

All courses listed in this publication are contingent upon enrollment.



Learn. Challenge. Empower. Transform.

DOANE UNIVERSITY SUMMER 2023 GRADUATE EDUCATION COURSE SCHEDULE
Welcome, we are excited you have chosen Doane University's Graduate Education Programs!

OFFICIAL DOANE COMMUNICATION

NOTICE: All communication regarding university business will be sent to the student's **DOANE EMAIL ONLY!** Check this email frequently or set up forwarding to your primary email account so that you do not miss important information.

REGISTRATION

- **CONTINUING STUDENTS** – Registration for classes will begin **March 20, 2023**. The term is “**2023 Summer CED: Grad Ed**” Early registration is required as courses may be closed because of large enrollment or canceled before the course starting date if enrollment is low. Please call the Office of Graduate Studies in Education at 402.467.9077 if you have any questions. **Registration deadlines can be found on our [Graduate Education Academic Calendar](#).**
- To register, go to [Student Self-Service](#). Log in with your Doane username and password. In self-service, you can access student planning to search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcripts and schedule. **Additional instructions found here: [Registration Step-by-Step](#)**
- If you have trouble logging in with your student ID or password, please contact the Service Center at help@doane.edu. Their telephone number is 402.826.8411.
- **If you have not been enrolled for a period of 2 or more years**, you may need to contact the graduate office to reactivate your student record before you can register. You can email MED@doane.edu for reactivation.

BOOK ORDERS

- Please go to Follett Books website at www.doaneuniversityshop.com to find and order your textbooks. Click on the textbook link and input your course information (for remote sections, the correct 'location' to select is listed under the course within the course schedule). For issues, Follett's telephone number is 800.466.1365. *You are also welcome to order texts from your preferred vendor, just be sure to match the ISBN number with the text posted on Follett's site to ensure that you have ordered the correct edition.*

GRADUATE ATTENDANCE POLICY

Summer Semester Courses: Students are expected to be in attendance for all classes. Absences will be discussed with the professor on an individual basis and additional work may be required. Excused absences include illness and a death in the family. If students know they will need to miss any class meetings for Summer week-long courses, they should take the course at another time.

DOANE UNIVERSITY

Founded in 1872, Doane University is the oldest private liberal arts college in Nebraska. Enrollment on Doane's 300-acre Crete campus is more than 1100 undergraduate students. An additional 600 undergraduates are enrolled at Doane's Lincoln campus. Doane offers degrees in 40 academic areas, within the divisions of arts and humanities; science, mathematics and information science and technology; business; social science; and education and physical education. The college's graduate programs include the Initial Certification at the Advanced Level, Master of Education degree; the Education Specialist degree; the Doctorate in Education degree; the Master of Arts in Management degree, designed for managers in all career areas; the Master of Arts in Counseling degree, for students seeking state licensure as mental health practitioners and the Master of Education in School Counseling for those wishing to work in the school system.

DOANE UNIVERSITY MISSION STATEMENT

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

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ACCREDITATION

The graduate programs at Doane University are fully accredited by The Higher Learning Commission and are members of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Our initial and advanced teacher preparation programs and advanced certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036; 202.223.0077. Documentation of accreditation may be viewed upon request in the Doane University President's Office.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, 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 University'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 the office of Human Resources, 402.826.6773. This office has been designated by the University to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, title IX, or Section 504.

GRADUATE PROGRAM ADMISSION

Doane University currently offers the Master of Education degree in Curriculum and Instruction, specifically designed for K-12 teachers; the Master of Education in School Counseling; the Master of Education in Educational Leadership, which prepares teachers for certification as school principals in Nebraska; the post-master's Education Specialist degree, which prepares candidates who have principal certification for certification as a superintendent in Nebraska; and the Doctorate of Education degree with emphasis areas in Leadership or Community & Culture.

To enroll in any graduate course students must apply online at <http://www.doane.edu/apply>. Once students apply, Enrollment Specialists will facilitate the enrollment process and notify students of admissions requirements for their program of study. Students interested in the Initial Certification at the Advanced Level, Educational Leadership, Education Specialist, or Doctorate of Education program must complete their admission interview and have permission from the Graduate Office in order to be eligible to register for courses in any of these programs.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) DISCLOSURE OF EDUCATION RECORDS

The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to give students access to their records to assure accuracy and to protect the confidentiality of students' educational records. It limits access to student's academic records by anyone other than the student, including parents, spouse, or employer, without the student's written permission. Academic records include, but are not limited to, grades, course schedules, account balances, and financial aid monies. Doane's policy is not to release academic information such as grades or a student's course schedule over the phone to anyone, including the student.

FERPA does allow the College to provide directory information without consent. Directory information includes: name, address, phone number, email, birth date, field of study, dates of attendance, nature of any degrees granted and dates conferred, honors and awards earned, and photograph. For example, Doane releases names of graduates and degrees conferred to local newspapers and will confirm your degree to future employers. If you wish to have your directory information withheld, please contact the Registrar's Office. FERPA also outlines when information may be disclosed without a student's consent. For example, if your records are subpoenaed by the state.

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar's web page on the Doane website. Questions and concerns can be sent to the Registrar at registraroffice@doane.edu or 402.826.8251

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COLLEGE OF EDUCATION PAYMENT POLICY

*** TUITION RATES FOR 2022-2023 ACADEMIC YEAR ***

In-person, Hybrid or Remote C&I and School Counseling coursework:	\$283.00 per credit hour
Online asynchronous C&I and School Counseling coursework	\$360.00 per credit hour
Online/Hybrid course technology fee	\$30.00 per credit hour
Educational Leadership courses (EDL prefixes)	\$345.00 per credit hour
Education Specialist courses (ESD prefixes).....	\$345.00 per credit hour
Doctoral courses (EDU 900-level).....	\$515.00 per credit hour

Student bills are exclusively online! At Doane University, student billing is a simple, convenient, secure and paperless process. Students log in to [Student Self-Service](#) with user ID and password to view account and pay charges. More information about payment can be found on the [Doane Student Accounts Page](#) or by calling 402.826.8250.

TUITION & REGISTRATION FOR SUMMER COURSES IS DUE

June 15, 2023 for all courses beginning in May or June
and July 15, 2023 for all courses beginning in July

If FULL payment or payment arrangements have not been made by the date listed above, the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts. Registrations after the first day of the course (or June 5 for EDL/EDS/EDD cadre members) will result in an additional \$100 late registration fee added to the student's tuition bill.

Please submit all Financial Aid documents no later than
JUNE 15, 2023.

Summer 2023 will fall under the 2022-2023 FAFSA

PAYMENT TYPES ACCEPTED

- **Check:** Mail checks payable to Doane University, Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate your student ID number or social security number on the memo line of the check.
- **E-check: Payment can be made online** by e-check, using the instructions on the [Doane Student Accounts Page](#). There is no convenience fee for this service. **For e-checks**, make sure that you follow the instructions very carefully and properly input your bank's routing number and your account number. *Returned electronic checks are treated the same as any dishonored item, and you will be charged a \$30 fee if your check is returned.*
- **Credit Card: Payment can be made** using the instructions on the [Doane Student Accounts Page](#). Visa, MasterCard, Discover and American Express are accepted. A convenience fee of 2.75% will apply.

AUTOMATIC PAYMENT DEFERMENT

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance by the payment deadlines listed above. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the payment deadline.

If financial aid has not been awarded, military benefits have not been certified, or if payment arrangements have not been made by the payment deadline, the student account will be subject to late fees. The account will also be placed on registration hold and transcripts will not be released.

OUTSIDE ASSISTANCE AND FINANCIAL AID

The Financial Aid Office considers outside scholarships part of your financial resources when determining your eligibility for aid. If you have been awarded outside scholarships, you must inform the Office of Financial Aid of the amount of your tuition benefit (cps.faoffice@doane.edu or 402.466.4774). If the outside scholarships result in an over-award of need-based aid, the Financial Aid Office may be required to reduce your loan amount. This could result in a balance due to the university for financial aid you have already received.

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MONTHLY INSTALLMENT PAYMENT PLAN

An online installment plan is available through Nelnet Business Solutions. This can be found by logging into [Student Self-Service](#) or on the [Payment Plan Information Page](#). Payment plans can be set up for 2-6 months for a one-time charge of \$30. Payments are charged on the 5th or the 20th of each month, and you can choose either free e-check withdrawals from a checking/savings account, or payment with a Visa, MasterCard, Discover, or American Express credit card, subject to the 2.75% convenience fee.

Please do not assume your balance will automatically be adjusted if financial aid is received or a class is dropped or added. You should review your agreement balance online through <http://www.mycollegepaymentplan.com/doane> or contact the Doane Business Office at 402.826.8250 to confirm any changes. Any unpaid balances are subject to late fees, as well as registration and transcript holds. Students can view their outstanding balance by logging into [Student Self-Service](#).

FINANCIAL ASSISTANCE

Only accepted **degree-seeking** students and accepted Initial Certification at the Advanced Level students are eligible for federal financial aid programs. Endorsement program students or non-degree-seeking students are **not** eligible for federal financial aid but can set up payment plans on [Student Self-Service](#). **For additional information, please call the Financial Aid Office at 402.466.4774 or email cps.fao@doane.edu.** Federal regulations and Doane University require that any student receiving federal funds must maintain reasonable academic progress as determined by the college.

REFUND POLICY

Tuition refunds are based on the start date and length of the course. Refunds are based on the official withdrawal date. No refund will be made after the scheduled meetings for a class are completed. **Note: failure to attend, pay for, or complete the work for the course does not mean a student will be dropped from the course – you MUST drop through Student Planning before the course begins or contact the Lincoln Graduate office at 402.467.9077 to officially drop a course.*

<u>Summer Ground/Remote Courses</u> –	100% refund before first class begins 0% refund on or after first day of class
<u>Summer Online Courses</u> –	100% refund 0-3 days after term begins 40% refund 4-7 days after term begins 0% refund after 8 days

WAIT LIST POLICY

When a student attempts to register for a full class, they will be given the option to be added to the waitlist. If a seat becomes available, ***a notification email will be sent to the first student's Doane email address.*** That student will then have **24 hours** to follow the instructions to add the course from the waitlist. If that student does not register for the course within 24 hours, they will be dropped from the waitlist and the next student on the list will be notified.

ADVISORS

<i>Curriculum & Instruction and Endorsements:</i>	deb.stuto@doane.edu or timothy.frey@doane.edu
<i>Initial Certification at the Advanced Level:</i>	carrie.rath@doane.edu
<i>Educational Leadership:</i>	teresa.perkins@doane.edu (Omaha) or bess.scott@doane.edu (Lincoln)
<i>Education Specialist:</i>	cindy.gray@doane.edu
<i>Doctorate of Education:</i>	cate.sommervold@doane.edu
<i>School Counseling:</i>	jodie.green@doane.edu or timothy.frey@doane.edu

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MASTER OF EDUCATION IN SCHOOL COUNSELING

To work toward the School Counseling endorsement, candidates must:

- a) Have a current Nebraska teaching certificate **OR**
- b) Take 12 hours of coursework in teacher education and complete an approved Special Education and Human Relations course, as designated by the Nebraska Department of Education and successfully complete the Praxis CORE exam within their first semester of coursework.

Forty-eight credit hours are required for the School Counseling degree and licensure. Students will complete coursework in a three-tiered order, and courses are selected in consultation with the Program Director, Jodie Green.

DEGREE REQUIREMENTS

COE 601 Counseling Theories & Methods for K-12 Schools	3 hrs.
COE 605 Critical Issues in School Counseling	3 hrs.
COE 615 Counseling Skills & Crisis Intervention	3 hrs.
COE 616 College and Career Readiness	3 hrs.
COE 622 Counseling Practices	3 hrs.
COE 625 Social Justice in School Counseling	3 hrs.
COE 630 Social and Cultural Awareness in School Counseling	3 hrs.
COE 633 Human Development	3 hrs.
COE 635 School Counseling and Special Populations	3 hrs.
COE 655 Ethics, Law and Professional Practice for School Counselors	3 hrs.
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COE 610 Interpreting Data in School Counseling	3 hrs.
COE 620 School Guidance Curriculum	3 hrs.
COE 634 Group Counseling for School Counselors	3 hrs.
COE 650 Programming for School Counseling	3 hrs.
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COE 602 Practicum Lab in Counseling (150 hours in school-based activities)	3 hrs.
COE 691 Internship in Counseling (450 hours of school counseling internship)	3 hrs.

Those without a current Nebraska teaching certificate must also complete 'Tier 0' (option 'b' above):

EDS 620 Exceptional Children (NDE Special Education requirement)	3 hrs.
EDU 601 Critical Issues in Curriculum and Instruction	3 hrs.
EDU 613 Models of Teaching	3 hrs.
EDU 670 Classroom Management	3 hrs.

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

Thirty-six credit hours are required for the Master of Education degree. Fifteen hours of core courses and 21 hours of electives make up the 36 total credit hours required. Select 21 elective credits **from prefixes EDU, EDC, EDS or COE-615, COE-630, COE-633** in consultation with your academic advisor to best meet your professional goals.

DEGREE REQUIREMENTS

EDU 600 Improvement of Instruction OR	3 hrs.
EDU 613 Models of Teaching	3 hrs.
EDU 601 Critical Issues in Curriculum and Instruction	3 hrs.
EDU 602 Assessment for Learning or EDU 614, or EDU 645	3 hrs.
EDU 603 Research Methods	3 hrs.
EDU 604 Culminating Project	3 hrs.
EDU/EDS/EDC electives	21 hrs.

Students requesting transfer of credits for courses taken at other institutions must request official transcripts be sent to Doane's graduate office from the institution where they have completed coursework prior to completing nine hours of graduate work at Doane. Evaluation of transfer credit will be made from official transcripts forwarded directly from the institution granting the credit to Doane. Transcripts issued to students are not acceptable. Each student is responsible for making a formal request to have official transcripts forwarded to the Office of Graduate Studies in Education. The Graduate Program in Curriculum and Instruction will accept a maximum of 12 transfer credits completed within the past seven years. Students may only transfer in classes completed before beginning coursework at Doane. A maximum of six transfer credits will be accepted with the grade of "Pass" or "Credit."

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MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The program was developed collaboratively with practicing school administrators in Nebraska, and it utilizes recommendations from the National Policy Board for Educational Administration. Doane believes the central responsibility of school leaders is to support and enhance teaching and learning, and the program consists of a series of integrated courses and experiences focusing on the various dimensions of school leadership. Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today's schools. Students will be part of a cadre, which provides continuity and support for its members.

DEGREE REQUIREMENTS

EDL 675	Foundations of Educational Leadership	6 hrs.
EDL 680	Elementary Field Experience/Practicum I OR	3 hrs.
EDL 682	Secondary Schools Field Experience/Practicum I	
EDL 683	Elementary Field Experience/Practicum II OR	3 hrs.
EDL 685	Secondary Schools Field Experience/Practicum II	
EDL 621	Leadership Internship	3 hrs.
EDL 686	Advanced Educational Leadership	6 hrs.
EDL 687	Advanced Educational Leadership II	3 hrs.
EDL 695	Research/Project Implementation	3 hrs.
EDU 600	Improvement of Instruction OR	3 hrs.
EDU 613	Models of Teaching OR	
EDL 716	Teacher Supervision and Evaluation	
EDU 601	Critical Issues in Curriculum and Instruction OR	3 hrs.
EDL 714	Diversity, Equity, and Cultural Proficiency	
EDL 676	Assessment for Student Leaders OR	3 hrs.
EDU 602	Assessment for Learning or EDU-645 Assessment of Literacy	

EDUCATION SPECIALIST DEGREE

Leadership for today's schools and for schools of the future demands leaders that are able to go even further and to higher levels of leading. These leaders must, at the very least, demonstrate that they are strategic, visionary, collaborative and adaptive. School leaders must be able to demonstrate the "skill sets" of knowledge, skills, and dispositions in being strategic, visionary, collaborative and adaptive in the performance of responsibilities in such traditional areas as budget and finance, policy development and administration, communications and public relations, care and maintenance of buildings and grounds, and curriculum, instruction and assessment. And, leaders must be able to be strategic, visionary, collaborative and adaptive in new areas of challenge that include areas such as school-community engagement, staff and community collaboration, building capacity within the community and school to support students and their families and to maintain safe school sites and programs, and the building of capacity within the instructional staff to teach all students.

Admission Requirements

Completion of a MA/MS/MEd in administration in an approved program that qualifies the candidate for a building-level, principal endorsement. The completed program must include completion of a one-semester practicum. **OR**, the candidate must hold a current endorsement in building-level administration, **OR** completion of a MA/MS/Med degree and permission of the Dean of the program.

Program Design

The Education Specialist program will include 27 hours of in-class work with a seminar approach. In addition to the in-class seminar work, the candidate for this degree will complete at least 6 hours of internship experiences approved in advance as part of the Leadership and Learning Plan of the candidate.

ESD 705	Issues in Leadership	3 hrs.
ESD 710	School Districts as Organizations	3 hrs.
ESD 715	School Community Communications	3 hrs.
ESD 725	Policy and Political Leadership	3 hrs.
ESD 820	Leading and Responding to Change	3 hrs.
ESD 830	Human Resource Leadership	3 hrs.
ESD 850	Finance, Resource Management, Board Relations	3 hrs.
ESD 910	Ethics of Leadership	3 hrs.
ESD 920	Leadership Internship I	3 hrs.
ESD 930	Curriculum, Instruction & Assessment Design	3 hrs.
ESD 940	Leadership Internship II	3 hrs.

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DOCTORATE OF EDUCATION

Program Design

The Doctorate of Education (EdD) prepares candidates for leadership roles through the development of in-depth and highly specialized knowledge and skills in a specific discipline or specific field of study. While the major focus of the EdD degree program of studies is research, the Doane University EdD is a practitioner's degree and, as a result, the application of the research to current issues, problems or programs will define the research in which the candidate will be engaged. Students will select and complete an area of emphasis for their specialization, typically prior to beginning the Doctoral Core coursework; emphasis options are Leadership or Community & Culture (outlined below).

Admission Requirements

Candidates for the EdD program must have completed a master's degree program from an accredited institution with a minimum 3.0 GPA.

Specialization Coursework (Minimum 27 hours) – Choose one emphasis area:

Leadership Emphasis

ESD 705	Issues in Leadership	3 hrs.
ESD 710	School Districts as Organizations	3 hrs.
ESD 715	School Community Communications	3 hrs.
ESD 725	Politics and Policy Leadership	3 hrs.
ESD 820	Leading and Responding to Change	3 hrs.
ESD 910	Ethics of Leadership	3 hrs.
	Elective coursework at 600 level or beyond	9 hrs.

Community & Culture Emphasis

ECC 705	Introduction to Culture and Community	3 hrs.
ECC 710	Systems as Organizations	3 hrs.
ECC 715	Communication	3 hrs.
ECC 730	Policy & Political Leadership	3 hrs.
ECC 790	Immersion Preparation	0 cred.
ECC 795	Immersion Experience	3 hrs.
ECC 820	Leading & Responding to Change	3 hrs.
	Elective coursework at 600 level or beyond	9 hrs.

Doctoral Core Coursework (Additional 30 hours)

EDU 905	Professional Learning Community I	3 hrs.
EDU 915	Professional Learning Community II	3 hrs.
EDU 925	Professional Learning Community III	3 hrs.
EDU 935	Mixed Methodology and Research Design	3 hrs.
EDU 945	Qualitative Research Design	3 hrs.
EDU 950	Quantitative Research Design	3 hrs.
EDU 985	Dissertation	12 hrs.

Community & Culture Certificate – 21 total hours of coursework required:

ECC 705	Introduction to Culture and Community	3 hrs.
ECC 710	Systems as Organizations	3 hrs.
ECC 715	Communication	3 hrs.
ECC 820	Leading & Responding to Change	3 hrs.
ECC 922	Geographic History of Education	3 hrs.
ECC 930	Culture and Curriculum	3 hrs.
ECC 933	Creating Partnerships	3 hrs.

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COURSEWORK REQUIRED FOR ENDORSEMENTS & SPECIALIZATIONS

Reading Specialist Endorsement

The following 33 hours of course work leads to an endorsement as a K -12 reading specialist. This endorsement requires a regular teaching certificate and two years of teaching prior to beginning work on the endorsement. All courses are 3 credit hours.

Required Courses

EDU 685 Critical Issues in Reading
EDU 663 Reading/Writing in the Content Area
EDU 686 Providing Leadership in Literacy
EDU 640 Literature for Children and Youth
EDU 687 Diagnosis, Assessment and Instruction in Reading
EDU 688 Literature for Adolescents
EDU 689 Internship in Reading Instruction – to be taken after students complete a substantial number of reading specialist courses

Any One of the Following (3 credits)

EDU 690 Writing in the PreK-8 Classroom
EDU 706 Supporting Writers in the Writing Workshop Classroom

Any One of the Following (3 credits)

EDU 602 Assessment for Learning
EDU 614 Assessment Literacy Development
EDU 645 Assessment of Literacy

Any One of the Following (3 credits)

EDU 606 Improving Strategic Instruction in the Language Arts
EDU 634 Reading in the K-6 Classroom
EDU 667 Reading in the 7-12 Classroom
EDU 707 Supporting Readers in the Reading Workshop

Any One of the Following (3 credits)

EDC 612 Developing Literacy in the Primary Grades
EDU 678 Reading in the K-3 Classroom

***The Reading Specialist exam is required for all students prior to certification.**

Reading and Writing Endorsement – 21 total hours of coursework required:

Required Courses for All:

EDU 628 Reading and Writing Instruction for Second Language Learners
EDU 687 Diagnosis, Assessment and Instruction in Reading
EDU 689 Internship in Reading Instruction (field experience)
EDU 706 Supporting Writers in the Writing Workshop

• For those seeking PK-6 Endorsement, students must also complete the following 3 courses:

EDU 634 Reading in the K-6 Classroom
EDU 640 Literature for Children and Youth
EDU 707 Reading in the K-6 Classroom

• For those seeking 7-12 Endorsement, students must also complete the following 3 courses:

EDU 606 Improving Strategic Instruction in the Language Arts
EDU 667 Reading in the 7-12 Classroom
EDU 688 Literature for Adolescents

ESL Endorsement

This endorsement requires a minimum of 15 graduate semester hours of course work. EDU-682 and EDU-684 are required before student registers for EDU-621. All courses are 3 credit hours.

EDU 729 ESL: Communicating in an Educational Environment
EDU 683 Linguistics for ESL Teachers
EDU 684 Methods of Teaching & Assessing ESL Students
EDU 621 Internship in ESL

Plus one of the following (3 credits):

EDU 682 Curriculum for ESL Students
EDU 628 Reading and Writing Instruction for Second Language Learners
EDU 691 ELL Curriculum for Primary Students

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Special Education Endorsement

These courses make up the 25 hours of Required Courses for ALL SPED Certificate candidates –

EDS 605 Behavior Intervention Strategies
EDS 610 Collaborative Teaching: An Inclusion Model
EDS 620 Exceptional Child
EDS 621 Advanced Assessment
EDS 621L Advanced Assessment Practicum (1 credit)
EDS 622 School Programming for Exceptional Youth
EDS 626 Advanced Instructional Modifications and Accommodations for Students
EDS 631 Teaching Strategies for Exceptional Children
EDS 632 Critical Issues in Special Education

Students must also complete one of the options below:

1. Option #1 – For the 7 – 12 Special Education Endorsement complete the following:

EDU 602 or EDU 614 or EDU 645 Assessment
EDS 625 Methods of Teaching Mild/Moderate Special Education
EDU 663 Reading/Writing in the Content Area
EDS 680B Practicum for Special Education 7-12

***For elementary teachers who wish to add this endorsement you must complete an additional practicum experience in a secondary school.**

2. Option #2 – For the K – 6 Special Education Endorsement:

EDU 602 or EDU-614 or EDU-645 Assessment
EDS 625 Methods of Teaching Mild/Moderate Special Education
EDU 663 Reading & Writing in the Content Area
EDS 680A Practicum for Special Education K-6

***For secondary teachers who wish to add this endorsement you must complete a reading course, a writing course and a mathematics course for elementary students.**

***The Special Education: Core Knowledge and App. exam is required for all students prior to certification.**

Early Childhood Endorsement

Students wishing to pursue the Early Childhood endorsement should have a current Nebraska teaching certificate in elementary education.

EDC 612 Developing Literacy in the Primary Classroom
EDC 614 Developmentally Appropriate Practices: The Primary Program
EDC 616 Critical Issues in Early Childhood Education
EDU 602 Assessment for Learning **OR**
EDU 645 Assessment of Literacy
EDC 680 Practicum in Early Childhood

Any one of the Following Courses (3 Credits)

EDU 609 Student Centered K-5 Math
EDU 677 Math for Young Children
EDU 678 Reading in the K-3 Classroom
EDU 690 Writing in the PreK-8 Classroom
EDU 691 ELL Curriculum for Primary Students
EDU 708 Center Based Activities in the Primary Classroom

SEL Specialization

This specialization consists of 5 courses, 15 credit hours of coursework. *While there is no current NDE endorsement for this specialization, this specialization will be denoted on your Doane transcript upon completion of coursework.*

Courses to be taken in this order:

EDU 743 Building Mindful Classroom: Personal Practices
EDU 744 Building Mindful Classroom: Classroom Practices

These courses may be taken in any sequence at any time in the program:

EDU 745 Trauma: Educating Through Experiences
EDU 746 SEL Building a Classroom into a Community
EDU 747 Teaching Empathy: Changing Humanity

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COURSES AND LOCATIONS

COE	601	Counseling Theories and Methods for K-12 Schools	Online , Remote
COE	605	Critical Issues in School Counseling	Lincoln
COE	610	Interpreting Data in School Counseling	Lincoln , Omaha
COE	615	Counseling Skills and Crisis Intervention	Online , Omaha , Remote
COE	616	College and Career Readiness	Online , Lincoln , Omaha
COE	620	School Guidance Curriculum	Online
COE	622	Counseling Practices	Remote
COE	625	Social Justice in School Counseling	Online , Lincoln
COE	630	Social and Cultural Awareness in School Counseling	Online , Remote
COE	633	Human Development K-12	Online , Lincoln , Omaha
COE	634	Group Counseling for School Counselors	Lincoln , Omaha
COE	635	School Counseling and Special Populations	Lincoln , Omaha
COE	650	Programming for School Counseling	Lincoln , Omaha
COE	655	Ethics, Law & Professional Practice for School Counselors	Online
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EDC	612	Developing Literacy in the Primary Classroom	Online , Lincoln
EDC	616	Critical Issues in Early Childhood	Omaha
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EDS	605	Behavior Intervention Strategies (prev. EDS 699)	Online , Lincoln
EDS	620	Exceptional Children	Online , Lincoln (limited reg), Omaha
EDS	622	School Programming for Exceptional Youth	Online , Lincoln (limited reg)
EDS	625	Methods of Teaching Mild/Moderate Special Education	Online , Lincoln
EDS	626	Advanced Instructional Modifications and Accommodations	Online , Lincoln
EDS	631	Teaching Strategies for Exceptional Children	Online , Lincoln
EDS	632	Critical Issues in Special Education	Online
EDS	665	Beginning Teacher Seminar – Special Education (Initial Cert Only)	Crete , Lincoln
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EDU	600	Improvement of Instruction	Online , Omaha
EDU	601	Critical Issues in C&I	Online , Lincoln , Omaha , Remote
EDU	602	Assessment for Learning	Online , Lincoln , North Platte , Remote
EDU	603	Research Methods	Online , Lincoln , Omaha , Remote
EDU	605	Self-Care for Educators	Online , Remote
EDU	607	Building Communities in the Classroom	Lincoln , Omaha
EDU	611	Methods for Teaching Middle School Math	Lincoln
EDU	613	Models of Teaching	Online , Lincoln , Remote
EDU	616	Best Strategies for Engaging Parents	Omaha , Remote
EDU	618	Strategies to Enliven the Classroom	Online
EDU	621	Internship for ESL	Online
EDU	622	Study Strategies for Struggling Middle and High School Students	Online
EDU	623	Growth Mindset in the Classroom	Online
EDU	624	Multicultural Education & Practices	Remote (limited reg)
EDU	625	Integrating Technology with Purpose	Online , Lincoln (limited reg)
EDU	627	Meeting Learner Needs through Multiple Intelligences	Online
EDU	628	Reading and Writing for Second Language Learners	Crete (limited reg), Lincoln , Remote
EDU	632	Unleash Creativity in Math	Grand Island
EDU	635	Visual Phonics	Remote
EDU	638	Integrating Technology in the Classroom	Remote
EDU	640	Literature for Children and Youth	Online
EDU	641	Language Arts and Reading I (Initial Cert Only)	Lincoln , Omaha
EDU	642	A Survival Guide for Tired Teachers	Remote
EDU	644	Methods of Teaching Sci and Social Studies for Elementary (Initial Cert Only)	Lincoln
EDU	646	Teaching K-8 Science with Everyday Things	Lincoln
EDU	651	Practical Behavior Interventions for Gen & Spec. Ed Classrooms	Online
EDU	653	Teaching Critical Thinking	Omaha
EDU	657	Strategies for Teaching Special Ed. Students in Gen Ed.	Remote
EDU	659	Differentiated Curriculum in the Regular Classroom	Online
EDU	661	Foundations of Teaching (Initial Cert Only)	Lincoln , Omaha
EDU	662	Personalized Learning Strategies in the Classroom	Remote
EDU	663	Reading and Writing in the Content Area	Online , Lincoln (limited reg), Omaha

All courses listed in this publication are contingent upon enrollment.

EDU	664	<i>Beginning Teacher Seminar – Elementary (Initial Cert Only)</i>	Crete , Lincoln
EDU	665	<i>Beginning Teacher Seminar – Secondary (Initial Cert Only)</i>	Crete , Lincoln
EDU	666	<i>Top Tech Tools for Teachers</i>	Remote
EDU	668	<i>Sparking Student Curiosity</i>	Online
EDU	669	<i>Cooperative Learning</i>	Online
EDU	670	<i>Classroom Management</i>	Online , Lincoln
EDU	673	<i>3 R's of Effective Instruction</i>	Online
EDU	674	<i>Meeting the Needs of At-Risk Students</i>	Remote
EDU	675	<i>Sign Lang & Teaching the Deaf/Hard of Hearing</i>	Remote
EDU	678	<i>Reading in the K-3 Classroom</i>	Omaha , Remote
EDU	682	<i>Curriculum for ESL Students</i>	Online
EDU	683	<i>Linguistics for ESL Teachers</i>	Online
EDU	684	<i>Methods of Teaching & Assessing ESL Students</i>	Online
EDU	685	<i>Critical Issues in Reading</i>	Online
EDU	686	<i>Providing Leadership in Literacy</i>	Online
EDU	687	<i>Diagnosis, Assessment, and Instruction of Reading</i>	Online
EDU	688	<i>Literature for Adolescents</i>	Remote
EDU	690	<i>Writing in the Primary Classroom</i>	Online , Remote
EDU	692	<i>Fine Arts for Elementary Teachers</i>	Lincoln
EDU	699	<i>Closing the Gap with Struggling Readers</i>	Omaha
		<i>Developing Online/ Distance Curriculum and Materials</i>	Remote
		<i>Effect. Implementation of High Quality Instructional Materials</i>	Neligh , Omaha
		<i>Effect. Small Group Reading Instruction and Intervention</i>	Remote
		<i>Engaging/Motivating Students to Read Independently</i>	Omaha
		<i>Motivating Readers</i>	Online
		<i>Start a Writing Revolution in Your Classroom</i>	Online
		<i>Teaching First, Technology Second</i>	Remote
		<i>Tools for Engagement</i>	Omaha
		<i>Why High-Quality Instructional Materials</i>	Remote
EDU	707	<i>Supporting Readers in the Reading Workshop</i>	Online
EDU	714	<i>Developing Positive Learning Environments</i>	Online
EDU	729	<i>ESL: Communicating in the Educational Environment</i>	Online
EDU	733	<i>Classroom Connections</i>	Lincoln , Omaha
EDU	738	<i>Children, Youth, and Family</i>	Lincoln (limited reg), Omaha
EDU	739	<i>PE Methods for Elementary Teachers (Initial Cert Only)</i>	Lincoln
EDU	740	<i>Google Chrome and Apps in the Classroom</i>	Online , Remote
EDU	743	<i>Building a Mindful Classroom: Personal Practices</i>	Online
EDU	744	<i>Building a Mindful Classroom: Classroom Practices</i>	Online , Omaha
EDU	745	<i>Trauma: Educating Through Experiences</i>	Remote
EDU	746	<i>SEL: Building a Classroom into a Community</i>	Online , Omaha
EDU	747	<i>Teaching Empathy: Changing Humanity</i>	Online , Remote
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EDL	621	<i>Leadership Internship</i>	Lincoln , Omaha
EDL	675	<i>Foundations of Educational Leadership</i>	Lincoln , Omaha , North Platte
EDL	686	<i>Advanced Educational Leadership</i>	Lincoln , Omaha
EDL	710	<i>Special Education for Leaders</i>	Lincoln/Omaha (combined)
EDL	712	<i>Leadership of Education-based Secondary Activities and Athletics</i>	Lincoln
EDL	714	<i>Diversity, Equity and Cultural Proficiency</i>	Omaha
EDL	718	<i>Leadership of Early Childhood and Elementary Education</i>	Online
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ESD	715	<i>School-Community Communications</i>	Lincoln
ESD	850	<i>Finance, Resource Management, Board Relations</i>	Lincoln
ESD	910	<i>Ethics of Leadership</i>	Lincoln
ESD	920	<i>Leadership Internship I</i>	Lincoln (Arranged)
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EDU	925	<i>Professional Learning Community III</i>	Lincoln
EDU	945	<i>Qualitative Research Design</i>	Lincoln
EDU	985	<i>Dissertation</i>	Lincoln (Arranged)

All courses listed in this publication are contingent upon enrollment.

SUMMER 2023 GRADUATE CLASSES

ONLINE COURSES (asynchronous)

ALL ONLINE COURSES will run June 5 through July 17, 2023.
Students must register by the first day of class, no later than Sunday, June 4th.

Online courses are on Canvas Learning Management System. Students access Canvas at <https://doane.instructure.com/>

**Please note: online courses will require weekly assignments and prompt responses on Canvas. In most instances, online courses require more hours of work than attendance at a traditional course. Please keep this in mind, as withdrawal from the course after the deadline may result in additional fees. Failure to pay for or complete the work for the course does not mean a student will be dropped from the course – see page 4 for additional information.

Summer Registration in [Student Planning](#) opens March 20 and closes June 4, 2023 for online sections.
All textbooks can be found here www.doaneuniversityshop.com

COE 601-1	Counseling Theories and Methods for K-12 Schools	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 615-1	Counseling Skills and Crisis Intervention	Online	Kim Jacobson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 616-1	College and Career Readiness	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 620-1	School Guidance Curriculum	Online	Rachel Catlett
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 625-1	Social Justice in School Counseling	Online	Kim Jacobson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 630-1	Social and Cultural Awareness in School Counseling	Online	Cynthia Gooch
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 633-1	Human Development K-12	Online	Janet Schwager
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 655-1	Ethics, Law & Professional Practice for School Counselors	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
EDC 616-1	Critical Issues in Early Childhood	Online	Jena Deaver
*Required course for Early Childhood Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDL 718-1	Leadership of Early Childhood and Elementary Education	Online	Lynn Fuller
*Elective course for Educational Leadership program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDS 605-1	Behavior Intervention Strategies	Online	Rudi Wolfe
*Required course for Special Education Endorsement (prev. EDS 699)			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 620-1	Exceptional Children	Online	Alissa Hinz
*Required course for Special Education Endors. + School Counseling 'Tier 0' for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 622-1	School Programming for Exceptional Youth	Online	Mindy Roberts
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 625-1	Methods of Teaching Mild/Moderate Special Education	Online	Kristin Fangmeyer
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 626-1	Advanced Instructional Modifications	Online	Marylou Schlieder
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 631-1	Teaching Strategies for Exceptional Children	Online	Alisha Bollinger
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 632-1	Critical Issues in Special Education	Online	Marylou Schlieder
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 600-1	Improvement of Instruction	Online	Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613 .			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-1	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-2	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 602-1	Assessment for Learning	Online	Deb Fetch
*Required course for Curriculum & Instruction program and endorsements.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-1	Research Methods	Online	Julie Martin
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2023 following completion of EDU 603 .			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-2	Research Methods	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2023 following completion of EDU 603 .			
Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 605-1	Self-Care for Educators	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 613-1	Models of Teaching	Online	Sara Zabrowski-Gates
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600 . *Also required for School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 618-1	Strategies to Enliven the Classroom: Active Learning	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 621-1	Internship for ESL	Online	Dana Martin
*Required course for ESL endorsement . Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 622-1	Study Strategies for Struggling Middle/High School Students	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 623-1	Growth Mindset in the Classroom	Online	Jena Deaver
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 625-1	Integrating Technology with Purpose	Online	Janet Carriker
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 627-1	Meeting Learner Needs through Multiple Intelligences	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 640-1	Literature for Children and Youth	Online	Ashley Rockey
*Required course for Reading Specialist and PK-6 Reading & Writing endorsements . Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 651-1	Practical Behavior Interventions for Gen & Spec Ed Classroom	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 659-1	Differentiated Curriculum in the Regular Classroom	Online	Tassie Little
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 663-1	Reading and Writing in the Content Area	Online	Gina Pospichal
*Required course for Reading Specialist and Special Education endorsements . Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 668-1	Sparking Student Curiosity	Online	Angie Sandy
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 669-1	Cooperative Learning	Online	Makenzie Scollard
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 670-1	Classroom Management	Online	Cara Heminger
*Required course for School Counseling ‘Tier 0’ for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 673-1	3 R’s of Effective Instruction	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 682-1	Curriculum for ESL Students	Online	Dana Martin
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 683-1	Linguistics for ESL Teachers	Online	Josh Pope
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 684-1	Methods of Teaching & Assessing ESL Students	Online	Dana Martin
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 685-1	Critical Issues in Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 686-1	Providing Leadership in Literacy	Online	Sue Pieper
*Required course for Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 687-1	Diagnosis, Assessment, and Instruction of Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 690-1	Writing in the Primary Classroom	Online	Casey Klein
*Course meets requirement within Reading Specialist and Early Childhood endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-1	Start a Writing Revolution in Your Classroom	Online	Brittney Bills
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-2	Motivating Readers	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 707-1	Supporting Readers in the Intermediate Grades	Online	Jen Johnson
*Required course for PK-6 Reading & Writing + meets requirement for Reading Specialist Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 714-1	Developing Positive Learning Environments	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 729-1	ESL: Communicating in the Educational Environment	Online	Dana Martin
*Required course for ESL Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 740-1	Google Chrome and Apps in the Classroom	Online	Josh Allen
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 743-1	Building a Mindful Classroom: Personal Practices	Online	David Fringer Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 744-1	Building a Mindful Classroom: Classroom Practices	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 746-1	SEL: Building a Classroom into a Community	Online	Marty Fetch Erin Eckholt
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 747-1	Teaching Empathy: Changing Humanity	Online	Amber Cownie
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

GRAND ISLAND

Classes will meet at GIPS Kneale Building, 123 S Webb Rd. – unless otherwise noted.

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

» **Week 4: June 26 – June 30**

June 26-30 – GIPS Kneale Building – 123 S Webb Rd.			
EDU 632-G4	Unleash Creativity in Math	8:00am-5:30pm	Scott Phillips
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

(Please see [‘Remote’](#) course section for additional synchronous course options)

All courses listed in this publication are contingent upon enrollment.

MAY 2023 CRETE GRADUATE COURSEWORK

Classes will meet at Doane University, 1014 Boswell Ave, Crete or on the Lincoln Campus, 303 N. 52nd, Lincoln.

*** REGISTRATION FOR THESE COURSES LIMITED TO MAY 2023 DOANE GRADUATES! ***

All textbooks can be found here www.doaneuniversityshop.com

» May 22 – June 2:

May 22-26, May 30-June 2 – <i>Lincoln Campus, Administration Building (5000 Central Park Drive), Classroom 116</i>		
EDU 602-C1 Assessment for Learning	8:00am-5:30pm	Julie Martin
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

» June 5 – June 9:

June 5-June 9 – <i>Lincoln Campus, Administration Building (5000 Central Park Drive), Classroom 116</i>		
EDU 663-C1 Reading and Writing in the Content Area	8:00am-5:30pm	Gina Pospichal
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 5-June 9 – <i>Lincoln Campus, Fred Brown Center (303 N 52nd St), Classroom TBD</i>		
EDS 626-C1 Advanced Instructional Modifications	8:00am-5:30pm	Trina Pettit
*Registration limited to May 2023 Doane graduates.		
A \$20 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.		

» June 12 – June 16:

June 12-June 16 – <i>Crete Campus, Chab-Weyers Education Building, Classroom 236/238</i>		
EDU 628-C2 Reading and Writing for Second Language Learners	8:00am-5:30pm	Kristi Mulliner
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 12-June 16 – <i>Lincoln Campus, Administration Building (5000 Central Park Drive), Classroom 117</i>		
EDS 620-L2 Exceptional Children	8:00am-5:30pm	Jill Timmons
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 12-June 16 – <i>Lincoln Campus, Fred Brown Center (303 N 52nd St), Classroom TBD</i>		
EDS 622-L2 School Programming for Exceptional Youth	8:00am-5:30pm	Trina Pettit
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

» June 19 – June 23:

June 19-June 23 – <i>Crete Campus, Chab-Weyers Education Building, Classroom TBD</i>		
EDU 664-C3 Beginning Teacher Seminar - ELEMENTARY	8:00am-5:30pm	Nikki Piper
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 19-June 23 – <i>Crete Campus, Chab-Weyers Education Building, Classroom TBD</i>		
EDU 665-C3 Beginning Teacher Seminar – SECONDARY/K-12	8:00am-5:30pm	Cara Heminger
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 19-June 23 – <i>Crete Campus, Chab-Weyers Education Building, Classroom TBD</i>		
EDS 665-C3 Beginning Teacher Seminar – SPECIAL ED	8:00am-5:30pm	Trina Pettit
*Registration limited to May 2023 Doane graduates.		
Please check www.doaneuniversityshop.com to see if a text is required.		

All courses listed in this publication are contingent upon enrollment.

LINCOLN

Classes will meet at Doane University-Lincoln campus, 303 North 52nd Street – unless otherwise noted.

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies. All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

**Students must be accepted into an Educational Leadership Cadre to register for these courses.*

Students must register by June 5th, 2023 to avoid late registration charges.

EDL 621-L1	Leadership Internship	Arranged	Bess Scott
<i>Monday-Friday, June 5-June 23 – Fred Brown, Room 303</i>			
EDL 675-L1	Foundations of Educational Leadership		Kris Morrison
<i>Monday-Friday, July 10-July 27 – Fred Brown, Room 303</i>			
EDL 686-L1	Advanced Educational Leadership		Bess Scott

Education Specialist (EdS) Courses –

**Students must be accepted into an Education Specialist Cadre to register for these courses.*

Students must register by June 5th, 2023 to avoid late registration charges.

<i>June 3-4, June 18, July 22-23 – Administration Building, Room 116</i>			
ESD 715-L1	School-Community Communications		Melissa Poloncic Mitch Kubicek
<i>June 10-11, June 25, July 9, July 15 – Admin. Building, Room 116 (July 15 meeting will be held in Fred Brown Center)</i>			
ESD 910-L1	Ethics of Leadership		Shureen Seery Cindy Gray John Schwartz
<i>June 17, June 25-26 (Sun-Mon), July 14-15 (Fri-Sat) – Administration Building, Room 116</i>			
ESD 850-L1	Finance, Resource Management, Board Relations		Trudy Clark Josh Fields
<i>Arranged – June-July</i>			
ESD 920-L1	Leadership Internship I	Arranged	Cindy Gray

Doctorate of Education (EdD) Courses -

**Students must be accepted into a Doctorate of Education Cadre to register for these courses.*

Students must register by June 5th, 2023 to avoid late registration charges.

<i>June 10-11, July 15-16, August 12 - Administration Building, Room 117</i>			
EDU 925-L1	Professional Learning Community III		Cate Sommervold
<i>June 3-4, July 8-9, July 29 - Administration Building, Room 117</i>			
EDU 945-L1	Qualitative Research Design		Tiffany Young Debbie Miller
EDU 985-L1	Dissertation	Arranged	Cate Sommervold

» May 30 – June 2 (Initial Certification Students ONLY)

****Initial Certification (Fast Track) students ONLY****

<i>May 30-June 2 – Doane University – Administration Building, Room 117</i>			Carrie Rath
EDU 661-L1	Foundations of Teaching	8:00am-5:30pm	Deb Stuto
Please check www.doaneuniversityshop.com to see if a text is required.			Emily Griesch

All courses listed in this publication are contingent upon enrollment.

****Initial Certification (Fast Track) students ONLY****

June 2-June 16 – Doane University – Fred Brown Center, Room TBD
EDS 665-L1 Beginning Teacher Seminar – Special Education Fri. 12:00-4:00pm
 8:00am-5:30pm Tracy Nelson
 Please check www.doaneuniversityshop.com to see if a text is required.

****Initial Certification (Fast Track) students ONLY****

June 2-June 16 – Doane University – Administration Building, Room 117
EDU 664-L1 Beginning Teacher Seminar - Elementary Fri. 3:00-5:00pm
 8:00am-5:30pm Carrie Rath
 Please check www.doaneuniversityshop.com to see if a text is required.

****Initial Certification (Fast Track) students ONLY****

June 2-June 16 – Doane University – Fred Brown Center, Room TBD
EDU 665-L1 Beginning Teacher Seminar - Secondary Fri. 12:00-4:00pm
 8:00am-5:30pm Emily Griesch
 Please check www.doaneuniversityshop.com to see if a text is required.

» Week 1: June 5 – June 9

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
COE 610-L1 Interpreting Data in School Counseling 8:00am-5:30pm Jodie Green
 *Required course for **School Counseling** degree – Tier 2.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
EDU 601-L1 Critical Issues in Curriculum and Instruction 8:00am-5:30pm Marilyn Johnson-Farr
 *Required course for **C&I** and **EDL** programs + **School Counseling** ‘Tier 0’ for those not certified to teach.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
EDU 613-L1 Models of Teaching 8:00am-5:30pm Cara Heminger
 *Required course for **Curriculum & Instruction** and **EDL** programs. Fills same requirement as **EDU 600**.
 *Also required for **School Counseling** ‘Tier 0’ for those not certified to teach.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
EDU 628-L1 Reading and Writing for Second Language Learn. 8:00am-5:30pm Angie Wagoner
 *Course meets a requirement for **Reading & Writing** endorsement; also meets requirement for **ESL** endorsement (meets same requirement as **EDU 682** or **EDU 691** for **ESL**).
 Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
EDU 646-L1 Teaching K-8 Science with Everyday Things 8:00am-5:30pm Russ Souchek
 *Elective course for C&I program or non-degree seeking students.
 A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University – Fred Brown Center, Room TBD
EDU 733-L1 Classroom Connections 8:00am-5:30pm Amber Becker
 *Elective course for C&I program or non-degree seeking students.
 Please check www.doaneuniversityshop.com to see if a text is required.

» Week 2: June 12 – June 16

****Initial Certification (Fast Track) students ONLY****

June 12-June 16 – Doane University – Administration Building, Room 117
EDS 620-L2 Exceptional Children 8:00am-5:30pm Jill Timmons
 Please check www.doaneuniversityshop.com to see if a text is required.

****Initial Certification (Fast Track) students ONLY****

June 12-June 16 – Doane University – Fred Brown Center, Room TBD
EDS 622-L2 School Programming for Exceptional Youth 8:00am-5:30pm Trina Pettit
 Please check www.doaneuniversityshop.com to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

Initial Certification (Fast Track) students ONLY			
June 12-June 16 – Doane University – Fred Brown Center, Room TBD			
EDU 739-L2 PE Methods for Elementary Teachers	8:00am-5:30pm		Heather Leader
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16– Doane University – Fred Brown Center, Room TBD			
COE 616-L2 College and Career Readiness	8:00am-5:30pm		Tami Wegener
*Required course for School Counseling degree – Tier 1.			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16 – Doane University – Fred Brown Center, Room TBD			
EDL 712-L2 Leadership of Ed-based Sec. Activities & Athletics	8:00am-5:30pm		JJ Toczek
*Elective course for Educational Leadership program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16– Doane University – Fred Brown Center, Room TBD			
EDS 605-L2 Behavior Intervention Strategies	8:00am-5:30pm		Rudi Wolfe
*Required course for Special Education Endorsement (prev. EDS 699)			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16– Doane University – Fred Brown Center, Room TBD			
EDU 601-L2 Critical Issues in Curriculum and Instruction	8:00am-5:30pm		JL Vertin
*Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16 – Doane University – Fred Brown Center, Room TBD			
EDU 603-L2 Research Methods	8:00am-5:30pm		Marilyn Johnson-Farr
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Lincoln with same instructor in Fall 2023 following completion of EDU 603.			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 12-June 16 – Doane University – Fred Brown Center, Room TBD			
EDU 670-L2 Classroom Management	8:00am-5:30pm		Cara Heminger
*Required course for School Counseling ‘Tier 0’ for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			
» Week 3: June 19 – June 23			
Initial Certification (Fast Track) students ONLY			
June 19-June 23– Doane University – Fred Brown Center, Room TBD			
EDU 644-L3 Methods of Teaching Sci. and Soc. Studies for Elem.	8:00am-5:30pm		Rod Diercks
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 19-June 23 – Doane University – Administration Building, Room 116			
EDU 738-L3 Children, Youth, and Family	8:00am-5:30pm		Tracey Peterson
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 19-June 23 – Doane University – Fred Brown Center, Room TBD			
COE 634-L3 Group Counseling for School Counselors	8:00am-5:30pm		Rachel Catlett
* Required course for School Counseling degree – Tier 2.			
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
June 19-June 23 – Doane University – Fred Brown Center, Room TBD			
EDS 626-L3 Advanced Instructional Modifications	8:00am-5:30pm		Jill Timmons
*Required course for Special Education Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

June 19-June 23 – Doane University – Fred Brown Center, Room TBD
EDU 601-L3 Critical Issues in Curriculum and Instruction 8:00am-5:30pm Tanner Penrod
*Required course for **C&I** and **EDL** programs + **School Counseling** ‘Tier 0’ for those not certified to teach.
Please check www.doaneuniversityshop.com to see if a text is required.

June 19-June 23 – Doane University – Fred Brown Center, Room TBD
EDU 603-L3 Research Methods 8:00am-5:30pm Julie Martin
*Required course for **Curriculum & Instruction** program. Should be taken toward end of program; **EDU 604** must be taken in Lincoln with same instructor in Fall 2023 following completion of **EDU 603**.
Please check www.doaneuniversityshop.com to see if a text is required.

June 19-June 23 – Doane University – Fred Brown Center, Room TBD
EDU 607-L3 Building Communities in the Classroom 8:00am-5:30pm Carrie Rath
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

» **Week 4: June 26 – June 30**

****Initial Certification (Fast Track) students ONLY****
June 26-June 30 – Doane University – Fred Brown Center, Room TBD
EDU 641-L4 Language Arts & Reading I 8:00am-5:30pm Alan Eighme
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD
COE 633-L4 Human Development K-12 8:00am-5:30pm Sally Carlson
* Required course for **School Counseling** degree – Tier 1.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD
COE 650-L4 Programming for School Counseling 8:00am-5:30pm Rick Richards
* Required course for **School Counseling** degree – Tier 2.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD & Omaha, Location TBD
EDL 710-A4 Special Education for Leaders 8:00am-5:30pm Cindy Brunken
*Elective course for **Educational Leadership** program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD
EDU 601-L4 Critical Issues in Curriculum and Instruction 8:00am-5:30pm Marilyn Johnson-Farr
*Required course for **C&I** and **EDL** programs + **School Counseling** ‘Tier 0’ for those not certified to teach.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Administration Building, Room 117
EDU 602-L4 Assessment for Learning 8:00am-5:30pm Julie Martin
*Required course for **Curriculum & Instruction** program and endorsements.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD
EDU 611-L4 Methods for Teaching Middle School Math 8:00am-5:30pm JL Vertin
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – Doane University – Fred Brown Center, Room TBD
EDU 613-L4 Models of Teaching 8:00am-5:30pm Cara Heminger
*Required course for **Curriculum & Instruction** and **EDL** programs. Fills same requirement as **EDU 600**.
*Also required for **School Counseling** ‘Tier 0’ for those not certified to teach.
Please check www.doaneuniversityshop.com to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

» Week 6: July 10 – July 14

****Initial Certification (Fast Track) students ONLY****

July 10-July 14– Doane University – Fred Brown Center, Room TBD

EDU 663-L6 Reading and Writing in the Content Area

8:00am-5:30pm

Gina Pospichal

Please check www.doaneuniversityshop.com to see if a text is required.

****Initial Certification (Fast Track) students ONLY****

July 10-July 14– Doane University – Fred Brown Center, Room TBD

EDU 692-L6 Fine Arts for Elementary Teachers

8:00am-5:30pm

Sarah Cal

Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – Doane University – Administration Building, Room 117

COE 605-L6 Critical Issues in School Counseling

8:00am-5:30pm

Jodie Green

* Required course for **School Counseling** degree – Tier 1.

Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – Doane University – Fred Brown Center, Room TBD

COE 635-L6 School Counseling and Special Populations

8:00am-5:30pm

Erlinda Amen

* Required course for **School Counseling** degree – Tier 1.

Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – Doane University – Fred Brown Center, Room TBD

EDS 631-L6 Teaching Strategies for Exceptional Children

8:00am-5:30pm

Jill Timmons

*Required course for **Special Education** Endorsement.

Please check www.doaneuniversityshop.com to see if a text is required.

» Week 7: July 17 – July 21

****Initial Certification (Fast Track) students ONLY****

July 17-July 21 – Doane University – Fred Brown Center, Room TBD

EDS 625-L7 Methods of Teaching Mild/Mod Special Education

8:00am-5:30pm

Trina Pettit

Please check www.doaneuniversityshop.com to see if a text is required.

****Initial Certification (Fast Track) students ONLY****

July 17-July 21 – Doane University – Administration Building, Room 117

EDU 625-L7 Integrating Technology with Purpose

8:00am-5:30pm

Scott Phillips

Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – Doane University – Administration Building, Room 116

COE 625-L7 Social Justice in School Counseling

8:00am-5:30pm

Jodie Green

* Required course for **School Counseling** degree – Tier 1.

Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – Doane University – Fred Brown Center, Room TBD

EDC 612-L7 Developing Literacy in the Primary Classroom

8:00am-5:30pm

Nikki Piper

*Required course for **Early Childhood** Endorsement + fills requirement for **Reading Specialist** Endorsement.

Please check www.doaneuniversityshop.com to see if a text is required.

(Please see ‘Remote’ course section for additional synchronous course options)

All courses listed in this publication are contingent upon enrollment.

NELIGH

Classes will meet at ESU 8, 110 W 3rd St, Neligh, NE 68756 – unless otherwise noted.

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

» Week 6: July 10 – July 14

July 10-July 14 – ESU 8, 110 W 3rd St, Neligh

EDU 699-A6 Effect. Implementation of High Quality Instruct. Mat. 8:00am-5:30pm

Katrina Gotschall

*Elective course for C&I program or non-degree seeking students.

Please check www.doaneuniversityshop.com to see if a text is required.

(Please see '[Remote](#)' course section for additional synchronous course options)

NORTH PLATTE

Classes will meet at ESU 16, 1221 W 17th St, North Platte, NE 69101– unless otherwise noted.

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

**Students must be accepted into an Educational Leadership Cadre to register for these courses.*

Students must register by June 5th, 2023 to avoid late registration charges.

Monday-Friday, June 26-July 14 – ESU 16, 1221 W 17th St, North Platte

EDL 675-N1 Foundations of Educational Leadership

Teresa Perkins
Bess Scott

» Week 7: July 17 – July 21

July 17-July 21 – ESU 16, 1221 W 17th St, North Platte

EDU 602-N7 Assessment for Learning

8:00am-5:30pm

Julie Martin

*Required course for **Curriculum & Instruction** program and endorsements.

Please check www.doaneuniversityshop.com to see if a text is required.

(Please see '[Remote](#)' course section for additional synchronous course options)

All courses listed in this publication are contingent upon enrollment.

OMAHA

Classes will meet at Doane University-Omaha Campus at 4020 S. 147th St. or alternate locations – please see individual course details for location information.

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies. All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

*Students must be accepted into an Educational Leadership Cadre to register for these courses.

Students must register by June 5th, 2023 to avoid late registration charges.

EDL 621-O2	Leadership Internship	Arranged	Teresa Perkins
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Monday-Friday, June 5-June 23 – Omaha Campus, 4020 S. 147th St.

EDL 675-O2	Foundations of Educational Leadership		Anna Thoma
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Monday-Friday, July 10-July 27 – Omaha Campus, 4020 S. 147th St.

EDL 686-O2	Advanced Educational Leadership		Teresa Perkins
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» May 22 – May 26 (Initial Certification Students ONLY)

****Initial Certification (Fast Track) students ONLY****

May 22-May 26 – Doane University –4020 S. 147th St.

EDU 661-O1	Foundations of Teaching	8:00am-5:30pm	Carrie Rath
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Please check www.doaneuniversityshop.com to see if a text is required.

Deb Stuto

» Week 1: June 5 – June 9

June 5-June 9 – Doane University, 4020 S. 147th St.

EDL 714-O1	Diversity, Equity, and Cultural Proficiency	8:00am-5:30pm	Jamar Dorsey
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*Elective course for Educational Leadership program or non-degree seeking students.

Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University, 4020 S. 147th St.

EDU 678-O1	Reading in the K-3 Classroom	8:00am-5:30pm	Libby Dreier
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*Course meets a requirement within Reading Specialist and Early Childhood endorsements.

Please check www.doaneuniversityshop.com to see if a text is required.

June 5-June 9 – Doane University, 4020 S. 147th St.

EDU 744-O1	Building a Mindful Classroom: Classroom Practices	8:00am-5:30pm	Marty Fetch
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*SEL Specialization course; elective course for C&I program or non-degree seeking students.

Please check www.doaneuniversityshop.com to see if a text is required.

» Week 2: June 12 – June 16

****Initial Certification (Fast Track) students ONLY****

June 12-June 16 – Doane University, 4020 S. 147th St.

EDU 641-O2	Language Arts & Reading I	8:00am-5:30pm	Tracey Peterson
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Please check www.doaneuniversityshop.com to see if a text is required.

June 12-June 16 – Doane University, 4020 S. 147th St.

COE 633-O2	Human Development K-12	8:00am-5:30pm	Sally Carlson
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* **Required course for School Counseling degree – Tier 1.**

Please check www.doaneuniversityshop.com to see if a text is required.

June 12-June 16 – Doane University, 4020 S. 147th St.

COE 635-O2	School Counseling and Special Populations	8:00am-5:30pm	Erlinda Amen
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* **Required course for School Counseling degree – Tier 1.**

Please check www.doaneuniversityshop.com to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

June 12-June 16 – *Omaha, Alternative Location TBA*
EDU 616-O2 Best Strategies for Engaging Parents 8:00am-5:30pm Libby Dreier
 *Elective course for C&I program or non-degree seeking students.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 12-June 16 – *Doane University, 4020 S. 147th St.*
EDU 746-O2 SEL: Building a Classroom into a Community 8:00am-5:30pm Marty Fetch
 *SEL Specialization course; elective course for C&I program or non-degree students.
 A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

» **Week 3: June 19 – June 23**

June 19-June 23 – *Doane University, 4020 S. 147th St.*
COE 615-O3 Counseling Skills and Crisis Intervention 8:00am-5:30pm Jennifer Bass
 *Required course for School Counseling degree – Tier 1.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 19-June 23 – *Doane University, 4020 S. 147th St.*
EDC 616-O3 Critical Issues in Early Childhood 8:00am-5:30pm Libby Dreier
 *Required course for Early Childhood Endorsement.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 19-June 23 – *Doane University, 4020 S. 147th St.*
EDS 620-O3 Exceptional Children 8:00am-5:30pm Shawna Johnson
 *Required course for Special Education Endors. + School Counseling ‘Tier 0’ for those not certified to teach.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 19-June 23 – *Doane University, 4020 S. 147th St.*
EDU 603-O3 Research Methods 8:00am-5:30pm Chloe Fox-Healy
 *Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Omaha with same instructor in Fall 2023 following completion of EDU 603.
 Please check www.doaneuniversityshop.com to see if a text is required.

» **Week 4: June 26 – June 30**

June 26-June 30 – *Omaha, Alternative Location TBA & Lincoln Fred Brown Center, Room TBD*
EDL 710-A4 Special Education for Leaders 8:00am-5:30pm Cindy Brunken
 *Elective course for Educational Leadership program or non-degree seeking students.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – *Doane University, 4020 S. 147th St.*
COE 610-O4 Interpreting Data in School Counseling 8:00am-5:30pm Jodie Green
 *Required course for School Counseling degree – Tier 2.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – *Doane University, 4020 S. 147th St.*
EDU 600-O4 Improvement of Instruction 8:00am-5:30pm Deb Fetch
 *Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613.
 A \$20 fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – *Doane University, 4020 S. 147th St.*
EDU 653-O4 Teaching Critical Thinking 8:00am-5:30pm Tassie Little
 *Elective course for C&I program or non-degree seeking students.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 26-June 30 – *Doane University, 4020 S. 147th St.*
EDU 663-O4 Reading and Writing in the Content Area 8:00am-5:30pm Monica Kaufmann
 *Required course for Reading Specialist and Special Education endorsements.
 Please check www.doaneuniversityshop.com to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

June 26-June 30 – *Omaha, Alternative Location TBA*
EDU 699-O4 Engaging/Motivating Students to Read Independ. 8:00am-5:30pm Dani Wagaman
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

» **Week 6: July 10 – July 14**

July 10-July 14– *Doane University, 4020 S. 147th St.*
COE 616-O6 College and Career Readiness 8:00am-5:30pm Tami Wegener
***Required course for School Counseling degree – Tier 1.**
Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – *Doane University, 4020 S. 147th St.*
EDU 601-O6 Critical Issues in Curriculum and Instruction 8:00am-5:30pm JL Vertin
***Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.**
Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – *Doane University, 4020 S. 147th St.*
EDU 699-O61 Closing the Gap with Struggling Readers 8:00am-5:30pm Dani Wagaman
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 10-July 14 – *Omaha, Alternative Location TBA*
EDU 699-O62 Effect. Implementation of High Quality Instruct. Mat. 8:00am-5:30pm Sara Zabrowski-Gates
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

» **Week 7: July 17 – July 21**

July 17-July 21 – *Doane University, 4020 S. 147th St.*
COE 634-O7 Group Counseling for School Counselors 8:00am-5:30pm Rachel Catlett
***Required course for School Counseling degree – Tier 1.**
Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – *Doane University, 4020 S. 147th St.*
COE 650-O7 Programming for School Counseling 8:00am-5:30pm Rick Richards
* **Required course for School Counseling degree – Tier 2.**
Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – *Doane University, 4020 S. 147th St.*
EDU 607-O7 Building Communities in the Classroom 8:00am-5:30pm Carrie Rath
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – *Omaha, Alternative Location TBA*
EDU 699-O7 Tools for Engagement 8:00am-5:30pm Monica Kaufmann
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – *Omaha, Alternative Location TBA*
EDU 733-O7 Classroom Connections 8:00am-5:30pm Amber Becker
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 17-July 21 – *Doane University, 4020 S. 147th St.*
EDU 738-O7 Children, Youth and Family 8:00am-5:30pm Libby Dreier
*Elective course for C&I program or non-degree seeking students. Required course for Initial Certification students.
Please check www.doaneuniversityshop.com to see if a text is required.

(Please see ‘[Remote](#)’ course section for additional synchronous course options)

All courses listed in this publication are contingent upon enrollment.

REMOTE SECTIONS

****Synchronous ZOOM meetings will be required for the remote courses below. For asynchronous options, please see the [ONLINE](#) section in the front of the schedule.****

Summer Registration in [Student Planning](#) opens March 20, 2023. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

*These remote courses will meet daily via Zoom anytime between 8:00am and 5:30pm. Just as with face-to-face courses, students are expected to be available between these hours for the duration of the weeklong class. Students enrolled in Remote sections should expect to be fully attentive to the Zoom course during meeting hours. Please consult with the instructor or your advisor with any questions about class meetings.

» **May 22 – June 19 (evening meetings)**

May 22, May 31, June 5, 6, 9, 12, 14, 16, 19 – <u>Remote via Zoom</u> (hybrid – online work also required)		
COE 622-R1 Counseling Practices	5:00pm-8:00pm	Rick Richards
*Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.		

» **May 30 – June 3 (Tues.-Sat.)**

May 30-June 3 – <u>Remote via Zoom</u>		
EDU 666-R1 Top Tech Tools for Teachers	8:00am-5:30pm	Noel Erskine
*Elective course for C&I program or non-degree seeking students.		
Please check www.doaneuniversityshop.com under location ‘Norris’ to see if a text is required.		

» **Week 1: June 5 – June 9**

June 5-June 9 – <u>Remote via Zoom</u>		
COE 630-R1 Social and Cultural Awareness in School Counseling	8:00am-5:30pm	Dwight Brown
*Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.		

June 5-June 9 – <u>Remote via Zoom</u>		
EDU 603-R1 Research Methods	8:00am-5:30pm	Chloe Fox-Healy
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken with same instructor in Fall 2023 following completion of EDU 603 .		
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.		

June 5-June 9 – <u>Remote via Zoom</u>		
EDU 688-R1 Literature for Adolescents	8:00am-5:30pm	John Kalkowski
*Required course for Reading Specialist and 7-12 Reading & Writing endorsements.		
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.		

June 5-June 9 – <u>Remote via Zoom</u>		
EDU 699-R11 Teaching First, Technology Second	8:00am-5:30pm	Deb Masker
*Elective course for C&I program or non-degree seeking students.		
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.		

June 5-June 9 – <u>Remote via Zoom</u>		
EDU 699-R12 Developing Online/Distance Curriculum & Materials	8:00am-5:30pm	Noel Erskine
*Elective course for C&I program or non-degree seeking students.		
Please check www.doaneuniversityshop.com under location ‘Norris’ to see if a text is required.		

All courses listed in this publication are contingent upon enrollment.

June 5-June 9 – Remote via Zoom
EDU 745-R1 Trauma: Educating Through Experiences 8:00am-5:30pm Sydney Jensen
*SEL Specialization course; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 5-June 9 – Remote via Zoom
EDU 747-R1 Teaching Empathy: Changing Humanity 8:00am-5:30pm Jessica Hamzhie
*SEL Specialization course; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

» Week 2: June 12 – June 16

June 12-June 16 – Remote via Zoom
COE 601-R2 Counseling Theories and Methods for K-12 Schools 8:00am-5:30pm Jennifer Bass
*Required course for School Counseling degree – Tier 1.
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 12-June 16 – Remote via Zoom
EDU 602-R2 Assessment for Learning 8:00am-5:30pm Laura Katt
*Required course for Curriculum & Instruction program and endorsements.
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 12-June 16 – Remote via Zoom
EDU 605-R2 Self-Care for Educators 8:00am-5:30pm Jessica Hamzhie
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

June 12-June 16 – Remote via Zoom
EDU 635-R2 Visual Phonics 8:00am-5:30pm Carre Klein
*Elective course for C&I program or non-degree seeking students.
There will be a \$13.99 charge via Venmo for Phonics Cards & Font on first day of class.

June 12-June 16 – Remote via Zoom
EDU 699-R2 Effect. Small Group Read Instruct. and Intervention 8:00am-5:30pm Dani Wagaman
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

June 12-June 16 – Remote via Zoom
EDU 745-R2 Trauma: Educating Through Experiences 8:00am-5:30pm Sydney Jensen
*SEL Specialization course; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

» Week 3: June 19 – June 23

June 19-June 23 – Remote via Zoom
EDU 628-R3 Reading and Writing for Second Language Learn. 8:00am-5:30pm Paulvince Obuon
*Course meets a requirement for Reading & Writing endorsement; also meets requirement for ESL endorsement (meets same requirement as EDU 682 or EDU 691 for ESL).
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 19-June 23 – Remote via Zoom
EDU 642-R3 A Survival Guide for Tired Teachers (prev. EDU 699) 8:00am-5:30pm Joyce Swanson
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

June 19-June 23 – Remote via Zoom
EDU 662-R3 Personalized Learning Strat. in Cls. (prev. EDU 699) 8:00am-5:30pm Alli Pontious
*Elective course for C&I program or non-degree seeking students. Dustin Carlson
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 19-June 23 – Remote via Zoom
EDU 674-R3 Meeting the Needs of At-Risk Students 8:00am-5:30pm Karla Cooper
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

» Week 4: June 26 – June 30

June 26-June 30 – Remote via Zoom
EDU 616-R4 Best Strategies for Engaging Parents 8:00am-5:30pm Melissa Frans
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

June 26-June 30 – Remote via Zoom
EDU 638-R4 Integrating Technology in the Classroom 8:00am-5:30pm Alli Pontious
*Elective course for C&I program or non-degree seeking students. Dustin Carlson
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 26-June 30 – Remote via Zoom
EDU 675-R4 Sign Language & Teaching the Deaf/ Hard of Hearing 8:00am-5:30pm Carre Klein
*Elective course for C&I program or non-degree seeking students.
Required text can be found at the following link: [Signing Exact English](#).

» Week 5: July 3 – July 7

****Initial Certification (Fast Track) students ONLY****
July 3-July 7 – Remote via Zoom (no synchronous meeting July 4)
EDU 624-R5 Multicultural Education & Practices 8:00am-5:30pm Paulvince Obuon
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

July 3-July 7 – Remote via Zoom (no synchronous meeting July 4)
EDU 690-R5 Writing in the Primary Classroom 8:00am-5:30pm Dani Wagaman
*Course meets requirement within Reading Specialist and Early Childhood endorsements.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 3-July 7 – Remote via Zoom (no synchronous meeting July 4)
EDU 699-R5 Why High-Quality Instructional Materials 8:00am-5:30pm Sara Zabrowski-Gates
*Elective course for C&I program or non-degree seeking students. Katrina Gotschall
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 3-July 7 – Remote via Zoom (no synchronous meeting July 4)
EDU 740-R5 Google Chrome & Apps in the Classroom 8:00am-5:30pm Deb Masker
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

July 3-July 7 – Remote via Zoom (no synchronous meeting July 4)
EDU 745-R5 Trauma: Educating Through Experiences 8:00am-5:30pm Sydney Jensen
*SEL Specialization course; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

» **Week 6: July 10 – July 14**

July 10-July 14 – **Remote via Zoom**
EDU 601-R6 Critical Issues in Curriculum and Instruction 8:00am-5:30pm Alex Egger
*Required course for **C&I** and **EDL** programs + **School Counseling ‘Tier 0’** for those not certified to teach.
Please check www.doaneuniversityshop.com under location ‘Grand Island’ to see if a text is required.

July 10-July 14 – **Remote via Zoom**
EDU 603-R6 Research Methods 8:00am-5:30pm Chloe Fox-Healy
*Required course for **Curriculum & Instruction** program. Should be taken toward end of program; **EDU 604** must be taken with same instructor in Fall 2023 following completion of **EDU 603**.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 10-July 14 – **Remote via Zoom**
EDU 605-R6 Self-Care for Educators 8:00am-5:30pm Jessica Hamzhie
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

» **Week 7: July 17 – July 21**

July 17-July 21 – **Remote via Zoom**
COE 615-R7 Counseling Skills and Crisis Intervention 8:00am-5:30pm Kim Jacobson
*Required course for **School Counseling** degree – Tier 1.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

July 17-July 21 – **Remote via Zoom**
EDU 613-R7 Models of Teaching 8:00am-5:30pm Sara Zabrowski-Gates
*Required course for **Curriculum & Instruction** and **EDL** programs. Fills same requirement as **EDU 600**.
*Also required for **School Counseling ‘Tier 0’** for those not certified to teach.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 17-July 21 – **Remote via Zoom**
EDU 657-R7 Strat. for Teaching Special Edu. Students in Gen Ed. 8:00am-5:30pm Angie Eberle
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

July 17-July 21 – **Remote via Zoom**
EDU 678-R7 Reading in the K-3 Classroom 8:00am-5:30pm Chandra Myers
*Course meets a requirement within **Reading Specialist** and **Early Childhood** endorsements. Sara Robinson
Please check www.doaneuniversityshop.com under location ‘Grand Island’ to see if a text is required.

July 17-July 21 – **Remote via Zoom**
EDU 747-R7 Teaching Empathy: Changing Humanity 8:00am-5:30pm Jessica Hamzhie
*SEL Specialization course; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

COURSE DESCRIPTIONS

Master of Education in School Counseling – COE prefix

COE 601: Counseling Theories and Methods for K-12 Schools (3 Credits)

A survey of counseling theories including processes associated with each theory and the goals each theory attempts to meet for the K-12 schools. This course will introduce students to basic ideas and techniques of major theorists known for their work in the field of psychology. Students will take these major ideas and develop a practical toolkit for their work in schools. Prerequisite for COE-602 Practicum Lab in School Counseling.

COE 605: Critical Issues in School Counseling (3 Credits)

Critical issues in school counseling introduces students to the changes that have occurred in the past 40 years with the introduction of the American School Counselors Association's national model. In addition, the course will cover trends that have impacted the role of the school counselor in the 21st century such as accountability, technology, mental health issues, gender issues, bullying, equity and inclusion, immigration and burnout in the educational setting. At the conclusion of this course, students will have a platform from which to navigate their role as a school counselor in an educational setting in the 21st century.

COE 610: Interpreting Data in School Counseling (3 Credits)

A variety of methods and theories of assessing students in school counseling programs. Pre-service school counselors will also develop an understanding of skills in test selection, administration and interpretation. Students will learn how to read assessment and test scores and use the data to help shape the school counseling program to meet the needs of the students in the school system.

COE 615: Counseling Skills & Crises Intervention (3 Credits)

School personnel are often among the first to respond during times of crisis. This course provides information and intervention strategies for a wide variety of crisis and trauma situations. Participants will examine the many complexities of crisis and trauma, as well as cultural factors that can impact crisis interventions. In addition, participants will gain an understanding of the school's responsibilities for crisis intervention, which will include examining their school's crisis management and safety plans. This course is a requirement for school counseling degree seeking students, and is also helpful for educators and administrators.

COE 616: College and Career Readiness (3 Credits)

This course will address the knowledge and skills essential for school counselors in the areas of career development and preparation for post-secondary opportunities. Career development theories will be reviewed as well as career based assessments and implementation of programming for diverse, P-12 student populations. This course will explore the role of school counselors in facilitating post-secondary transitions for students at traditional four-year colleges/universities, community colleges, vocational programs and other school-to-work options.

COE 620: School Guidance Curriculum (3 Credits)

This course presents a variety of methods appropriate for the K – 12 schools for the guidance-counseling curriculum. Both elementary and secondary areas in instruction, interdisciplinary, group activities and collaborative work for the classroom will be explored. In addition, working with parents and the community focusing on instruction for this population in a variety of settings will be introduced. Through collaborative work, case studies, development of lessons for counseling and simulation activities, students will develop skills for a school guidance program.

COE 622: Counseling Practices (3 Credits)

The purpose of this course is to assist students in skill development of basic counseling skills. Students will practice, develop and improve counseling skills in an environment of professional and constructive criticism. Students will learn and apply basic attending and listening sequence and develop skills for initial and intentional interviewing of clients. These skills serve as the basis for developing an individual counseling approach and theoretical application in practice.

COE 625: Social Justice in School Counseling (3 Credits)

The purpose of this course is to introduce school counselors to key elements of school counseling that can help to close the achievement gap and remedy issues of inequities in schools. Through discussions and activities students will question, consider, plan and act in ways that enhance personal cultural competence and learn how school counseling programs can respond to inequities that occur for students.

COE 630: Social and Cultural Awareness in School Counseling (3 Credits)

The course examines the role of social and cultural contexts on all aspects of human behavior and how that is played out in the educational setting. The course provides an overview of the issues in gender and diverse population counseling. The course assists all counselors to become aware of personal biases in counseling: understand cultural and economic conditions and their impact on counselor, group and client problem solving and how to manage communication issues in the area of counseling. Students will learn about the effects of social, cultural groups, gender and diverse populations on educational environment and be able to develop plans to work with cultural and social groups including their subgroups in the educational setting.

COE 633: Human Development K-12 (3 Credits)

This course is a study of the theories of human development from pre-school through high school including physiological, social emotional, cognitive, language and cultural influences. The course will explore situations that impact development adversely, such as poverty, bullying, trauma and learning issues, as well as factors that promote healthy development. These include the 40 Developmental Assets Framework (Search Institute). Students will be able to use this knowledge when planning a school counseling program.

All courses listed in this publication are contingent upon enrollment.

COE 634: Group Counseling for School Counselors (3 Credits)

This course is designed to provide information and experiences for school counselors in developing school related small group activities. Topics to be covered include theories of group dynamics, group formation and group leadership. In addition, a variety of small group activities for grades K-12 will be addressed. The course includes ethical, developmental and cultural relevant strategies for designing and facilitating educational small groups.

COE 635: School Counseling and Special Populations (3 Credits)

This course will help school counselors understand their role in working with special education and other educational programs within the school system. Students will learn about the special education process, procedures, interventions, terminology and legal issues. In addition, this course will cover the select mental health issues, RTI process, 504 plans and other special populations commonly found in the educational setting.

COE 650: Programming for School Counseling (3 Credits)

An examination of a variety of techniques for counseling including individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement, career development including identification of post-secondary education. Students will explore vocational, occupational, and educational information in career counseling and decision making. Students will engage in activities to enhance their understanding of the techniques of counseling. Students will also be required to demonstrate their understanding of school counseling activities and procedures.

COE 655: Ethics, Law & Professional Practice for School Counselors (3 Credits)

An examination of the mission, goals, and objectives of the professional school counselors. Students learn and apply codes of ethics, laws, and regulations pertaining to school counseling and professional standards of performance.

Curriculum and Instruction Courses - Early Childhood EDC prefix

EDC 612: Developing Literacy in the Primary Classroom (3 Credits)

Designing a literacy program based upon developmentally appropriate practices. Such a program in the primary classroom supports children as they develop their ability to read, write, speak, listen, and think. Students will be able to move from theory to practice as they design programs within their primary classrooms. This course has an early childhood prefix and is specifically designed to support the Nebraska Primary initiative.

EDC 616: Critical Issues in Early Childhood Education (3 Credits)

This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on, but will not be limited to, curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, and law, multicultural and special education, educational philosophy, current research guiding educational practice such as brain research, and topics selected by class members. At the conclusion of the course, students develop a personal early childhood philosophy based on their understanding of the issues that will guide their future educational practices.

Curriculum and Instruction Courses - Special Education EDS prefix

EDS 605: Behavior Intervention Strategies (3 Credits) –previously EDS 699

This course will help students gain information about several theories of behavior, fundamental principles of behavior; the steps of conducting a functional behavioral assessment and behavior plan, and preventative approaches to teaching. Also included will be information on the use of cognitive-behavior modification and the generalizing of behavior. Students will learn to incorporate principles of behavior to conduct a functional behavioral assessment and write a behavior intervention plan. Students will also learn to describe preventative approaches to behavior problems, strategies for teaching self-managing behavior, the use of cognitive-behavior modification, and to describe strategies for generalizing behavior. **Prereq: EDS 620 Exceptional Children**

EDS 620: Exceptional Children (3 Credits)

The study of children and youth with exceptionalities, and the implications of serving those students in K-12 schools, are the foci of this course for regular educators. An examination of federal, state, and local policies is completed so that classroom procedures can be developed and implemented in compliance with existing regulations. The course experiences also prepare regular educators for their collaborative roles with mainstreamed students and consultative special educators.

EDS 622: School Programming for Exceptional Youth (3 Credits)

An examination of a variety of techniques for instruction in academic, social, and vocational curricula to children and youth with high incidence exceptionalities in schools. This course considers classroom setting options across a range of special education services and placement options. Students will select, adapt, and use a variety of evidence-based instructional strategies.

EDS 625: Methods of Teaching Mild, Moderate Special Education (3 Credits)

This course focuses on curricular modifications for students with mild to moderate learning disabilities, mental handicaps, behavioral or emotional disabilities or orthopedic handicaps. Students will be able to promote the learning of social skills by K-12 students, develop and implement classroom management techniques, apply assessment techniques to determine performance levels and modify curriculum for learners with mild to moderate disabilities. **Prereq: EDS 620 Exceptional Children**

EDS 626: Advanced Instructional Modifications & Accommodations for Students w/Special Needs (3 Credits)

This course prepares participants to diagnose student needs and make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. Learning resulting from this course will also qualify those involved to collaborate with paraprofessionals, parents, and regular educators. The focus of adaptations will be primarily for students with learning disabilities, behavioral disorders, and mental handicaps. Students will utilize technology in making modifications for learners with special needs. **Prereq: EDS 620 Exceptional Children**

All courses listed in this publication are contingent upon enrollment.

EDS 631: Teaching Strategies for Exceptional Children (3 Credits)

This course is designed to enhance the skill of the participant to diagnose and analyze instructional accommodations for a variety of school settings. The focus of adaptations will include all areas of identification as determined by NE Rule 51. This course will provide participants with ideas and insight on a variety of strategies to use when working with students that have special needs. In addition, learning from this course will qualify those involved to effectively communicate with parents, paraprofessionals and other educators. **Prereq: EDS 620 Exceptional Children**

EDS 632: Critical Issues in Special Education (3 Credits)

This course considers current social, political, and economic issues affecting special education. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, classroom philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal special education platform based on their understanding of the issues and how these issues affect the school environment. **Prereq: EDS 620 Exceptional Children**

EDS 665: Beginning Teacher Seminar – Special Education (3 Credits)

A course required for all students completing initial certification for special education. Students will begin planning for their teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

Curriculum and Instruction Courses – EDU prefix

EDU 600: Improvement of Instruction (3 Credits)

Educators are brain changers. Their main job is essentially to change the human brain every day through learning. Every lesson, assignment, and interaction shape our students' brains. The more educators know about how the brain works and the natural cycle of learning, the more likely they are to be successful in changing it. The goal of educational neuroscience is to reflect on current brain research and its implications for the classroom and instructional practices. This course focuses on brain basics and the brain's natural cycle of learning: how the brain perceives, processes, acts on and integrates learning in order to make it transferable in new situations. Educators examine the factors that influence students' attention, motivation, and mindset along with the impact of emotions on learning. The basic principles of differentiation and how content, process, and product are differentiated across the three areas of readiness, interest, and learning profiles is explored and implemented across lessons in light of current brain research. Educators develop brain-friendly learning climates to support the diverse needs of students and develop lessons that flow through the natural cycle of learning, including rich engagements and motivational and instructional strategies aligned with how the brain learns.

EDU 601: Critical Issues in Curriculum and Instruction (3 Credits)

This course considers current social, political, and economic issues affecting curriculum and schooling. Course discussions and readings focus on, but will not be limited to, curriculum reform, alternative teaching and learning paradigms, classroom management, public school finance and law, multicultural education, educational philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal curriculum platform based on their understanding of the issues and how these issues affect the school environment.

EDU 602: Assessment for Learning (3 Credits)

The course explores educational evaluation issues pertinent to the classroom teacher. It is designed to provide an introduction into the theory behind alternative methods of assessment. The emphasis will be on the examination, construction, interpretation, and use of multiple types of authentic assessments for measuring student learning. The student will be able to move from theory to practice as they develop an evaluation plan with an emphasis on using authentic assessment in the classroom.

EDU 603: Research Methods (3 Credits)

The course will emphasize action research by teachers. It is grounded in the social analysis and context of action research with a qualitative emphasis. Upon completion of the course, the graduate student has selected a research question relevant to a K-12 classroom teaching assignment, reviewed literature about the question, and designed a project or thesis that includes a plan to evaluate the effectiveness of the educational innovation related to the research question. This course is restricted to students in the Master of Education-Curriculum and Instruction program. ***Students must complete EDU-603 Research Methods the semester before you register for EDU-604. The courses cannot be completed during the same semester unless both EDU-603 and EDU-604 are offered as a 6-hour block.***

EDU 605: Self-Care for Educators to Thrive in the Classroom (3 Credits) – previously EDU 699

Have you lost your enthusiasm for teaching? Are you feeling as if you are just going through the motions in your classroom? Have you started to count the days until you can retire? If so, you are not alone. The demands placed on teachers' time increases every year and if we do not pay attention, we can move into a state of apathy. Because the brain is adaptive, it soon accepts this as the "new normal" and we begin to operate on a survival level. This state negatively affects individual performance in all areas of our lives and that of our students. Basic needs of proper nutrition, hydration, sleep, exercise, and positive relationships all impact our stress levels and spill over to our classrooms and learning environments. This experiential class provides an opportunity to recapture the vision and passion that caused you to choose teaching as a career. We will discuss the latest brain research including ways to shift your neurotransmitter balance, explore existing models of thriving classrooms, and help you to develop strategies to transform your classroom from apathetic/low energy into one that is thriving. We will review the importance of self-care, healthy relationships, and cultivating hobbies and interests. We will review ways to maintain a calm classroom and a positive school climate. Let's reignite our passion to change lives, take better care of ourselves, and in turn, love others well.

EDU 607: Building Communities in the Classroom (3 Credits)

Educators will learn how to build a community within their classrooms that incorporates trust, respect, empathy, gratitude, responsibility, and connectedness. Through connectedness, K-12 students will develop independence and social responsibility within the community. Educators will collaborate and formulate strategies that add to their existing lessons to use in their learning communities to promote lifelong learning by establishing lifelong relationships.

All courses listed in this publication are contingent upon enrollment.

EDU 611: Teaching Strategies for Middle School Mathematics (3 Credits)

Teachers will learn many instructional strategies to enhance their curriculum and assessment of mathematics in middle level classrooms (grades 4 – 9). Problem solving strategies and real-life applications along with strategies to help students reason and make mathematical connections are important components in this class. Nationally written NCTM principles and standards will be analyzed and applied along with the current research for best practice. Teachers will design and share their own problem based instructional tasks and lessons. Teachers enrolled in this class will gain many ready-to-use activities for their classrooms.

EDU 613: Models of Teaching (3 Credits)

**This course will substitute for EDU 600 Improvement of Instruction as a core course for the Master of Education degree.* This course focuses on a variety of teaching strategies for use in instructional planning and practice. Students will participate in the design of lessons for classroom use by applying instructional models that provide active learning, inquiry skills and the deductive and inductive reasoning. Students will develop an understanding of the various models of teaching and learning. This course is designed for all content areas and grade levels.

EDU 616: Best Strategies for Engaging Parents (3 Credits) – prev. EDU 699

Positive relationships and partnerships with families is fundamental for successful schools. In this course, students will develop both a definition of family engagement in schools and a plan for improving family engagement in their own settings through a study of roles in education and ways of communication.

EDU 618: Active Learning: Strategies to Enliven Your Classroom (3 Credits)

Would you like to help your students learn to focus, accumulate and retain material more effectively? The latest brain research supports the importance of movement at every age. It has been shown to wake up the brain, increase focus and attention, enhance spatial learning, develop cognitive flexibility and recall, improve storage and retrieval of information, help learners to feel good, and perhaps most importantly, stimulate the release of the body's natural motivators. This experiential class will explore the scientific basis for energizers, movement, play, games and physical education as well as strategies to implement active learning into existing lesson plans.

EDU 621: Internship for ESL (3 Credits)

Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experience in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet Nebraska's K-12 student standards. Prerequisites – Students must have completed EDU-682 AND EDU-684 before registering for EDU-621.

EDU 622: Study Strategies for Struggling Middle and High School Students (3 Credits)

This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning.

EDU 623: Growth Mindset in the Classroom (3 Credits) – previously EDU 699

“Neurons are brain cells; synapses are the connections between neurons.” Do you know that when a new learning takes place a new synapse is formed? Similar to how a muscle grows in strength, neural passageways in your brain grow in size and density the more you use it! How do we foster a mindset in students that helps them build neural networks? How do we foster a mindset in our teaching that encourages growth versus fixed mindset? In this class, you will learn to identify growth versus fixed mindset. We will learn about building relationships with students that challenge them to grow in their skills and abilities. We will learn to look beyond intelligence and natural ability and carry a message that values process, strategy, effort, focus and persistence. We're not there YET!

EDU 624: Multicultural Education and Practice (3 Credits)

Fulfills the requirement of Nebraska State Law LB 250 for Human Relations training for Nebraska.

This course will provide an opportunity for individuals to enhance their understanding of issues that are interconnected with a multicultural framework. Dialogue will be generated through critical readings of literature that address ethnicity, race, gender, and poverty, along with single parenting. Participants will spend time in experiential learning environments at a school and community site, which reflects the literature.

EDU 625: Integrating Technology with Purpose (3 Credits)

Technology is an effective tool that allows students to build a deeper understanding of content and to personalize their learning. Successful technology integration is achieved when the use of technology is seamless, is readily accessible, and supports teachers with their curricular goals. It enhances student engagement and understanding of the curriculum. This course will introduce educators to technologies both familiar and emerging. Students will learn to evaluate applications and websites and create lessons that integrate technology with purpose. Participants will evaluate and integrate technology into their lessons to enhance student learning and engagement.

EDU 627: Meeting Learner Needs Through Multiple Intelligences (3 Credits)

Using Howard Gardner's method of mapping capabilities into multiple “intelligences,” this course explores strategies for encouraging children's full development by identifying and promoting multiple intelligences, designing challenging curriculum using all the intelligences, and developing assessments to demonstrate what students know and what they can do.

EDU 628: Reading & Writing Instruction for Second Language Learners (3 Credits)

This course is focused on exploring the instructional methodologies and current approaches for teaching English as a Second Language (ESL) in the areas of reading, writing, speaking, listening, and vocabulary development. Special attention will be given to the second language acquisition, ESL program models, and the selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency. The main goal of the course is to provide teachers in K-12 settings theoretical and practical methods and strategies for working with English language learners.

All courses listed in this publication are contingent upon enrollment.

EDU 632: Unleash Creativity in Math (3 Credits) –prev. EDU 699

Participants will learn how to generate engaging and purposeful instruction while bringing a fresh twist to past teaching strategies in math. Discover a collection of ways to incorporate movement, music, and real life application to inspire your students to achieve further levels of success. The course will explore methods of adapting your current school curriculum and State NCTM Standards to maintain meaningful interest and collaboration among your students. Redefine what it means to challenge yourself and unleash your creativity in your math instruction.

EDU 635: Visual Phonics (3 Credits) – prev. EDU 699

Visual Phonics is a multisensory approach, using tactile, kinesthetic, visual, and auditory feedback to improve reading, writing, and speech skills in students and adults who do not learn readily from traditional reading approaches. Visual Phonics is a system of 52 hand cues and written symbols that help students make the connection between written and spoken language. Students taking this course will learn how to use Visual Phonics to decode, spell, read and pronounce words correctly. Students will create and use activities to use with Visual Phonics handshapes and fonts.

EDU 638: Integrating Technology in the Classroom (3 Credits)

This course expands on the competencies and understandings developed in other technology courses by enhancing participants' effectiveness in applying technology to K-12 classroom curriculum and instruction. At the completion of the course, students will have increased their ability and confidence to use various instructional technologies and be able to appropriately integrate technologies into the educational process and assess their effectiveness.

EDU 640: Literature for Children and Youth (3 Credits)

This course provides an analysis of literary materials for children and youth. Attention is given to the different genres, the selection of quality literature, the integration of literature across the curriculum, and the importance of multicultural literature representing African American, Hispanic American, Asian American, and Native American children and youth. Students will read, critique, and analyze literature and its use in today's classroom.

EDU 641: Language Arts & Reading I (3 Credits)

A methods course focusing on the discovery and investigation of language arts, reading methods and materials for the elementary (including early childhood K-3) including handwriting, spelling, listening, creative dramatics, grammar, language development, oral language, writing as a process approach and the six traits of analytical writing. Students will become acquainted with literature for children and adolescents, including the different genres, storytelling, oral reading, choral reading and its application for teaching language arts skills. Emphasis will be placed on implementing state and national reading and language arts standards.

EDU 642: A Survival Guide for Tired Teachers (3 Credits) –previously EDU 699

Teaching has been **considered a high-stress job for years**; the pandemic has brought this stress to a new level. Because the brain is adaptive, it soon accepts this as the “new normal” and we begin to operate on a survival level. This state negatively affects individual performance in all areas of our lives and that of our students. This experiential class provides an opportunity to recapture the vision and passion that caused you to choose teaching as a career. We will help you to develop strategies to use your energy more effectively, to determine ways to work smarter not harder, and to re-engage with the vision that brought you to teaching in the first place.

EDU 644: Methods for Teaching Science & Social Studies in Elementary School (3 Credits)

A methods course focusing on methodologies in teaching science and social science that are developmentally appropriate, integrated and interdisciplinary for the elementary (including early childhood K-3) settings. Students apply current research in the areas of science and social science education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and explore concepts and local environments through inquiry activities. This course is based upon the National Science Literacy Standards, the National Curriculum Standards for Social Studies, the Nebraska State Science Standards and the Nebraska Social Studies Standards. **Prereq EDU-737 Elementary School Practicum II.**

EDU 646: Teaching Science with Everyday Things – K-8 (3 Credits)

This course is designed as a methods and content course in science for K-8 teachers. The course includes many interdisciplinary techniques for teaching earth science, environmental science, and biology. Project Learning Tree and other materials will be used. Opportunities to enhance lessons and current practice will be presented. Students will design developmentally appropriate learning experiences with integration of curriculum and assessment of student outcomes. This course is based upon the Nebraska State Science Standards and the National Science Education Standards.

EDU 651: Practical Behavior Interventions for any Classroom (3 Credits)

This course explores practical strategies for managing problem behavior using a three-tiered system of intervention based on the concept of positive behavior support. The interventions covered in this course are focused on teaching lifelong social skills and lessons to challenging students in the regular or special education classroom. These are practical, evidence-based, ready-to-use Tier 2 and 3 behavior strategies that qualify as interventions in the RTI process. Both classroom and special education teachers can find strategies to use with students identified with Autism, ADHD, and other emotional disorders. Educators will learn proactive measures to reinforce desired behaviors rather than being reactive and punitive when problems occur in any educational setting. Participants will develop relevant positive behavior support materials for their classroom.

EDU 653: Teaching Critical Thinking (3 Credits)

In a constantly changing world full of immediate answers, we often lose track of how to question. Students today are growing up in a world where, in their eyes, critical thinking is not necessary. However, many districts are pushing for critical thinking to be back in the curriculum. Explore the steps you need take to push your students to that next level of thinking and questioning. Delve into deep conversations about best practices and the need for critical thinking in our world. Come discover what you can change today that will make an impact tomorrow.

All courses listed in this publication are contingent upon enrollment.

EDU 657: Strategies for Teaching Special Education Students in a General Education Classroom (3 Credits)

This course is designed to provide educators the knowledge, strategies, and instructional modifications required to support the complex and diverse needs of students within the general education classroom. With an emphasis on practical application, students will examine the spectrum of disabilities, understand the educational impact, and investigate appropriate instructional strategies to reach and teach each student. Upon completion of the course, students will have a practical tool kit of effective strategies to apply within the classroom.

EDU 659: Differentiated Curriculum in the Regular Classroom (3 Credits)

Students will develop an understanding of the differentiation process and develop implementation techniques and units of study that incorporate curriculum modifications. Additional topics students will explore and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students will develop effective evaluation techniques for differentiated curricular options. Students will discover the many methods of meeting the needs of each student they teach as well as enhancing the rigor in their classroom. This course will expand the students' horizons to the use of technology, implementing a flipped classroom, co-teaching, meeting the needs of all students and more.

EDU 661: Foundations of Teaching (3 Credits)

This course is designed to acquaint students with foundational concepts of teaching in a school setting. Students will be able to understand issues related to lesson planning and delivery, instructional strategies in the content areas, culturally proficient teaching, assessment, and classroom management. Emphasis is placed on practical application through role-play, applied research and lesson presentation and critique.

EDU 662: Personalized Learning Strategies in the Classroom (3 Credits) –previously EDU 699

Personalized Learning Strategies in the Classroom helps educators utilize tools effectively and efficiently in their classrooms. This class personalizes learning based on the needs of each teacher in the class. It is a great way to refine how educators teach students and differentiate their lessons to best meet the needs of their students.

EDU 663: Reading and Writing in the Content Area (3 Credits)

This course provides educators with a variety of reading, writing, speaking and listening strategies and informal assessment techniques they may utilize to improve student understanding of texts and materials in their classrooms and at home. Students will explore and utilize specific strategies which include basic processes of reading, methods of instruction, and techniques for identifying materials appropriate for all readers. These strategies can be adapted for 7-12 students to help them become more reflective thinkers as well as active and purposeful learners. The strategies introduced in this course are appropriate for all content areas and participants will be actively involved in using the strategies. Participants will also review the Nebraska 7-12 reading standards to explore opportunities to extend the reading standards across the curriculum. Students will use both electronic and print resources and critique their application in the content classrooms.

EDU 664: Beginning Teacher Seminar – Elementary (3 Credits)

A course required for all students completing initial certification for elementary and middle grades education or special education. Students will begin planning for their teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

EDU 665: Beginning Teacher Seminar – Secondary (3 Credits)

A course required for all students completing initial certification for secondary education. Students will begin planning for their teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

EDU 666: Top Tech Tools for Teachers (3 Credits) – prev. EDU 699

Explore numerous educational tech tools and online resources that will enhance your classes and curriculum. These tools can be used for the K-12 teacher to utilize within their classrooms and curriculum to enhance their curriculum. These free and low cost resources will platform agnostic so they will work across a variety of devices and needs. Get ready for these tools to make an immediate impact in your classroom and curriculum.

EDU 668: Sparking Student Curiosity (3 Credits)

In this course, students will delve into a variety of engagement strategies used to transform day-to-day instruction and increase student curiosity and learning. Each student will have opportunities to experience, research, and discuss the ways movement, inquiry learning, collaboration, problem-based learning, creative research approaches, and technology spark student curiosity. By the end of this course, students will walk away with a strong sense of “why” and “how” to integrate numerous teaching tools and strategies to enhance curiosity and energize the classroom.

EDU 669: Cooperative Learning (3 Credits)

Cooperative learning helps students become more engaged participants in classroom instruction. With the use of cooperative learning, classrooms can change immensely. This course will explore the many elements of cooperative learning. It will focus on the theory, goals, and communication in regards to cooperative learning. It will also address how to structure classrooms so that teachers can be successful when using cooperative learning. Skills will be taught in order to build relationships within teams in one's classroom. Participants will develop plans for implementation of cooperative structures in the classroom for each student.

All courses listed in this publication are contingent upon enrollment.

EDU 670: Classroom Management (3 Credits)

This course is designed to acquaint students with best practices for effective classroom management at all levels. Students will be able to understand issues related to classroom management, such as discipline, procedures, organization, and relationships and explore brain-compatible classroom management techniques based on the principles of intrinsic motivation and student choice. Emphasis is placed on practical application through role-play, applied research, and lesson presentation and critique. The course will help educators teach students to be independent, self-regulated learners and also discover a more enjoyable teaching experience for the instructor.

EDU 673: 3 R's of Effective Instruction (3 Credits)

This course focuses on research-based, real-word strategies that help establish a classroom culture where students feel valued and can thrive. It stresses three main areas that teachers can address to set students up for success. These areas are Relationships, Relevance, and Responsibility. During this course, participants will reflect on their teaching, share ideas and strategies and create a plan to implement new learning into their classrooms.

EDU 674: Meeting the Needs of the At-Risk Students (3 Credits)

What is it that allows some "at risk" children raised in difficult circumstances to make it, even to thrive, while others do not? Research suggests that resiliency, the ability to bounce back, is an important factor. This course brings together the best ideas from several schools of thought on providing a classroom environment, which works effectively with at-risk students. Studies offer evidence that more than any other institution than the family, the school can provide the environment and conditions that foster resiliency. The resiliency model offers an important message - that adversity does not automatically lead to dysfunction. This class will define the factors involved in resiliency, discuss the research base, describe what a resilient classroom/school looks like, and provide specific tools and activities that can build resiliency for both students and educators. Teachers will develop plans of intervention, resource guides for classroom use, and read and report on current literature appropriate for building resiliency in the classroom. The class gives particular attention to providing a school/classroom climate in which all students have the best opportunity to develop a positive self-concept.

EDU 675: Sign Lang & Teaching the Deaf/Hard of Hearing (3 Credits)

This course is intended to teach individuals how to communicate with the deaf using sign language. Objectives include: involvement in activities to become more aware of deaf culture, finger-spelling, total communication, decisions parents face as they care for their deaf child, interpreter issues, and learning how to make accommodations in the main-stream classroom for deaf or hard of hearing students. The use of assistive technology for the deaf or hard of hearing is also demonstrated and discussed in this course. Individuals in this class gain useful and appropriate teaching strategies for deaf or hard of hearing students. At the end of the course, students are expected to demonstrate their understanding of sign and how to develop a positive classroom/school experience for the deaf or hard of hearing student.

EDU 678: Reading in the K-3 Classroom (3 Credits)

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. The student will engage in a variety of strategies for teaching fiction and informational text. The student will also complete an assessment component including training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

EDU 682: Curriculum for ESL Students (3 Credits)

This course is designed to assist teachers in working with English Language Learners in the standard mainstream classroom or ESL classroom. Teachers will learn to apply strategies that increase comprehension and language usage for the English language learner. Sheltered Instruction will be presented as a means for making grade-level academic content (e.g. science, social studies, math) more accessible for English Language Learners while at the same time promoting language development. At the conclusion of this course, the student will be able to: apply sheltered instruction approaches to second language teaching; apply sheltered instruction approaches to academic settings; experiment with strategies for the negotiation of meaning in the classroom; use the sheltered instruction model as a framework for designing and delivering instruction in a way that complements other instructional approaches.

EDU 683: Linguistics for ESL Teachers (3 Credits)

This course introduces concepts in linguistics and sociolinguistics relevant to the teaching of English as a second language. Aspects of linguistics theory and English language structure – phonology, morphology, syntax, semantics, and pragmatics are discussed, with an emphasis on how language functions as a means of communication. The connection between language, thought, and culture is examined for its applications in classroom teaching in ESL settings. Students will be able to apply linguistics theory to classroom practices.

EDU 684: Methods of Teaching & Assessing the ESL Student (3 Credits)

This course will explore theories and practices for understanding how to teach and guide the ESL student. Students will study past and current methods for teaching ESL learners and examine those methods and how they impact lesson development and teaching as it relates to the different skill and content areas. Students will be able to apply these methods in the classroom and adapt them to suit the diverse needs of the ESL student. Students will also gain a working knowledge of standard and non-standard forms of assessment appropriate for the ESL learner. Students will create materials for classroom assessment and develop an assessment plan.

EDU 685: Critical Issues in Reading (3 Credits)

This course considers current social, political, and economic issues affecting reading. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, and topics selected by class members. At the conclusion of the course, students develop a personal reading platform based on their understanding of the issues and how these issues affect the school environment.

All courses listed in this publication are contingent upon enrollment.

EDU 686: Providing Leadership in Literacy (3 Credits)

This course focuses on the different roles teachers can play as they provide leadership in literacy. A primary role that will be explored is that of a literacy coach. The emphasis will be on learning ways to work with teachers in a collaborative manner that will provide in-depth professional development to build capacity in providing effective instruction to enhance student learning. Different models of coaching such as one-to-one, grade-level or small group study, and large group study will be reviewed with information on developing effective contexts for coaching. Strategies will be shared for building trust and getting started with coaching through individual conferences, demonstration lessons, co-teaching, and leading study groups. The use of the gradual release of responsibility and its connections to coaching will be explored. Participants will move from theory to practice as they design and implement strategies for providing leadership in literacy.

EDU 687: Diagnosis, Assessment & Instruction in Reading (3 Credits)

This course provides an examination of procedures used for diagnosis and assessment in reading with a link to planning instruction. Attention will be given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in reading. An emphasis will be placed on using a team approach of teachers to help students experience success in reading. Students will move from theory to practice as they develop a framework for reading assessment that can easily be implemented in the classroom.

EDU 688: Literature for Adolescents (3 Credits)

The focus of this course is on literature for young adults, written by writers who write specifically for the young adult audience. Participants in the course will examine trends in literature for young adults, consider relevant issues presented in the literature, pursue topics of interest to young adults as reflected in their literature, and become familiar with authors of young adult literature. Course participants will also consider the role of literature within the community of an individual classroom and across the curriculum of grades 6-12.

EDU 690: Writing in the Primary Classroom (3 Credits)

This course is designed to enable teachers to establish ongoing structures that will scaffold children's writing development. It is intended to guide teachers in leading effective mini-lessons for writing strategies and implement writing conferences with children. Aspects of the writing process will be highlighted as well as the development of units of study. Literacy instruction that surrounds and supports the teaching of writing will be examined. Building principles and tools for assessment will be included in order to guide ongoing instruction. Through this course, we will master writing strategies to boost student reading comprehension, enhance speaking abilities, improve organizational and study skills, and develop analytical capabilities. We will turn weak writers into strong communicators that will strengthen their skills throughout multiple content areas. We will become experts in how to break down the writing process to match the needs of all students.

EDU 692: Fine Arts for Elementary Teachers (3 Credits)

A foundation of art education course exploring problems related to the teaching of art in the elementary (including early childhood K-3) and middle grades, emphasizing various materials and techniques including fiber art, photography projects printing, drawing and painting, and three-dimensional art. **Prereq. EDU 737 Elementary School Practicum II.**

EDU 699: Developing Online/Distance Curriculum and Materials (3 Credits)

A variety of Google Tools and Web resources will be utilized to help teachers develop an online presence. Google Sites, Blogger, Google Forms, Weebly, Symbaloo and other online tools will allow teachers to incorporate new technologies and collaboration tools to enhance their existing classrooms or assist with online class development.

EDU 699: Effective Implementation of High Quality Instructional Materials (3 Credits)

So, you've been handed new materials; now what? Or, maybe you have no materials; what do you do? In this course, students will understand how to take their materials and effectively implement them into their classroom for optimal student success. Students will understand how good instruction starts with high-quality and grade-appropriate materials. They will learn how to create useful curriculum documents that will support equitable and consistent learning opportunities for all students.

EDU 699: Engaging/Motivating Students to Read Independently (3 Credits)

This course is designed to investigate and provide educators with the opportunity to uncover "tried and true" practices on how to motivate and engage readers. A complete reader has both the "skill" and "will" to read. Many classes focus on the skill of reading. This course, however, will focus on the will. We will explore components such as student interest, attitude, motivation, and engagement. Educators will develop and implement action plans that will "Ignite a Passion" for reading.

EDU 699: Motivating Readers (3 Credits)

This course is designed to investigate and provide educators with the opportunity to uncover "tried and true" practices on how to motivate and engage readers. A complete reader has both the "skill" and "will" to read. Many classes focus on the skill of reading. This class, however, will focus on the will. We will explore components such as student interest, attitude, motivation, and engagement. Educators will develop tools and implement strategies that will "Ignite a Passion" for reading.

EDU 699: Start a Writing Revolution in Your Classroom (3 Credits)

The writing standards tell you where your students should end up at the end of the year, but they don't tell you how to get there or how to support the variety of writing skills students demonstrate in your classroom. Through this course, teachers will learn practical ways for developing their students' writing in their classroom, regardless of the instructional materials that a school is using. Are you ready to start a writing revolution in your classroom?

EDU 699: Teaching First, Technology Second (3 Credits)

Technology is a tool that can be used to help teachers facilitate learning experiences that address the diverse learning needs of all students and help them develop 21st Century Skills. At its most basic level, digital tools can be used to help students find, understand and use information. When combined with specific learning targets, it can be the ticket to success. This course will assist educators in making digital differentiation a reality in their classrooms.

All courses listed in this publication are contingent upon enrollment.

EDU 699: Tools for Engagement (3 Credits)

Your students' moods, energy levels, and emotional states are constantly changing. These factors are directly tied to their day-to-day behaviors and ultimately to their academic success. This experiential class will help you learn to recognize states and how to adapt the learning process to work effectively with those states. Specific activities will be presented that can help your students to become more engaged, focused, and successful.

EDU 699: Why High-Quality Instructional Materials (3 Credits)

In this course, students will learn the background and process of choosing high-quality, standards-aligned instructional materials. Students will learn about the role state standards and instructional shifts play in evaluating and choosing instructional materials across grade levels and content areas.

EDU 707: Supporting Readers in the Intermediate Grades (3 Credits)

Participants will learn effective practices in teaching reading in the intermediate grades. They will explore and deepen their understanding about topics such as the reading process, vocabulary and word study instruction, using formative and summative assessment to guide instruction, managing independent reading, and the purpose of whole group and small group instruction.

EDU 714: Developing Positive Learning Environments (3 Credits)

Students with social and behavioral issues can disrupt the classroom, repeatedly end up in the principal's office, and experience failure on a daily basis. In this course, designed for both general and special education staff, participants will examine real life case studies of students with Attention Deficit Disorder, Autism Spectrum Disorder, and behavioral disorders. Students will learn how to incorporate a variety of intervention strategies for disruptive students and develop plans for the creation of supportive school communities for all students.

EDU 729: ESL: Communicating in an Educational Environment (3 Credits)

Language and culture are two multidimensional and constantly changing phenomena that are integrally connected to everything that happens in the world. As any language is culturally conditioned, any culture is linguistically defined. The main goal of this course is to examine the relationship between language and culture, their influence on each other as well as their effect on community, identity, beliefs, and values. Participants will develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately and promote effective communication as it pertains to ESL classrooms.

EDU 733: Classroom Connections (3 Credits)

Student achievement is essential in today's schools. In order for students to be as successful as possible, we as teachers have to form bonds, links, and connections to help our students learn. This course will help participants discover fun and creative ways to connect with your students, staff and others in your life. In this class, participants will learn ways to establish a positive learning environment that is encouraging. The course will discuss infusing additional information on respect, responsibility, kindness, hope, positive choices, work ethic and integrity while teaching curriculum. Participants will develop a plan for using this information in their classroom.

EDU 738: Children, Youth and Family (3 Credits)

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

EDU 739: Methods for Teaching Elementary Physical Education (2 Credits)

A course providing information and techniques related to planning, developing, implementing and administering a curriculum for elementary school, physical education programs including strategies in various teaching models for the normal and atypical child K-8. **Prereq. EDU 737 Elementary School Practicum II.**

EDU 740: Google Chrome and Apps in the Classroom (3 Credits)

Do you want to take better advantage of the free tools Google offers in your classroom? Has your school adopted Google as one of its main technology tools? If yes, then this is the course for you! Chromebooks and Google Chrome are becoming increasingly powerful in K-12 schools. This course covers many of the Google tools, apps, and extensions that you and your students can use in your classroom to be more efficient and effective. Topics include: Google Chrome, Google Drive, Google Mail and Calendar, Google Docs (Document, presentation, spreadsheet, and forms), Google Tour Builder, Chrome Web Store and other Google applications. After the course the learner will have a solid understanding of many products in the Google Applications Suite.

EDU 743: Building a Mindful Classroom: Personal Practices (3 Credits)

Teaching is tough, high-stakes work, that can result in stress response, dysregulation, and burnout. Mindfulness helps teachers recognize and understand their own emotions. Emotional awareness leads to greater self-awareness, which in turn fosters empathy & compassion for self and others. Research indicates that mindfulness improves attention, increases focus, and helps to manage response to stress. This class explores mindfulness practices for the professional educator. Establishing a personal practice is critical prior to introducing mindfulness activities to the classroom. Mindful educators feel more calm, effective, creative, and confident. Mindful attention to students helps the teacher orchestrate the classroom and promote student well-being.

All courses listed in this publication are contingent upon enrollment.

EDU 744: Building a Mindful Classroom: Classroom Practices (3 Credits)

Mindfulness is a way of being aware of what is happening within us and around us with a clear focus of attention on moment to moment experience that enables us to be fully present for life. Our classrooms are filled with students from very diverse backgrounds and experiences. The world offers too many distractions that often interrupt instruction, and influences teacher burnout. Bringing Mindful Practices into the classroom will ensure ALL students are completely engaged and clearly focused upon the content that the instructor will present. This course will provide each participant with skills and strategies to help students emotionally regulate and be fully immersed in what they are learning. Through a variety of activities, resources, and literature research, class participants will become highly skilled practitioners developing a Mindful classroom that has students present and attentive to the content being delivered. Your classroom will change lives as you influence and inspire, while you instruct.

EDU 745: Trauma: Education Through Experiences (3 Credits)

Over time, the effects of Trauma can actually permanently alter the brain, making it increasingly difficult for a child to learn when it's constantly fighting for survival. "Experiencing traumatic events directly impairs the ability to learn, both immediately after the event and over time." All schools and educators that work with children who have experienced trauma, may not know who these students are. Schools have an important role to play in providing stability and a safe space for children and connecting them to caring adults. Schools can adapt curricula, behavioral interventions, and student self-regulation strategies to better meet the educational needs of students who have experienced trauma. Through a variety of activities and resources, this course will provide participants with information and experience in Trauma-Informed Care Training, Trauma Responsive Approaches, and Trauma Specific Interventions. Participants will leave with strategies and resources to make their learning environments Trauma sensitive classrooms.

EDU 746: SEL: Building a Classroom into a Community (3 Credits)

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This course is designed to teach educators the importance that social emotional wellness plays in the academic, social and behavioral development of children and youth. Research based programs, specifically the CASEL MODEL, and practices will be highlighted. Educators will develop an understanding of assessments, interventions, instructional strategies, and resources related to resilience and social emotional wellness. Educators will learn how to build a community within their classrooms that incorporates trust, respect, empathy, gratitude, responsibility, and connectedness. Through connectedness, K-12 students will develop independence and social responsibility within the community.

EDU 747: Teaching Empathy: Changing Humanity (3 Credits)

Imagine the world if everyone had the knowledge of empathy and practiced it daily. Empathy, the ability to understand what someone is feeling, is essential not only for a healthy classroom environment, but also for your students' future success. Some students may struggle with understanding how to read facial expressions, emotion, and social cues; or how to be kind to their peers who have emotional, physical, or behavioral differences. Empathy helps fosters collaboration and problem solving with others. This course will help you develop exercises that can help students interpret and have empathy for others who are different from them. Through a variety of instructional practices, resources, and course assignments, students will be supported in the development of an empathetic classroom; while at the same time making their students aware of the importance of becoming empathetic citizens. Regardless of what grade or subject you teach this course gives you the tools you need to support all students in developing empathy towards others.

Educational Leadership Courses - EDL Prefix

EDL 621: Leadership Internship (3 credits)

An opportunity for students to use the learning of the past year and prepare for the final experiences of the cadres. Prior to beginning the internship, students complete their philosophy of education based on their own observations and experiences over the previous year. Through three weeks of full-time work at a school or district with a principal, superintendent, or other leader, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. A systematic exploration of school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning occurs as the site closes one academic year and begins planning for the next year. Using this information, students reflectively examine the ethical base that drives programs, decisions, and communication. They develop an understanding of the complex mix of activities that defines the work of the school leaders. Students will seek to develop a mentoring relationship with their supervisors for long-term help and assistance.

EDL 675: Foundations of Educational Leadership (6 Credits)

A development of foundation skills for school leadership. Students begin to develop an understanding of the knowledge, skills, and processes needed by principals in today's schools. The class focuses on team building, group processes, and facilitation skills. It also investigates the research and literature base for school leadership, creating collective vision and common goals as well as developing an ethical base for decisions, supporting innovations in the school's community, understanding the change process, and understanding a variety of teaching and learning styles. Students identify a personal philosophy of education that considers sociological, cultural, and historical foundations; develop leadership strategies for improving the school curriculum; study school finance and implications for schools; acquire skills in working collaboratively with multiple stakeholders; and expand multicultural awareness, gender sensitivity, and racial and ethnic understanding. In addition, students develop an individual plan for the field experience that follows this class to further develop their knowledge and skills.

EDL 686: Advanced Educational Leadership I (6 Credits)

The focus of this course is on reflection about, and the application of, the knowledge and skills developed in previous courses and field-based experiences. Students will be involved in a variety of activities, including collaboratively planning and designing curricular and staff development activities, developing an interactive staff communication plan and public relations program, facilitating multicultural understanding, organizing the school calendar, analyzing the school's disciplinary system, and planning to meet technological needs. Students will propose a plan for a school building, create a school profile, and build a budget for the school. In addition, students will review their resumes, develop interviewing techniques, and establish networks to organize what they have to offer as leaders and to prepare for positions as assistant principals and principals.

All courses listed in this publication are contingent upon enrollment.

EDL 710: Special Education for Leaders (3 Credits) – prev. EDL 699

Students will develop the knowledge, skills, and dispositions to lead, organize, and supervise a program of special education services for public and non-public students (birth to 21) who require specialized instruction and/or related services as they relate to the EDL outcomes and essential elements. Students will study federal, state, and local policies and regulations and their relationship to children and youth with exceptionalities and the implications of serving those students.

EDL 712: Leadership of Education-based Secondary Activities & Athletics (3 Credits) – prev. EDL 699

Students will develop the knowledge, skills, and dispositions to lead, organize and supervise a comprehensive education-based athletics and activities program. Students will study federal, state and local policies, procedures, regulations, and best practices, and their relationship to education-based athletics and activities in the public and private school settings. Students will develop their capacity, as educational leaders, to create and maintain a comprehensive education-based athletics and activities program framework that serves all students and one that respects the individual value and dignity of each participant.

EDL 714: Diversity, Equity and Cultural Proficiency (3 Credits) – prev. EDL 699

Students will develop the knowledge, skills, and dispositions to lead schools that understand, identify, then alter self and institutional bias; seek, honor, and embrace diversity; create equitable learning environments; implement responsive professional learning; ensure equitable access to the highest quality teaching and supports; and develop then sustain a supportive school community for all cultures, exceptionalities, genders, languages, races, religions, sexual orientations, or socio-economic status.

EDL 718: Leadership of Early Childhood and Elementary Education (3 Credits) – prev. EDL 699

Students will develop the knowledge, understanding, dispositions, and skills of strategic leadership, instructional leadership, organizational leadership, and community-political leadership specific to elementary schools as well as early childhood. Students will study federal, state and local policies, procedures, regulations and best practices that shape early childhood and elementary school programs. Leading to ensure student success in school and success in life through a guaranteed and viable curriculum as well as challenging, intentional, and engaging instruction embedded in a safe, orderly, supportive, culturally responsive environment will be emphasized.

Education Specialist Courses - ESD prefix

ESD 715: School-Community Communications (3 Credits)

In this course, presented in a seminar setting, students will develop the ability to plan for communications within the school-community as a two-way process of information sending and information gathering. Communication within the school-community will be framed as a process of engagement and as a foundation for the adaptive work of schools and communities in problem identification and problem solving. In addition, the students will develop competency in the strategies of engaging shareholders and stakeholders including both the school and community in ways that are adaptive and collaborative. The class also will investigate the issues of clear and effective communication including bias free and culturally competent measures and strategies of communication.

ESD 850: Finance, Resource Management, Board Relations (3 Credits)

This course will investigate the concepts and practices of school finance understanding the system of financing public schools from the federal to the state to the local levels. Students will learn to establish a budget development calendar, develop the various parts of the district budget and learn how the various budget categories interact to form the district's adopted budget and its impact on the tax levy. Students will learn about the use of foundations and other philanthropic efforts to maximize the funds available for schools to use.

ESD 910: Ethics of Leadership (3 Credits)

This course will explore the impact of ethics, values, and principles on leadership and leadership strategies. Students will review codes of ethics and professional practice for educational leaders and the profession of education and other settings. Case studies of leaders engaged in principle-based leadership will be the foundation for self-discovery of a personal code of ethics, values and principles. Student activities will include opportunities for reflection and engagement with others in discovery of the ethical, value and principle base of the candidate. Each student will develop a "values code" as the foundation for their role as leader that will be adapted into their philosophy of leadership.

ESD 920: Leadership Practicum (3 Credits)

Students will develop and participate in a leadership practicum that is designed, implemented and evaluated for the district in which the student is working. The practicum is to be approved in advance. The students will collect data about the implementation, assess the outcomes of the plan and complete an evaluation of the plan based on the data collected.

Doctorate of Education Courses – ECC & EDU prefix

EDU 925: Professional Learning Community III (3 Credits)

PLC III adds a natural support group for the beginning writing of the dissertation. Participants will work as peer editors, critical listeners, and consultants to the group. Other responsibilities for the professional learning community include serving as an audience for defense or oral examinations.

EDU 945 Qualitative Research Design (3 Credits)

This course provides students with foundational knowledge concerning qualitative research. It will focus on designs and methodologies, theoretical and interpretive frameworks, ethical considerations, standards of validation and introductory data collection, analysis, and reporting.

EDU 985: Dissertation (1-12 Credits)

The student will complete the doctoral dissertation under the supervision of a faculty mentor. Enrollment each semester required. **Pass/Fail**

All courses listed in this publication are contingent upon enrollment.

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