirements.

ISM 325 - Software Engineering I (3)

An investigation and application of engineering principles to the development of software systems. Students will gain a better understanding of these principles through the completion of a software engineering project using the same software development environment learned in ISM 101 and ISM 102. **Prerequisite: ISM 102.**

ISM 326 - Software Engineering II (3)

Further investigation and application of engineering principles to the development of software systems. Students will continue to develop a better understanding of these principles through the completion of a software engineering project using a software development environment different from that used in ISM 101 and ISM 102. **Prerequisite: ISM 325.**

ISM 342 - Network Management (3)

This course provides in-depth knowledge of data communication and networking requirements, including telecommunication technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in business.

Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options is also covered. Students learn to evaluate, select, and implement different communication options within a business and develop the skills for network administration. **Prerequisite: ISM 253.**

ISM 358 - Network Technology (3)

This course provides in-depth study of data communication and networking topology requirements. Students learn to set up, install, and configure networking hardware and software. Emphasis is on network trouble shooting and technical support as students explore network performance measurement issues. **Prerequisite: ISM 253, ISM 342, or competence.**

ISM 409 - Project Management (3)

An introduction to the basic concepts of project management. Students become familiar with generally accepted project management knowledge and practice, learn all aspects of the processes of project management, and develop an understanding of the relationship of project management to other management disciplines. **Prerequisite: BUS 242.**

ISM 421 - Information Systems Management Internship (0-9)

Supervised on-the-job experience in a for-profit, not-for-profit, or governmental environment. **Prerequisite: Permission. (Pass/Fail)**

ISM 425 - Network Administration (3)

In this course, students develop the skills necessary for computer systems network administration. They learn the administration requirements for current network operating systems, including both server and workstation support. Emphasis is placed on routine network administration management tasks, along with back up and disaster recovery procedures within a client/server environment. **Prerequisite: ISM 253, ISM 342, ISM 358, or competence.**

ISM 445 - Modeling and Simulation (3)

Students learn to use techniques of modeling to simulate business operations for problem solving, forecasting, and decision making. The focus of the course is the practical application of simulation modeling. Each student builds an operational model/simulation for a local organization. **Prerequisite: ISM 215 or permission.**

ISM 496 - Senior Seminar (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively. **Prerequisite: IDS 206, senior standing, and permission.**

Interdisciplinary Studies

IDS 104 - Reorientation to Higher Education (1)

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

IDS 109 - American Sign Language -3

A beginning course in the visual-gestural processes of American Sign Language (ASL.) Students develop basic receptive and expressive language skills in ASL, including signs, grammar syntax, and finger spelling, and will begin development of an understanding of the culture of the deaf.

IDS 206 - Introduction to Research (3)

The study of basic research methodology and the tools of research with instruction in principles and procedures applicable to all disciplines. Students are introduced to the concepts and skills necessary for data collection and analysis.

IDS 325 - Creative Problem Solving (3)

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

International Studies

INT 101 - Global Issues (3)

A course designed to provide an overview of the Vietnam War as well as the The course provides an introduction to political, economic, and social issues and conditions in the contemporary world. The course will begin with an overview of the division between developed and developing countries and the nature of global inequalities, and will examine issues prevalent in each category of countries. The course will then discuss issues and concerns that cross national borders; these include migration,

global environmental issues, international security and conflict, and the international human rights agenda. Students who complete this course will be able to knowledgeably analyze and discuss important contemporary international issues, and will be able to draw connections between those issues and the global social, economic, and political context.

INT 315 - International Relations Since 1945 (3)

A course examining critical changes in international relations since World War II. Particular emphasis is on three concepts: security, interdependence, and global commons.

Liberal Arts Studies

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

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

Students will work to:

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

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: Successful completion of LAR 101.

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

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

MTH 235 - Calculus I (4)

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

Music

MUS 125 - History of Rock and Roll (3)

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

MUS 308 - History of Music II (2)

A survey of 20th century music, with analysis of selected representative compositions. Upon successful completion, students will become aware of the many cultural and stylistic strains in the music of the 20th century and begin to study ways in which this music is organized and communicates meaning.

MUS 335 - World Music (3)

A survey/appreciation course to stimulate interest in music of other cultures, including Eastern, Latin American, African, and Spanish civilizations.

Nursing

NRS 215 - Applied Statistics for Health Care (3)

This is an introductory course in statistical procedures with applications to health care. Upon completion of the course, students will understand descriptive statistics and have the ability to practice fundamental inferential statistics.

Prerequisite: Math competency. (Cross referenced with HSI 215.)

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

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

NRS 305 - Personal Leadership Development I (1)

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

NRS 306 - Personal Leadership Development II (1)

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

NRS 307 - Personal Leadership Development III (1)

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

NRS 310 - Research in Nursing (3)

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

NRS 315 - Health Care Policy in the United States (3)

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

NRS 320 - Community Health (3)

This course emphasizes the health of communities and populations and the professional nursing role in health promotion and disease prevention. Topics include population-based health issues such as environmental health, epidemiology, and

communicable disease. In a clinical setting, students will work with persons in a variety of community settings and learn how to assess and screen individuals and families within communities, address identified needs, educate people across the lifespan, collaborate with other health care professionals, make referrals, and participate in health promotion clinics. Students will gain an understanding of the interdisciplinary nature of public health and the overall effects on health in the U.S. and abroad. **(Cross referenced with HSI 320.)**

NRS 325 - Nursing in a Global Community (3)

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

NRS 330 - Health Care Information Systems (3)

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

NRS 410 - Critical Issues in Professional Nursing (3)

I build knowledge of current and emerging issues that affect health care delivery and an awareness of the need for the nursing profession's readiness and flexibility to adapt to a changing society and scientific innovations.

NRS 416 - Leadership in Professional Practice (3)

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

NRS 420 - Legal and Ethical Issues in Nursing Practice (3)

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

Paralegal Studies

PLS 121 - Legal Writing and Drafting (3)

A course focusing on the fundamentals of good writing and the effective use of English, both to inform and to persuade. Students develop these skills and apply them to the drafting of basic legal documents.

PLS 205 - The American Legal System (3)

A comprehensive study of the nature of the judiciary and the court system and the major function the law serves in modern society. Students learn 1) the general structure of the U.S. legal system at the federal, state, and local levels, 2) the roles of the

various officials involved in the court system, 3) the differences in function and procedure among trial courts, appellate courts, and administrative hearings, 4) the difference between substantive and procedural law, and 5) the difference between criminal and civil law. Special attention is given to the detailed structure of the state and local courts in Nebraska. **(Cross-referenced with CRJ 205.)**

PLS 221 - Introduction to Legal Research (3)

A course providing a general understanding of the nature of legal research and its specific techniques and methodologies. Students learn how to use the resources available in a standard law library and in computer-assisted legal research programs to locate primary source materials and secondary source materials, such as treatises, law review articles, and legal encyclopedias, all of which help explain the law. **Prerequisite: PLS 121.**

PLS 233 - Litigation, Pleadings, and Arbitration (3)

A thorough examination of the procedures for trial preparation, focusing on the steps involved in the preparation, litigation, and appeal of civil cases. Attention is given to the differences between criminal and civil procedures and the nature of the remedies available through civil litigation. Students learn 1) how to initiate and commence legal proceedings, 2) how to prepare pleadings, motions, and other necessary legal documents, 3) state and federal discovery procedures and statutes, 4) methods of gathering factual data, 5) the preparation and organization of evidence for trial, and 6) pre- and post-trial activities. **Prerequisite: PLS 121, PLS 205.**

PLS 307 - Family Law (3)

A course covering the legal formalities of family law and its impediments, including marriage, annulments, divorce property rights and distribution, child custody and visitation, alimony, separation agreements, adoptions, and parent and child law. Students learn how to interview clients with family law problems, conduct investigation and evidence gathering, and prepare complaints and agreements. **Prerequisite: PLS 121, PLS 233.**

PLS 315 - Wills, Trusts, and Estate Planning (3)

A study of the initial planning and preparation necessary for a comprehensive estate plan. Students also learn 1) the purposes of estate planning, probate, guardianships, conservatorships, and trusts, 2) the provisions and techniques for drafting wills and trusts, 3) the processes of estate administration, 4) how to contest, revoke, and terminate a will, and 5) the probate process.

PLS 330 - Criminal Law (3)

A study of the law of crimes against persons and property. Students learn 1) the Constitutional safeguards and procedures necessary from arrest through trial, 2) precedents for defenses to prosecution and punishment, 3) criminal procedure, and 4) techniques for evidence gathering. Emphasis is on the Nebraska Penal Code and related forms and documents. **Prerequisite: PLS 205, PLS 233. (Cross-Referenced with CRJ 330.)**

PLS 345 - Real Property (3)

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

PLS 354 - Torts (3)

An examination of the remedies provided by law for recourse when an injurious act is committed by one person or entity against another. Students learn 1) the basic differences between criminal law and tort law, 2) the distinguishing features of intentional torts, negligence torts, and strict liability torts, 3) the elements for a cause of action; 4) the determining factors for foreseeability, cause in fact, and proximate cause; and 5) the categories of basic business torts.

PLS 412 - Legal Research and Writing (3)

A course designed to strengthen skills for research, writing, analysis, and critical thinking. It focuses on the crucial issues of writing in the context of law practice. Students learn how to 1) report legal research findings in an appropriate format, 2) use appropriate citations for sources, 3) use the proper format and content in drafting client correspondence and legal documents; and 4) modify standardized forms found in form books, pleading files, or a computer data bank. **Prerequisite: PLS 221.**

PLS 425 - Ethics and the Paralegal Profession (3)

Through this course, students develop knowledge and understanding of the ethical and legal responsibilities that have been established by statutes, decisions, and court rules affecting paralegals/legal assistants and lawyers, including conflict of interest, confidentiality, competence, solicitation, fees and billing, obligations of attorneys to clients, and protection of client funds.

Prerequisite: Senior standing.

PLS 496 - Senior Seminar in Paralegal Studies (3)

With faculty guidance, the student develops a research or experiential project which demonstrates the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, demonstrates a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effective problem solving, and to communicate effectively.

Prerequisites: PLS 412, senior standing, and permission.

Philosophy

PHI 114 - Informal Logic (3)

A non-formal examination of the nature of good reasoning. Students examine and learn the nature of cognitive argument, the role of inductive and deductive reasoning, and the effects of non-cognitive aspects of language on the cognitive. Students will examine informal fallacies and apply what is studied to examples of reasoning in such areas as science and law.

Philosophy-Religion

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.

PRE 110 - Philosophical Problems (3)

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

PRE 111 - Ethics (3)

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

PRE 115 - Comparative Religions (3)

This course is designed as an introduction to the major religious traditions of our world. Attention will be paid to primary sources as well as secondary literature, as well as history, culture, and aesthetic issues. The student should, by completion of the course, be aware of the major tenets, aesthetic expressions, and lived practices in each tradition.

PRE 120 - Introduction to the Old Testament (3)

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

PRE 121 - Introduction to the New Testament (3)

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

PRE 231 - History and Philosophy of Technology (3)

This course focuses on aspects of the history of technology; the moral and social dilemmas that past technologies gave rise to (even when those dilemmas were not clearly acknowledged); the potentials of selected current technologies; and the moral and social dilemmas that those technologies raise. Students study the ways major thinkers have tried to deal with the dilemmas technologies have posed, and are asked to think through their own responsibilities concerning the technologies discussed.

PRE 323 - Religion in American Life (3)

An examination of the intellectual and social history of religion in America. Beliefs and practices of major religious groups are also examined.

PRE 324 - Christian Social Ethics (3)

Ethical principles of the Judeo-Christian tradition and their importance for economics, politics, race relations, world hunger, war, and peace.

Physical Education

PED 101 - Physical Activity Course (1)

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

PED 104 - Theory of Lifetime Fitness (1)

A course providing students with knowledge of how to stay fit throughout their lifetimes. It includes both academic (fitness theory and nutrition) and physical (how to exercise properly) components. **NOTE: A maximum of four physical education activity/theory of physical fitness credits apply toward graduation.**

PED 202 - Physical Health Training (2)

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

PED 209 - Nutrition (3)

An introduction to basic principles of human nutrition with emphasis on nutrients, food sources, and function of nutrients within the human body. Nutritional requirements throughout the life span are addressed, as well as the impact of cultural, psychological, and personal health factors on an individual's nutritional status. Upon completion of the course, students will know how to assess nutritional status and provide preventive and therapeutic dietary teaching based on an individual's nutritional needs and developmental, cultural, psychological, and physiological dimensions.

Physical Science

PHS 105 - Principles of Physical Science (4)

A survey of topics selected from physics and chemistry designed for the non-science major. Some physics topics to be studied include: the nature of light and color, electrical phenomena, heat and energy, as well as other topics necessary for understanding much of the phenomena associated with everyday life. Chemistry topics include the nature of matter at a macroscopic level and at an atomic level. Social issues with a scientific or technological component are discussed. All topics are developed through laboratory exercises.

Political Science

PSI 101 - American Politics (3)

An analysis of American political institutions and behavior.

PSI 105 - Comparative Governments (3)

An examination of political systems beyond American borders. Topics include a comparison of various political systems and may also include elementary international relations and/or American foreign policy. Upon completion, students will demonstrate an understanding of the alternatives that exist to American democracy and the advantages and disadvantages of alternate systems.

PSI 215 - The Politics of the Developing World (3)

This course provides an introduction to major social and economic challenges facing developing countries, and examines the nature of government and political change in that context. Issues considered will include colonial experiences, economic dependency, poverty and inequality, modernization, democracy and authoritarianism, and ethnic conflict. In addition to discussion of these broad issues, the class will include a selection of illustrative case studies from Latin America, Asia, and sub-Saharan Africa. Upon completion, students will demonstrate an understanding of the forces that have shaped political realities throughout the developing world, and how those forces have affected specific countries.

PSI 234 - Legislative and Executive Behavior (3)

Policy-making processes and behavior at the national and state levels. Includes the presidency, Congress, and bureaucratic politics.

PSI 243 - Contemporary Political Issues (3)

A course in policy analysis. Includes selected policy issues facing government

PSI 271/371/471 - Selected Topics in Political Science (1-3)

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

PSI 306 - U.S. Interwar Years (3)

Provides an in-depth examination of political, social and cultural history, from the 1920s to the early 1940s. Students who successfully complete this course will demonstrate knowledge of the background to the economic collapse of the Great Depression, the rise of Franklin D. Roosevelt's "New Deal," and the beginnings of the Second World War. Students also will gain a deeper understanding of U.S. diversity, from region to race, from rural to urban, and from liberal to conservative strains of political thought. **(Cross-referenced with HIS 306.)**

PSI 308 - Public Finance (3)

Introduces the basic concepts used to describe and measure government decision-making as it pertains to economics. This course examines the effects of fiscal policy on its resources, incomes, prices, and employment. Students successfully completing this course will be able to: 1) understand the characteristics, functions and interactions of public and private institutions; 2) explain fundamental economic theory and terminology as it relates to public finance; 3) apply economic theory to current policy problems; and 4) analyze and apply economic data to the study of a public policy problem.

Prerequisite: ECO 203. (Cross-referenced with ECO 308.)

PSI 313 - Political Parties and Interest Groups (3)

A study of how political parties and interest groups link citizens to government. Upon completion, students will demonstrate an understanding of the mechanics of parties and interest groups and the role each has in a democratic society.

PSI 323 - State and Local Politics (3)

An analysis of political processes and behavior in state, metropolitan, and local governments.

PSI 325 - International Relations in the Modern Era (3)

A study of the dynamics of the international system with emphasis on issues of conflict, security, interdependence, and the global commons. Upon completion, students will demonstrate an understanding of both realist and liberal conceptions of the international system.

PSI 328 - Constitutional Law (3)

A study of the constitution through an analysis of Supreme Court decisions. Will include distribution of powers, the commerce clause, intergovernmental relations, state powers, and substantive due process.

PSI 329 - The U.S. Revolutionary Era (3)

An examination of the U.S. colonial revolution and early national period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain's North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans, African-Americans, women and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. **(Cross-referenced with HIS 329.)**

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

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

PSI 421 - Governmental Internship (0-3)

An internship in a governmental agency to provide experience with public management skills. **Prerequisite: Permission (Pass/Fail)**

Psychology

PSY 117 - Introduction to Psychology (3)

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

PSY 219 - Addictions (3)

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

PSY 225 - Introduction to Human Services (3)

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

PSY 234 - Introduction to Counseling Theories and Techniques (3)

A course designed primarily for individuals who plan to use listening and attending skills in helping professions, such as mental health counseling, human services, criminal justice, teaching, and health fields. This course is introductory in nature and includes consideration of theoretical approaches and in-class practice of skills used in counseling. Students successfully completing the course will demonstrate their understanding of the assumptions, strengths, and limitations that accompany different approaches to counseling. Students will also demonstrate their ability to practice specific techniques and skills derived from these approaches. **Prerequisite: PSY 117 or permission.**

PSY 255 - Child and Adolescent Development (3)

A study of human development from the prenatal period through adolescence. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their understanding of how physical, psychological,

and social factors influence development; the research techniques used to study development; and the practical applications of developmental research. **Prerequisite: PSY 117 or permission.**

PSY 256 - Adult Development (3)

A study of human development from young adulthood through old age. Cognitive, emotional and social development are considered. Students who successfully complete the course will demonstrate their understanding of physical, psychological, and social factors that influence development during adulthood; the research techniques used to study development; and the particular challenges faced by individuals as they age. **Prerequisite: PSY 117 or permission.**

PSY 259 - Lifespan Development (3)

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

PSY 305 - Principles of Behavior Modification (3)

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

PSY 336 - Social Psychology (3)

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior. **Prerequisite: PSY 117 or SOC 109. (Cross-referenced with SOC 336.)**

PSY 365 - Psychology of Personality (3)

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

PSY 416 - Abnormal Psychology (3)

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

Public Administration

PAD 496 - Senior Seminar for Public Administration (3)

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effectively problem solve and communicate.

Prerequisite: IDS 206, senior standing, and permission.

Social Science

SSI 217 - Applied Statistics for Social Science (3)

An introduction to descriptive and inferential statistics. Areas of study include data collection and organization, measures of central tendency and variability, percentiles, probability, binomial and normal distributions, correlation, t-tests, analysis of variance, and non-parametric statistics. Application is oriented toward the social sciences.

Sociology

SOC 109 - Introduction to Sociology (3)

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

SOC 215 - Introduction to Criminology (3)

This course considers the sociological, psychological and physiological contexts for criminal activities. A wide range of criminal actions are discussed including murder, organizational deviance, theft, prostitution as well as the use and distribution of illegal substances. In this course students will analyze morality, "free choice," and the predictability of criminal behavior. With these complex issues in mind, students will question whether or not our criminal justice systems are adequately prepared to address behaviors that our society has judged to be illicit. **Prerequisite: SOC 109**

SOC 230 - Social Problems (3)

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

SOC 288 - Deviance (3)

Inquiry leading to knowledge of social disorganization, criminal behavior, delinquency, and power relationships in social control. **Prerequisite: One course in sociology or psychology.**

SOC 308 - Cultural Anthropology (3)

An anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing and behaving as individuals in society. **(Cross-referenced with ANT 308.)**

SOC 324 - Race and Nationality (3)

A study of racial and cultural minorities, with special emphasis on intergroup, racial, and ethnic relations. This course examines myths, doctrines, and movements, and reviews the processes and consequences of conflict, discrimination, and prejudice.

SOC 336 - Social Psychology (3)

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior. **Prerequisite: PSY 117 or SOC 109. (Cross-referenced with PSY 336.)**

SOC 366 - Marriage and Family Relationships (3)

A study of human kinship processes and the various communal forms associated with intimacy, marital bonding, and parenthood.

Spanish

SPA 101 - Elementary Spanish (3)

A sequential introduction to basic spoken and written Spanish and Hispanic culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written Spanish and will demonstrate an introductory knowledge of Spanish-speaking cultures. Not open to native speakers of Spanish. SPA 101 and SPA 102 do not count toward the major or the minor.

SPA 102 - Elementary Spanish (3)

A sequential introduction to basic spoken and written Spanish and Hispanic culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written Spanish and will demonstrate an introductory knowledge of Spanish-speaking cultures. Not open to native speakers of Spanish. SPA 101 and 102 do not count toward the major or the minor. ***Prerequisite: For SPA 102, either SPA 101 or one year of high school Spanish.***

Theatre

THE 101 - Introduction to Theatre (3)

A survey of the theatre as it relates to the viewer of today with investigation of theatre forms and traditions, film, and television.

THE 103 - Acting I (3)

An introduction to the tools of acting, concentrating on the skills of voice, movement, and improvisation.

THE 112 - Oral Interpretation (3)

Fundamental principles of the oral interpretation of literature surveying prose, poetry, and the drama.

THE 207 - Advanced Acting (3)

A concentration on the acting process and character interpretation. The course will build on the skills that have developed in THE 103. ***Prerequisite: THE 103 or permission.***

College Policies and Federal Laws

Academic Integrity/Dishonesty Policy

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

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

Cheating

"Intentionally using or attempting to use unauthorized information or study aids in any academic exercise." (Gehring, et al, p. 6)

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

Fabrication

"Intentional and unauthorized falsification or invention of any information or citation in an academic exercise." (Gehring, et al, p. 6)

Examples:

- Supplying fabricated "dry lab" data or altered data for an experiment or laboratory project.
- Fabricating all or a portion of a bibliographic entry for a documented project.

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:

- Allowing one's own work to be submitted as another's work for a course project.
- Providing or offering unauthorized aid to another for a course objective. This would include allowing another to observe one's answers on an exam.
- Making threats or offers of compensation to others in order that those threatened or coerced will provide unauthorized aid for course projects.
- Unauthorized acquisition or subsequent use or possession of stolen test materials. This would include acquiring, distributing, and/or possessing the stolen materials.

Plagiarism

"Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercises (either oral or written)." (Gehring, et al, p. 6)

Examples:

- Purchasing a paper from a commercial or private source, using a paper from an organization's files, copying sections or chapters from reference works, or borrowing or stealing another's paper and submitting it as one's own work.
- Failing to indicate a direct quote from a reference source by using quotation marks and proper citation of the source.
- Attempting to represent the work, words, and ideas of another (paraphrasing) as one's own without proper citation or documentation.
- Failing to acknowledge information obtained in one's reading or research which is not common knowledge.

Sanctions for Academic Dishonesty

All acts of academic dishonesty threaten the integrity and scholarly pursuit of Doane College. Because these acts, by their nature, impact the academic environment and integrity of the College, all alleged violations involving academic dishonesty will be reported in writing to the dean. In this manner, the college fulfills its responsibility for maintaining the academic integrity of the institution. Consequently, each student has a responsibility to avoid direct acts of academic dishonesty, the aiding of others in committing acts of academic dishonesty, and/or acts that may lead to the suspicion of academic dishonesty.

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

The rejection of the assignment/exercise with the request that the work be resubmitted.

A reduced grade for the assignment/exercise.

A grade of "F" or "o" on the assignment/exercise.

A reduced grade for the course.

A grade of "F" for the course.

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

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

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

Suspension from the college for a designated period of time that will be established by the Vice President for Academic Affairs. The student's transcript will note the suspension for violating the academic dishonesty policy of the college and may be expunged at the written request of the student upon reinstatement.

Expulsion from the college. In such cases, the student's transcript will permanently note the expulsion decision having been based on an act(s) of academic dishonesty.

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

Work Consulted: Gehring, D., Nuss, E., and Pavela, G. (1986). "Issues and Perspectives on Academic Integrity." Columbus Ohio: National Association of Student Personnel Administrators, Inc.

Access/Services for Students with Disabilities

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

1. Students interested in services related to a disability should notify the 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 in number one above.
3. To initiate this process, students are encouraged to contact an academic advisor before beginning classes so their needs can be anticipated, reviewed and accommodated.

GRIEVANCE PROCEDURE

Doane College wants to ensure prompt and equitable resolution of complaints alleging any discrimination or other conduct prohibited by the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973, as amended (20 U.S.C. 794.) If at any point a student, faculty or staff member believes that there has been a violation of ADA or Section 504, he or she should follow these steps:

- a. To file a grievance, the student, faculty or staff member must contact the college's Section 504 Coordinator within 30 working days of the alleged discrimination or other conduct. (In special circumstances an extension may be granted for filing a grievance.) All grievances should be filed with Laura Sears, Director of Human Resources and the College's designated Section 504 Coordinator. She may be contacted at (402) 826-6773 or via email at laura.sears@doane.edu.
- b. The 504 coordinator will make contact with the student or employee filing the grievance within two business days. The 504 coordinator will make a record of the meeting and may request person filing the complaint to present the grievance in writing.
- c. The 504 coordinator or her designee will conduct a thorough and impartial investigation of the complaint, during which all parties will have the opportunity to present witnesses and other evidence.
- d. Upon review of the documentation and information gathering, the 504 coordinator will render a findings report to Doane College and will provide a copy of the findings report to the student or employee grievant. The parents or guardians of a student grievant, if FERPA (Family Educational Rights and Privacy Act) permits, may request a copy of the findings report within 30 days after its filing.
- e. The person filing the complaint may request reconsideration of the report determination and findings if he or she is dissatisfied with the resolution. This request should be made to the Section 504 Coordinator within 10 working days. The findings report will be provided to the Vice President for Student Leadership when a student requests reconsideration and to the Vice President for Finance and Administration when a faculty or staff member requests reconsideration. The designated Vice President will be responsible for reviewing the report findings and resolution and making a determination in writing and providing copies of the written determination to the person filing the grievance within 10 working days. Report findings will also be filed with the 504 Coordinator.

The college will take steps, as appropriate, to remedy the effects of and prevent the recurrence of discrimination of which it has notice.

Access to College Records FERPA

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

1. **Access to Education Records:** students have the right to inspect and review their Education Records within 45 days of the day the College receives a written request for access, 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.

Title IX Policy Statement

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

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane College, 1014 Boswell Avenue, Crete, NE 68333 or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

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.

Drug Free Policy

The program prohibits smoking inside the classrooms or in the building. In compliance with the Drug Free Schools and Communities Act of 1986, as amended in 1989, the program explicitly prohibits unlawful possession, use, or distribution of illicit drugs and/or alcohol by students or employees on the premises or as part of any of its activities. Beverage alcohol may only be used in conjunction with specifically authorized functions by those of legal drinking age. Beverage alcohol may not be consumed on the premises under any other conditions.

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

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

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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

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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
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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
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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
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Arleen Michael, 1975-1995, Professor of Education (Retired), University of Nebraska at Omaha, Carmichael, California
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Eleanor M. "Mac" Sack '48, 1993-2007, Crete, Nebraska
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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

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Philip R. Heckman, 1967-1987, B.S., M.S., Ph.D.

Dean of the Faculty

John Burney, 2010-, B.A., M.A., M. Phil., Ph.D.

Dean of Undergraduate Studies, School of Graduate and Professional Studies

Janice Hadfield, 1986-, B.A., M.A.

Adjunct Faculty

Peter Allman, 1994-, *Adjunct Instructor in Communications and Psychology*

University of Nebraska-Lincoln, B.S., M.A.

Teresa Anderson, 2011-, *Adjunct Instructor in Nursing*,

Creighton University, B.S.N.; University of Nebraska, M.S.N.

George Ayoub, 2009-, *Adjunct Instructor in Political Science & Public Relations*

University of Nebraska-Lincoln, M.Ed.

Donna Bader, 2009-, *Adjunct Instructor in Nursing*

Clarkson College, M.S.N.; University of Nebraska-Lincoln, M.A.

Jeanne Baer, 1995-, *Adjunct Instructor in Interdisciplinary Studies*

University of Nebraska-Lincoln, B.A.

Randy Blair, 2004-, *Adjunct Instructor*

Texas Tech University, B.A.; Doane College, M.A.

Mike Bockhoven, 2005-, *Adjunct Instructor*

University of Nebraska- Kearney, B.S.

Troy Brodsky 2013-, *Adjunct Instructor in Photography*

Sandra Broz, 2012-, *Adjunct Instructor in Human Relations*

Juli A. Burney, 1986-, *Adjunct Instructor in Communications and Theatre*

Wayne State College, B.S.; University of Nebraska-Lincoln, M.A.

Charles Carpenter, 2006-, *Adjunct Instructor in Geology*

Kearney State College, B.S., M.S.

Kay Carpenter, 2007-, *Adjunct Instructor in Communications and Human Relations*

University of Nebraska-Kearney, B.S., M.A., M.S.

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

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

Kim Charron, 2007-, *Adjunct Instructor in Psychology and Human Relations*
Nebraska Wesleyan University, B.S.; University of Nebraska-Kearney, M.S.

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

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

Rebecca J. Duncan, 1987-, *Adjunct Instructor in History*
University of Nebraska-Lincoln, B.A.; Boston College, M.A.; Saint Louis University, Ph.D.

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

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

Kerry Fina, 2008-, *Adjunct Instructor in English, Communications, and Business*
Doane College, B.A., M.A.M.

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

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

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Hastings College, B.A.; University of Nebraska-Lincoln, J.D.

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

Colleen Haack, 2013-, *Adjunct Instructor*
University of Nebraska-Lincoln, B.S., M.A.

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University of Memphis, B.S.; Auburn University, M.A.

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Doane College, B.A.

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University of Nebraska-Omaha, B.S.; University of Nebraska-Lincoln, J.D.

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University of Nebraska-Lincoln, B.S.; University of Nebraska-Omaha, M.A.

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Doane College, B.A., M.A.M.

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University of Maryland, B.A.; Northwestern University, M.B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

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University of Nebraska, B.A.; Bellevue University, M.B.A.

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Brenda Kastens, 2002-, *Adjunct Instructor in Psychology, Communications, and Human Relations*
Doane College, B.A., M.A.C.

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

Kay Kiechl-White, RN, 2012-, *Adjunct Instructor in Nursing*
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Southern Illinois University, B.A.; University of Nebraska-Lincoln, M.A.

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University of Nebraska-Lincoln, M.A.

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University of Nebraska-Lincoln, M.A.

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Eastern New Mexico University, B.A., M.B.A.

Amanda Levos, 2013-, *Adjunct Instructor in Communications*
University of Nebraska-Lincoln, B.A., Doane College, M.A.

Michelle Lubken, 2011-, *Adjunct Instructor in Physical Education*
Nebraska Wesleyan University, B.S.; Doane College, M.A.M.

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University of Nebraska-Lincoln, B.S.

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

Tamra Morris, 2012-, *Adjunct Instructor in Business*
University of Nebraska-Omaha, B.S.; University of Nebraska-Omaha, M.S.

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University of Nebraska-Lincoln, B.A.; Eastern Montana College, M.S.

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Doane College, B.S.; University of Nebraska-Lincoln, M.A.

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

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

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

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

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

Bruce Rieker, 2011-, *Adjunct Instructor in Nursing and Political Science*
University of Nebraska-Lincoln, B.S.; University of Nebraska-Lincoln, J.D.

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

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

Wayne Sasges, 2012-, *Adjunct Instructor in Business*
University of Nebraska-Omaha, B.S.

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

Debra Sharp, 1988-, *Adjunct Instructor in English*
University of Nebraska-Lincoln, B.S., M.A.

Melanie Smith, 2009-, *Adjunct Instructor in Communications*

University of Nebraska-Kearney, M.A.; Doane College, M.Ed.

William Snow, 2011-, *Adjunct Instructor in Economics*

University of Arkansas, B.S., B.A.; Golden Gate University, M.B.A.; Catholic University of America, Ph.D.

Kathryn Speck, 1999-, *Adjunct Instructor in Psychology*

Doane College, B.A.; University of Nebraska-Lincoln, M.A.; University of Nebraska-Lincoln, A.B.D., Ph.D.

Lee Tasey, 2007-, *Adjunct Instructor in Philosophy and Religion*

Point Loma Nazarene University, B.A.; Boston College, M.T.S

Gary Tunnison, 2003-, *Adjunct Instructor*

University of Nebraska-Lincoln, B.S., M.S., Ph.D.

Betty Vertin, 2007-, *Adjunct Instructor in English*

Hastings College, B.A.; Doane College, M.A.M.

Katherine M. Voorhees, 1983-, *Adjunct Instructor in Fine Arts*

University of Nebraska-Lincoln, B.M.E., M.M.

Kathy Ware, 2011-, *Adjunct Instructor in Nursing*

Mercy Hospital School of Nursing, Diploma; University of Nebraska-Lincoln, B.S.; University of Nebraska- Lincoln, M.S.

Joe Watkins, 2004-, *Adjunct Instructor*

University of Nebraska-Lincoln, B.A.; Purdue University, M.A.; University of Nebraska-Lincoln, Ed.D.

Jennifer Worthington, 2009-, *Adjunct Instructor*

University of Missouri, B.A.; Doane College, M.A.M.

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Jacque Carter, 2011-, President

John Burney, 2010-, Vice President for Academic Affairs, Dean of the Faculty

Michael Carpenter, 2007-, Vice President for information Technology Services/CIO

Kevin Meyer, 2013-, Vice President for Advancement

Carrie Petr, 2009-, Vice President for Student Affairs

Julie Schmidt, 2006-, Vice President for Finance and Administration

Joel Weyand, 2009-, Vice President for Enrollment Services and Marketing

Janice Hadfield, 1986-, Dean, School of Graduate and Professional Studies

Greg Baker, 2006-, Bookstore Assistant

Andrew Case, 2012-, AHEC Director

Megan Cunningham, 2015-, Lincoln Campus Receptionist

Denise Ellis, 2005-, Registrar

Kerry Fina, 2008-, Student Advisor MAM, and Instructional Technology Specialist

Colleen Haack, 2013-, Director of the Omaha Campus

Emily Heathcock, 2009-, Student Coordinator

Angie Klasek, 1981-, Services Coordinator

Kelsee Meissner, 2012-, Associate Registrar

Cindy Nitzel, 2009-, Student Accounts Supervisor

Lisa Avila O'Connor, 2011-, Services Coordinator, Grand Island

Ken Oglesby, 1995-, Maintenance Associate

April Paschall, 2013-, Coordinator of Operations, Omaha

Janie Perry, 1996-, Secretary, Lincoln

Courtney Quackenbush, 2012-, Technology Coordinator, Grand Island

Susan Rocker, 2011-, Director of Career Development/VA Certification Officer

Debra Savage, 2010-, Director of Nursing

Raquel Schmidt, 2013-, Student Accounts Associate

Renna Schoepf, 1987-, Student Coordinator

Kim Smith, 1992-, Student Coordinator

Shawn Soper, 2006-, Helpdesk Manager

Mary Theobald, 2006-, Assistant Director of Financial Aid

Peggy Tvrdy, 2008-, Director of Financial Aid

Jennifer Worthington, 2008-, Director of Grand Island Campus

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Degrees Awarded

***Summa Cum Laude (top three percent)

** Magna Cum Laude (next five percent)

* Cum Laude (next seven percent)

Class of 2014- August Graduates

August 15, 2014

Jessica Anne Albracht, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

* *Aaron J. Aupperle*, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies

Lindsey M. Barta, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

* *Lucas Alan Batenhorst*, Grand Island, NE, Bachelor of Arts in Professional Studies in Accounting

Ryan C. Bauer, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Samantha Bogers, Kearney, NE, Bachelor of Arts in Human Relations

Amy L. Brezenski, Grand Island, NE, Bachelor of Arts in Human Relations

Micah J. Caldwell, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Ashley Cordier, Norfolk, NE, Bachelor of Arts in Graphic Design

Margo A. Cox, Albion, NE, Bachelor of Arts in Human Relations

Cassandra M. Dunbar, Hallam, NE, Bachelor of Arts in Professional Studies in Business

Anne E. Ellis, York, NE, Bachelor of Arts in Human Relations

Jennifer L. Hartman, Crete, NE, Bachelor of Arts in Organizational Communication

Jessica D. Hegemann, Lincoln, NE, Bachelor of Arts in Organizational Communication

Jason R. Heindryckx, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Tommy J. Heth, Shelton, NE, Bachelor of Arts in Liberal Arts Studies

* *Vickie A. Jenkins*, Lincoln, NE, Bachelor of Arts in Paralegal Studies

* *Logan M. Kampsnider*, Lincoln, NE, Bachelor of Science in Information Systems Management

Jennifer Anne Meister, Grand Island, NE, Bachelor of Science in Nursing

Brenda J. Milne, O'Neill, NE, Bachelor of Arts in Professional Studies in Business

Kathy Jean Morlok, Columbus, NE, Bachelor of Science in Nursing

Lindy K. Mosel, Aurora, NE, Bachelor of Science in Nursing

Blake Jordan Munson, Columbus, NE, Bachelor of Arts in Professional Studies in Business

Alexis J. Platt, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Zabrina R. Roussan, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Machelle R. Sanchez, Omaha, NE, Bachelor of Arts in Graphic Design

Lacey S. Snyder, Hickman, NE, Bachelor of Science in Nursing

* *Daniel L. Stewart*, Fairbury, NE, Bachelor of Arts in Professional Studies in Accounting

Navil L. Valdez, Grand Island, NE, Bachelor of Arts in Public Administration

Class of 2015 - December and May Graduates

December 14, 2014 and May 10, 2015

Jacklyn L. Anderson, Lincoln, NE, Bachelor of Science in Nursing

Adam J. Armstrong, Grand Island, NE, Bachelor of Arts in Professional Studies in Business

Alexis Axtell-Failor, Crete, NE, Bachelor of Arts in Human Relations

Bradley A. Bailey, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Lane L. Barnason, Omaha, NE, Bachelor of Arts in Professional Studies in Business

Jacob R. Bauer, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Melissa V. Beard, Lincoln, NE, Bachelor of Arts in Organizational Communication & Art

William J. Beberniss, Grand Island, NE, Bachelor of Arts in Public Administration

Heather Behmerwohld, Mason City, NE, Bachelor of Science in Nursing

Casey M. Beltran, Lincoln, NE, Bachelor of Science in Information Systems Management

* *Terran L. Benes*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

* *Lee A. Benson*, Columbus, NE, Bachelor of Science in Professional Studies in Business

* *Sara A. Bowley*, Burwell, NE, Bachelor of Science in Nursing

Rick J. Brazau, Jr., Lincoln, NE, Bachelor of Arts in Professional Studies in Business

Jennifer Nicole Brunk, Grand Island, NE, Bachelor of Science in Nursing

Nichole L. Bubak, Grand Island, NE, Bachelor of Science in Nursing

Allison J. Burris, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Ronald Lee Buskirk, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Nathan A. Butzke, Lincoln, NE, Bachelor of Arts in Human Relations
 ** *Jennifer Erin Campbell*, Lincoln, NE, Bachelor of Science in Liberal Arts Studies
 * *Leticia Meza Casarin*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Joshua L. Chapman*, Wood River, NE, Bachelor of Science in Professional Studies in Business
Raquel D. Chavez, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Nathan Riley Chrastil*, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Britta D. Church, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Lameakia M. Collier*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business & Human Relations
Sara A. Crisp, Lincoln, NE, Bachelor of Science in Nursing
Abigail R. Cronin, Pleasanton, NE, Bachelor of Science in Nursing
Taylor Cruse, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Adam P. Daharsh, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 *** *Michaela Renee Davis*, Grand Island, NE, Bachelor of Arts in Professional Studies in Accounting
Angelique D. Dean, Bennet, NE, Bachelor of Science in Allied Health
Sheena Bredthauer DeBoer, Grand Island, NE, Bachelor of Science in Nursing
Shelly M. DeBuhr, Omaha, NE, Bachelor of Arts in Human Relations
Paula S. Denton, Lincoln, NE, Bachelor of Arts in Organizational Communication
Laura Deterding, Cairo, NE, Bachelor of Arts in Human Relations
Fabiola Torres Dimas, Crete, NE, Bachelor of Arts in Human Relations
Katherine E. Donahoo, Grand Island, NE, Bachelor of Arts in Human Relations
Erin N. Drickey, Lincoln, NE, Bachelor of Arts in Human Relations
Jason A. Eberly, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Anna M. Ellis, Hastings, NE, Bachelor of Science in Nursing
 *** *Kara D. Ellis*, Alma, NE, Bachelor of Science in Allied Health
Leah Anne Fairbanks, Grand Island, NE, Bachelor of Science in Nursing
Sanjin Fejzic, Lincoln, NE, Bachelor of Arts in Graphic Design
Jennifer L. Fischer, Hastings, NE, Bachelor of Arts in Professional Studies in Business
 * *Tiffany Ann Fitzke*, Hastings, NE, Bachelor of Arts in Professional Studies in Accounting
 *** *Andrea M. Fras*, Lincoln, NE, Bachelor of Arts in Graphic Design
Jacey D. Gale, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Emilio Enrique Garza*, Lincoln, NE, Bachelor of Science in Information Systems Management
Nicole D. Giebelhaus, Lincoln, NE, Bachelor of Arts in Human Relations
Andrew J. Glenn, Lincoln, NE, Bachelor of Science in Information Systems Management
 ** *Mekayla J. Grant*, Weston, NE, Bachelor of Arts in Graphic Design
 *** *Anita L. Greenwood*, Alda, NE, Bachelor of Arts in Professional Studies in Accounting
 ** *Jonathan Frank Haack*, Grand Island, NE, Bachelor of Arts in Professional Studies in Accounting
Amy J. Hall, Phillips, NE, Bachelor of Arts in Professional Studies in Business
James P. Hannon, Lincoln, NE, Bachelor of Arts in Public Administration
 ** *Tracy Lyn Hansen*, Grand Island, NE, Bachelor of Arts in Organizational Communication
Timothy J. Herman, Crete, NE, Bachelor of Arts in Liberal Arts Studies
 *** *Sara L. Hernandez*, Kearney, NE, Bachelor of Arts in Professional Studies in Business
Laurie A. Hosack, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting & Professional Studies in Business
 * *Sarinah Huynh*, Lincoln, NE, Bachelor of Arts in Human Relations
Boris Ilic, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Andrew Jablonski, Lincoln, NE, Bachelor of Arts in Human Relations
Michael Deloy Jahnke, Lincoln, NE, Bachelor of Arts in Public Administration
Benjamin D. Johnson, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Megan Brooke Johnson, Lincoln, NE, Bachelor of Arts in Human Relations
Kasey J. Kadavy, David City, NE, Bachelor of Science in Information Systems Management
Linda J. Kattes, Lincoln, NE, Bachelor of Arts in Organizational Communication
 * *Ryan W. Keaschall*, Lincoln, NE, Bachelor of Arts in Human Relations
Travis D. Keating, Lincoln, NE, Bachelor of Science in Information Systems Management
Clayton J. Kemnitz, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Genna R. Kiser, Lincoln, NE, Bachelor of Science in Allied Health
Tina Marie Kleint, Grand Island, NE, Bachelor of Science in Nursing
Jared L. Koch, Lincoln, NE, Bachelor of Arts in Professional Studies in Business

* *Adam Koehn*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Erin M. Koger*, Grand Island, NE, Bachelor of Science in Nursing
Logniabari Queen Konne, Lincoln, NE, Bachelor of Arts in Public Administration
Courtney M. Krebs, Lincoln, NE, Bachelor of Arts in Organizational Communication
Amanda M. Kreft, Lincoln, NE, Bachelor of Arts in Professional Studies in Business & Human Relations
Rebecca M. Kucera, Lincoln, NE, Bachelor of Science in Allied Health
James Tharjiath Kuon, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Carrie M. Kuta, Lincoln, NE, Bachelor of Science in Nursing
 * *Jeremy J. Lackey*, Lincoln, NE, Bachelor of Arts in Public Administration
Roni J. Larmeu, Beatrice, NE, Bachelor of Arts in Human Relations
 *** *Jeff J. Larson*, Eagle, NE, Bachelor of Science in Information Systems Management
Nicholas R. Lauer, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Julie A. Lauritzen, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
Zachary Glendon Deems Leech, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 ** *Jessica L. Lindhurst*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Cindy M. Lingenfelter, Arlington, NE, Bachelor of Arts in Professional Studies in Business
Lyubov I. Logvinenko, Waverly, NE, Bachelor of Arts in Organizational Communication
Nathaniel G. Loseke, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Precious Unique Loving, Lincoln, NE, Bachelor of Arts in Human Relations & Criminal Justice
 * *Holly M. Lowell*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Christina Lynn Magorian, Lincoln, NE, Bachelor of Arts in Graphic Design
 ** *Edouarisse Kombat Mantsanguissi*, Grand Island, NE, Bachelor of Arts in Professional Studies in Accounting
Sara D. Marthaler, Lincoln, NE, Bachelor of Arts in Human Relations
Andrew J. Martin, Columbus, NE, Bachelor of Arts in Public Administration
Mary Maser, Lincoln, NE, Bachelor of Arts in Criminal Justice
 * *Chelsea M. McCoy*, Lincoln, NE, Bachelor of Arts in Human Relations
 * *Seth Charles McDougall*, Lincoln, NE, Bachelor of Science in Information Systems Management
Sarah M. McManaman, Lincoln, NE, Bachelor of Arts in Criminal Justice
Dyanne Lynn Medlock, Grand Island, NE, Bachelor of Science in Nursing
Samantha Mejia-Ostermann, Lincoln, NE, Bachelor of Arts in Criminal Justice
 *** *Mary Hope Mick*, Wymore, NE, Bachelor of Science in Information Systems Management
 *** *Amy R. Miles*, Omaha, NE, Bachelor of Arts in Graphic Design
Navneet Minhas, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 * *Roberta Moller*, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
Tracy L. Moore, Lincoln, NE, Bachelor of Arts in Human Relations
Madisen Amanda Mudge, Lincoln, NE, Bachelor of Arts in Human Relations
Chinh D. Nguyen, Lincoln, NE, Bachelor of Science in Information Systems Management
Stephen D. Nicholson, Lincoln, NE, Bachelor of Science in Information Systems Management
Cody W. Nystrom, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 *** *Diana J. Oglesby*, Lincoln, NE, Bachelor of Arts in Organizational Communication
Sara A. Ohlrich, Fremont, NE, Bachelor of Arts in Professional Studies in Business
Eric J. Ojeda, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Jacqueline M Osentowski, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Paige Jordan Owen, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Brandi J. Pedersen, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Elizabeth Nicole Perry, Lincoln, NE, Bachelor of Science in Professional Studies in Business
Jennifer A. Petersen, Omaha, NE, Bachelor of Arts in Professional Studies in Business
Carlie Jean Pfeifer, Grand Island, NE, Bachelor of Arts in Professional Studies in Business
Truc T. Pham, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Melanie A. Pigeon, Lincoln, NE, Bachelor of Arts in Human Relations
 *** *Matthew Alan Plessman*, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
Justin David Podany, O'Neill, NE, Bachelor of Arts in Criminal Justice
Sara K. Prescott, Visalia, CA, Bachelor of Arts in Human Relations
Brandon J. Proffitt, Lincoln, NE, Bachelor of Arts in Human Relations
Kristina T. Radicia, Lincoln, NE, Bachelor of Arts in Human Relations
Sarah E. Ranslem, Lincoln, NE, Bachelor of Science in Nursing
Megan M. Redman, Parker, CO, Bachelor of Arts in Professional Studies in Business
 ** *April D. Reed*, Columbus, NE, Bachelor of Science in Nursing

** Rochelle D. Reese, Lincoln, NE, Bachelor of Arts in Human Relations
 Charlotte M. Remmers, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Aubrey Kristen Ressel, Bellevue, NE, Bachelor of Arts in Human Relations
 Dustin J. Riblett, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Michelle A. Rice, Omaha, NE, Bachelor of Arts in Criminal Justice
 Kalyn E. Rieken, Seward, NE, Bachelor of Science in Nursing
 Cheryl S. Rodriguez, Adams, NE, Bachelor of Arts in Professional Studies in Business
 * Farrah L. Rosentreader, Mason City, NE, Bachelor of Science in Nursing
 ** Rondee R. Roth, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 *** SuAnn Marie Saathoff, Beatrice, NE, Bachelor of Arts in Professional Studies in Business
 Renee S. Savidge, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
 Alex C. Scheuler, Lincoln, NE, Bachelor of Arts in Organizational Communication
 Kathryn K. Schildt, Pleasant Dale, NE, Bachelor of Arts in Professional Studies in Business
 Jennifer Julie Schmitz, Kearney, NE, Bachelor of Arts in Human Relations
 Linsee N. Schoenherr, Colon, NE, Bachelor of Arts in Professional Studies in Business
 Anthony R. Scholer, Lincoln, NE, Bachelor of Arts in Human Relations
 Leasa D. Seda, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
 Melissa L. Shipman, Hastings, NE, Bachelor of Arts in Human Relations
 Michael Shottenkirk, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Tyler J. Shreve, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Janel N. Smith, Lincoln, NE, Bachelor of Arts in Paralegal Studies
 Jeremiah A. Spang, Cortland, NE, Bachelor of Arts in Professional Studies in Business
 Ron Stadler, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Cheryl L. Swenson, Lincoln, NE, Bachelor of Arts in Human Relations
 Gareth M. Swift, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Aly Sylvester, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Janelle L. Taylor, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 *** Barbara A. Tegley, Cortland, NE, Bachelor of Arts in Professional Studies in Accounting
 Ashley C. Tetherow, Lincoln, NE, Bachelor of Arts in Criminal Justice
 Wiyual T. Thach, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Cordara Darnez Thompson, Lincoln, NE, Bachelor of Arts in Professional Studies in Accounting
 Jamie L. Thompson, Lincoln, NE, Bachelor of Arts in Organizational Communication
 Joshua A. Thompson, Lincoln, NE, Bachelor of Arts in Organizational Communication
 Sara Jean Tichota, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Cortney D. Treptow, Lincoln, NE, Bachelor of Arts in Criminal Justice
 Hillary Umland, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
 * Ashley N. Unzicker, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 Nicolette R. Vaandering, Milford, NE, Bachelor of Science in Nursing
 Annie M. VanDeventer, Lincoln, NE, Bachelor of Arts in Organizational Communication
 * Lena E. Vasa, Lincoln, NE, Bachelor of Arts in Professional Studies in Business
 *** Michael Joseph Vaughn, Lincoln, NE, Bachelor of Science in Information Systems Management & Graphic Design
 Andrew J. Vocasek, Lincoln, NE, Bachelor of Arts in Criminal Justice
 Paige M. Vorderstrasse, Plymouth, NE, Bachelor of Arts in Human Relations
 Kendall S. Warnock, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
 Pam Watkins, Lincoln, NE, Bachelor of Arts in Paralegal Studies
 Emily A. Webb, Dannebrog, NE, Bachelor of Arts in Professional Studies in Accounting
 Heidi A. Weiland, Lincoln, NE, Bachelor of Arts in Liberal Arts Studies
 Chelsea M. Wessel, Grand Island, NE, Bachelor of Arts in Human Relations
 Patrick R. Wesseln, Lincoln, NE, Bachelor of Science in Allied Health
 Jennifer Westwood, Lincoln, NE, Bachelor of Arts in Public Administration
 Kari Wolfe, Grand Island, NE, Bachelor of Arts in Human Relations
 Travas G. Wright, Grand Island, NE, Bachelor of Science in Information Systems Management

Honors and Awards in 2014-15

Senior Awards

Alumni Senior Awards

Lameakia M. Collier
Sara L. Hernandez

Outstanding Graduate in Allied Health

Rebecca M. Kucera

Outstanding Graduate in Criminal Justice

Andrew J. Vocasek

Outstanding Graduate in Graphic Design

Michael Joseph Vaughn

Outstanding Graduate in Human Relations

Katherine E. Donahoo
Rochelle D. Reese

Outstanding Graduate in Information Systems Management

Michael Joseph Vaughn

Outstanding Graduate in Liberal Arts Studies

Jennifer Erin Campbell

Outstanding Graduate in Nursing

Sara A. Bowley
Carrie M. Kuta

Outstanding Graduate in Organizational Communication

Tracy Lyn Hansen
Diana J. Oglesby

Outstanding Graduate in Paralegal Studies

Pam Watkins

Outstanding Graduate in Professional Studies in Accounting

Allison J. Burris
Michaela Renee Davis

Outstanding Graduate in Professional Studies in Business

Lee A. Benson
Sara L. Hernandez

Outstanding Graduate in Public Administration

Jeremy J. Lackey

Outstanding Graduate with a Double Major

Michael Joseph Vaughn

Valedictorians

Michaela Renee Davis
Michael Joseph Vaughn

Faculty Award

Outstanding Teachers of the Year

David Grothen
Brenda Kastens

Academic Calendar

2015-16 / Doane's 144rd Year

Doane College Lincoln Campus' 35th Year Doane College Grand Island Campus' 13th Year Doane College Omaha Campus' 3rd Year

July	13	Monday	Autumn Term schedule released
	27	Monday	Registration begins for Autumn Term
Aug.	17	Monday	Autumn Term begins
	24	Monday	CENSUS DAY - Last day to drop or add Autumn classes
Sept.	7	Monday	NO CLASSES - Labor Day
	8	Tuesday	Winter I Term schedule released
	21	Monday	Registration begins for Winter I Term
Oct.	17	Saturday	Autumn Term ends
	19	Monday	Winter I Term begins
	26	Monday	CENSUS DAY - Last day to drop or add Winter I classes
Nov.	9	Monday	Winter Flex/Winter II Term schedules released
	26- 28	Thur.-Sat.	NO CLASSES - Thanksgiving weekend
	30	Monday	Registration begins for Winter Flex/Winter II Terms
Dec.	13	Sunday	DECEMBER COMMENCEMENT Ceremony for Graduate & Professional Studies and Graduate Studies in Education
	19	Saturday	Winter I Term ends
The Doane Offices will be CLOSED December 24 through January 1			
Jan.	1	Friday	CENSUS DAY - Last day to drop or add Winter Flex classes
	3	Sunday	Winter Flex Term begins
	9	Saturday	Winter Flex Term ends
	11	Monday	Winter II Term begins
	18	Monday	CENSUS DAY - Last day to drop or add Winter II classes
Feb.	1	Monday	Spring Term schedule released
	15	Monday	Registration begins for Spring Term
Mar.	5	Saturday	Winter II Term ends
	7	Monday	Spring Term begins
	14	Monday	CENSUS DAY - Last day to drop or add Spring Term classes
April	11	Monday	Summer/Summer Flex Terms schedule released
	25	Monday	Registration begins for Summer/Summer Flex Terms
May	7	Saturday	Spring Term ends
	8	Sunday	SPRING COMMENCEMENT Ceremony for Everyone
	23	Monday	Summer Term begins
	30	Monday	NO CLASSES - Memorial Day
	31	Tuesday	CENSUS DAY - Last day to drop or add Summer/Summer Flex classes
July	4	Monday	NO CLASSES - Independence Day Observed
	23	Saturday	Summer Term ends
	24	Sunday	Summer Flex Term begins
	30	Saturday	Summer Flex Term ends

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
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