

*All courses listed in this publication are contingent upon enrollment.*



**Learn. Challenge. Empower. Transform.**

## **DOANE UNIVERSITY SUMMER 2024 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 18, 2024**. The term is “**2024 Summer COE: 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](#)** & page 5 of Summer Course Schedule.
- 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](mailto: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](mailto:MED@doane.edu) for reactivation.

### **BOOK ORDERS**

- Please go to Follett Books website at [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to find your textbooks. Click on the textbook link and input your student ID or course information (**for remote sections, texts are under the ‘Lincoln’ location**). 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. Doane's 300-acre Crete campus, Lincoln campus, and Omaha location offer degrees in 40 academic areas in the College of Education, College of Business and College of Arts & Sciences. The College of Education's graduate programs include the Initial Certification at the Advanced Level; Master of Education degree in Curriculum & Instruction, School Counseling, or Educational Leadership; the Education Specialist degree; the Doctorate in Education degree; and a Master of Arts in Counseling, for students seeking state licensure as mental health practitioners. The College of Business graduate programs include a Master of Business Administration, Master of Science in Instructional Design and Technology, and a Masters in Leadership.

### **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 19<sup>th</sup> 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](mailto:registraroffice@doane.edu) or 402.826.8251

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## **COLLEGE OF EDUCATION PAYMENT POLICY**

### **\*\*\* TUITION RATES FOR 2023-2024 ACADEMIC YEAR\*\*\***

In-person, Hybrid or Remote C&I and School Counseling coursework: .....	\$292.00 per credit hour
Online asynchronous C&I and School Counseling coursework .....	\$371.00 per credit hour
Online/Hybrid course technology fee .....	\$30.00 per credit hour
Educational Leadership courses (EDL prefixes) .....	\$360.00 per credit hour
Education Specialist courses (ESD prefixes).....	\$360.00 per credit hour
Doctoral courses (EDU 900-level).....	\$531.00 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, 2024 for all courses beginning in May or June  
and July 15, 2024 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 3 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, 2024.**

**\*Summer 2024 will fall under the 2023-2024 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.fao@doane.edu](mailto:cps.fao@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 5<sup>th</sup> or the 20<sup>th</sup> 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](mailto: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.*

**Summer Ground/Remote Courses** – 100% refund before first class begins  
0% refund on or after first day of class

**Summer Online Courses** – 100% refund 0-3 days after term begins (June 3-6)  
40% refund 4-7 days after term begins (June 7-10)  
0% refund after 8 days\* (June 11-15)

*\*The Final day to withdraw from an online course and receive a 'W' will be June 15<sup>th</sup>, per the graduate catalog.*

### **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**

***Initial Certification at the Advanced Level:*** [carrie.rath@doane.edu](mailto:carrie.rath@doane.edu)

***Curriculum & Instruction and Endorsements:*** [deb.stuto@doane.edu](mailto:deb.stuto@doane.edu)

***School Counseling:*** [rachel.catlett@doane.edu](mailto:rachel.catlett@doane.edu)

***Educational Leadership:*** [teresa.perkins@doane.edu](mailto:teresa.perkins@doane.edu)

***Education Specialist:*** [cindy.gray@doane.edu](mailto:cindy.gray@doane.edu)

***Doctorate of Education:*** [cate.sommervold@doane.edu](mailto:cate.sommervold@doane.edu)



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**SUMMER SEMESTER 2024 24/EDSU Monday, May 20 – Sunday, July 28 (10 weeks)**

<u>May</u>	28 Tuesday.....	Courses start for Crete campus May 2024 graduate
<u>June</u>	3 Monday.....	Online courses start (no late adds allowed; 6 weeks long)
	3 Monday.....	Last day to add without a \$100 late fee (EDL, ESD, EdD)
	15.....	Final day to withdraw <u>from an online course</u> and receive a “W” ( <i>catalog</i> )
	15.....	Payment deadline for courses that started in May or June
	28 Friday.....	Last day to apply for Financial Aid for 23-24 year
<u>July</u>	4 Thursday.....	Fourth of July Holiday
	8 Monday.....	Grades due for courses required for certification (brand new teachers requiring state certification for the first time).
	15.....	Payment deadline for courses that start in July
	15.....	Last day for EdD students to defend dissertation
	15 Monday.....	Final day of online courses
	24 Wednesday.....	Summer census
	24 Wednesday.....	Fall Schedule Released on Self-Service ( <i>Wed prior registration opening</i> )
	29 Monday.....	Summer Semester GRADES DUE by 9am for summer courses that are complete
	29 Monday.....	Registration for 24/EDFA starts
	31 Wednesday.....	Transcript release date for summer courses that are complete
<u>Aug.</u>	5 Monday.....	All remaining grades due
	15.....	Summer Graduates Diploma’s printed and mailed (invited to December ceremony)
	16 Friday.....	Final transcript release date for August graduates with degree notation and late summer courses

**Refund Policy Graduate Catalog: Semester Schedule - Graduate Education**

<u>Fall/Spring Semester</u>		<u>Summer - One week Sessions</u>	
0-census day (11 day after online start):	100%	Before first class	100%
12- 21 days:	50%	After first class	0%
22-28 days:	25%		
29-35 days:	10%	<u>Summer Online</u>	
		0-3 days	100%
		4-7 days	40%
		after 8 days	0%

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

Not attending or paying for your courses does not constitute a drop, and you will be charged for the course and earn a grade.

Published 1/24/23.

## 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 <b>OR</b>	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.”

### **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 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.

#### **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.
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.
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 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 <b>OR</b>	3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I	
EDL 683 Elementary Field Experience/Practicum II <b>OR</b>	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 <b>OR</b>	3 hrs.
EDU 613 Models of Teaching <b>OR</b>	
EDL 716 Teacher Supervision and Evaluation	
EDU 601 Critical Issues in Curriculum and Instruction <b>OR</b>	3 hrs.
EDL 714 Diversity, Equity, and Cultural Proficiency	
EDL 676 Assessment for Student Leaders <b>OR</b>	3 hrs.
EDU 602 Assessment for Learning or EDU-645 Assessment of Literacy	

## **EDUCATION SPECIALIST DEGREE**

### **Admission Requirements**

All candidates must have completed an approved master's degree program. Endorsement as a superintendent in Nebraska is typically available for only those candidates who already hold a building-level principal endorsement. Candidates with master's degrees in areas other than educational leadership should consult with the program director prior to application.

### **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.

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

#### **Community & Culture Emphasis**

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

### **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.

## **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 640 Literature for Children and Youth  
EDU 663 Reading/Writing in the Content Area  
EDU 685 Critical Issues in Reading  
EDU 686 Providing Leadership in Literacy  
EDU 687 Diagnosis, Assessment and Instruction in Reading  
EDU 688 Literature for Adolescents  
EDU 689 Internship in Reading Instruction

#### **Any One of the Following (3 credits)**

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

#### **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 Intermediate Grades

#### **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 Intermediate Grades

#### **• 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 Supporting Readers in the Intermediate Grades

#### **• 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



### **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

*All courses listed in this publication are contingent upon enrollment.*

## COURSES AND LOCATIONS

COE	601	Counseling Theories and Methods for K-12 Schools	<a href="#">Online</a> , <a href="#">Lincoln</a>
COE	605	Critical Issues in School Counseling	<a href="#">Online</a> , <a href="#">Remote</a>
COE	610	Interpreting Data in School Counseling	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
COE	615	Counseling Skills and Crisis Intervention	<a href="#">Online</a> , <a href="#">Omaha</a>
COE	616	College and Career Readiness	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
COE	620	School Guidance Curriculum	<a href="#">Online</a>
COE	622	Counseling Practices	<a href="#">Remote</a>
COE	625	Social Justice in School Counseling	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
COE	630	Social and Cultural Awareness in School Counseling	<a href="#">Online</a>
COE	633	Human Development K-12	<a href="#">Online</a> , <a href="#">Lincoln</a>
COE	634	Group Counseling for School Counselors	<a href="#">Online</a> , <a href="#">Lincoln</a>
COE	635	School Counseling and Special Populations	<a href="#">Online</a> , <a href="#">Lincoln</a>
COE	650	Programming for School Counseling	<a href="#">Online</a> , <a href="#">Lincoln</a>
COE	655	Ethics, Law & Professional Practice for School Counselors	<a href="#">Online</a>
EDC	612	Developing Literacy in the Primary Classroom	<a href="#">Online</a> , <a href="#">Omaha</a>
EDC	614	Developmentally Appropriate Practices	<a href="#">Omaha</a>
EDC	616	Critical Issues in Early Childhood	<a href="#">Online</a> , <a href="#">Omaha</a>
EDS	605	Behavior Intervention Strategies	<a href="#">Online</a>
EDS	620	Exceptional Children	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg)
EDS	622	School Programming for Exceptional Youth	<a href="#">Lincoln</a> (limited reg)
EDS	625	Methods of Teaching Mild/Moderate Special Education	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg)
EDS	626	Advanced Instructional Modifications and Accommodations	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg), <a href="#">Remote</a>
EDS	631	Teaching Strategies for Exceptional Children	<a href="#">Lincoln</a>
EDS	632	Critical Issues in Special Education	<a href="#">Online</a>
EDS	665	Beginning Teacher Seminar – Special Education (Initial Cert Only)	<a href="#">Crete</a> , <a href="#">Lincoln</a>
EDU	600	Improvement of Instruction	<a href="#">Online</a>
EDU	601	Critical Issues in Curriculum & Instruction	<a href="#">Online</a> , <a href="#">Lincoln</a> , <a href="#">Omaha</a> , <a href="#">Remote</a>
EDU	602	Assessment for Learning	<a href="#">Online</a> , <a href="#">Lincoln</a> , <a href="#">Remote</a>
EDU	603	Research Methods	<a href="#">Online</a> , <a href="#">Lincoln</a> , <a href="#">Remote</a>
EDU	605	Self-Care for Educators	<a href="#">Online</a>
EDU	607	Building Communities in the Classroom	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
EDU	609	Student-Centered K-5 Math	<a href="#">Lincoln</a>
EDU	611	Methods for Teaching Middle School Math	<a href="#">Lincoln</a>
EDU	613	Models of Teaching	<a href="#">Online</a> , <a href="#">Lincoln</a>
EDU	616	Best Strategies for Engaging Parents	<a href="#">Omaha</a>
EDU	618	Active Learning: Strategies to Enliven the Classroom	<a href="#">Online</a> , <a href="#">Remote</a>
EDU	622	Strategies to Flip the Switch to Success!	<a href="#">Online</a> , <a href="#">Lincoln</a>
EDU	623	Growth Mindset in the Classroom	<a href="#">Online</a>
EDU	624	Multicultural Education & Practices	<a href="#">Remote</a> (limited reg)
EDU	625	Integrating Technology with Purpose	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg), <a href="#">Remote</a>
EDU	627	Meeting Learner Needs through Multiple Intelligences	<a href="#">Online</a>
EDU	628	Reading and Writing for Second Language Learners	<a href="#">Lincoln</a>
EDU	635	Visual Phonics	<a href="#">Remote</a>
EDU	640	Literature for Children and Youth	<a href="#">Online</a>
EDU	641	Language Arts and Reading I (Initial Cert Only)	<a href="#">Lincoln</a>
EDU	644	Methods of Teaching Sci and Social Studies for Elementary (Initial Cert Only)	<a href="#">Lincoln</a>
EDU	647	Exploring Nature with Children	<a href="#">Lincoln</a>
EDU	650	The Five Love Languages in the Elementary Classroom	<a href="#">Online</a>
EDU	651	Practical Behavior Interventions for Gen & Spec. Ed Classrooms	<a href="#">Online</a>
EDU	653	Teaching Critical Thinking	<a href="#">Omaha</a>
EDU	659	Differentiated Curriculum in the Regular Classroom	<a href="#">Online</a>
EDU	661	Foundations of Teaching (Initial Cert Only)	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
EDU	662	Personalized Learning Strategies in the Classroom	<a href="#">Remote</a>
EDU	663	Reading and Writing in the Content Area	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg)
EDU	664	Beginning Teacher Seminar – Elementary (Initial Cert Only)	<a href="#">Online</a> , <a href="#">Crete</a>

*All courses listed in this publication are contingent upon enrollment.*

EDU	665	Beginning Teacher Seminar – Secondary (Initial Cert Only)	<a href="#">Crete</a> , <a href="#">Lincoln</a>
EDU	666	Top Tech Tools for Teachers	<a href="#">Remote</a>
EDU	667	Reading in the 7-12 Classroom	<a href="#">Online</a> ,
EDU	668	Sparkling Student Curiosity	<a href="#">Online</a>
EDU	669	Cooperative Learning	<a href="#">Online</a>
EDU	670	Classroom Management	<a href="#">Online</a> , <a href="#">Lincoln</a>
EDU	673	3 R's of Effective Instruction	<a href="#">Online</a>
EDU	675	Sign Lang & Teaching the Deaf/Hard of Hearing	<a href="#">Remote</a>
EDU	678	Reading in the K-3 Classroom	<a href="#">Omaha</a> , <a href="#">Remote</a>
EDU	682	Curriculum for ESL Students	<a href="#">Online</a>
EDU	683	Linguistics for ESL Teachers	<a href="#">Online</a>
EDU	685	Critical Issues in Reading	<a href="#">Online</a>
EDU	686	Providing Leadership in Literacy	<a href="#">Online</a>
EDU	687	Diagnosis, Assessment, and Instruction of Reading	<a href="#">Online</a>
EDU	688	Literature for Adolescents	<a href="#">Remote</a>
EDU	690	Writing in the Primary Classroom	<a href="#">Online</a> , <a href="#">Remote</a>
EDU	692	Fine Arts for Elementary Teachers	<a href="#">Lincoln</a> (limited reg)
EDU	699	AI (Artificial Intelligence) in Education	<a href="#">Online</a> , <a href="#">Remote</a>
		Closing the Gap with Struggling Readers	<a href="#">Online</a>
		De-escalation Techniques to Stabilize the Brain	<a href="#">Remote</a>
		Effect. Small Group Reading Instruction and Intervention	<a href="#">Omaha</a>
		Engaging/Motivating Students to Read Independently	<a href="#">Remote</a>
		Fundamentals First	<a href="#">Omaha</a>
		Motivating Readers	<a href="#">Online</a>
		Online Educational Resources	<a href="#">Online</a>
		STEM & Computer Science Integration in the Classroom	<a href="#">Remote</a>
		The Incredible Flexible You	<a href="#">Online</a>
EDU	707	Supporting Readers in the Reading Workshop	<a href="#">Online</a>
EDU	714	Developing Positive Learning Environments	<a href="#">Online</a>
EDU	719	Teaching Art Across the Curriculum	<a href="#">Fairbury</a>
EDU	729	ESL: Communicating in the Educational Environment	<a href="#">Online</a>
EDU	738	Children, Youth, and Family	<a href="#">Lincoln</a> (limited reg)
EDU	739	PE Methods for Elementary Teachers (Initial Cert Only)	<a href="#">Lincoln</a>
EDU	740	Google Chrome and Apps in the Classroom	<a href="#">Online</a>
EDU	743	Building a Mindful Classroom: Personal Practices	<a href="#">Online</a>
EDU	744	Building a Mindful Classroom: Classroom Practices	<a href="#">Online</a> , <a href="#">Omaha</a>
EDU	745	Trauma: Educating Through Experiences	<a href="#">Remote</a>
EDU	746	SEL: Building a Classroom into a Community	<a href="#">Online</a> , <a href="#">Lincoln</a>
EDU	747	Teaching Empathy: Changing Humanity	<a href="#">Online</a>
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EDL	621	Leadership Internship	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
EDL	675	Foundations of Educational Leadership	<a href="#">Lincoln</a> , <a href="#">Omaha</a> , <a href="#">North Platte</a>
EDL	686	Advanced Educational Leadership	<a href="#">Lincoln</a> , <a href="#">Omaha</a>
EDL	710	Leadership of Special Education	<a href="#">Omaha</a>
EDL	712	Leadership of Education-based Secondary Activities and Athletics	<a href="#">Lincoln</a>
EDL	718	Leadership of Early Childhood and Elementary Education	<a href="#">Online</a>
EDL	720	Secondary School Leadership	<a href="#">Online</a>
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ESD	715	School-Community Communications	<a href="#">Lincoln</a>
ESD	850	Finance, Resource Management, Board Relations	<a href="#">Lincoln</a>
ESD	910	Ethics of Leadership	<a href="#">Lincoln</a>
ESD	920	Leadership Internship I	<a href="#">Lincoln</a> (Arranged)
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EDU	925	Professional Learning Community III	<a href="#">Lincoln</a>
EDU	945	Qualitative Research Design	<a href="#">Lincoln</a>
EDU	985	Dissertation	<a href="#">Lincoln</a> (Arranged)

## SUMMER 2024 GRADUATE CLASSES

### ONLINE COURSES (asynchronous)

**ALL ONLINE COURSES will run June 3 through July 15, 2024.**  
**Students must register by the first day of class, no later than Sunday, June 2nd.**

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 for 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 18 and closes June 2, 2024 for online sections.

All textbooks can be found here [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com)

<b>COE 601-1</b>	<b>Counseling Theories and Methods for K-12 Schools</b>	Online	Jake Morrow
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 605-1</b>	<b>Critical Issues in School Counseling</b>	Online	Jake Morrow
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 615-1</b>	<b>Counseling Skills and Crisis Intervention</b>	Online	Kim Jacobson
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 620-1</b>	<b>School Guidance Curriculum</b>	Online	Susie Mahoney
<b>*Required course for <u>School Counseling</u> degree – Tier 2.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 630-1</b>	<b>Social and Cultural Awareness in School Counseling</b>	Online	Cynthia Gooch-Grayson
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 633-1</b>	<b>Human Development K-12</b>	Online	Janet Schwager
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 634-1</b>	<b>Group Counseling</b>	Online	Jennifer Bass
<b>*Required course for <u>School Counseling</u> degree – Tier 2.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 635-1</b>	<b>School Counseling and Special Populations</b>	Online	Loni Watson
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 650-1</b>	<b>Programming for School Counseling</b>	Online	Rachel Catlett
<b>*Required course for <u>School Counseling</u> degree – Tier 2.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>COE 655-1</b>	<b>Ethics, Law &amp; Professional Practice for School Counselors</b>	Online	Jennifer Bass
<b>*Required course for <u>School Counseling</u> degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

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<b>EDC 612-1</b>	<b>Developing Literacy in the Primary Classroom</b>	Online	Brittney Bills
*Required course for <u>Early Childhood</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDC 616-1</b>	<b>Critical Issues in Early Childhood</b>	Online	Jena Deaver
*Required course for <u>Early Childhood</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDL 718-1</b>	<b>Leadership of Early Childhood and Elementary Education</b>	Online	Lynn Fuller
*Elective course for <u>Educational Leadership</u> program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDL 720-1</b>	<b>Secondary School Leadership</b>	Online	Andrew Havelka
*Elective course for <u>Educational Leadership</u> program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 605-1</b>	<b>Behavior Intervention Strategies</b>	Online	Rudi Wolfe
*Required course for <u>Special Education</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 620-1</b>	<b>Exceptional Children</b>	Online	Jill Timmons
*Required course for <u>Special Education</u> Endors. + <u>School Counseling</u> 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 625-1</b>	<b>Methods of Teaching Mild/Moderate Special Education</b>	Online	Kristin Fangmeyer
*Required course for <u>Special Education</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 626-1</b>	<b>Advanced Instructional Modifications</b>	Online	Marylou Schlieder
*Required course for <u>Special Education</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 632-1</b>	<b>Critical Issues in Special Education</b>	Online	Marylou Schlieder
*Required course for <u>Special Education</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 600-1</b>	<b>Improvement of Instruction</b>	Online	Deb Fetch
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs. Fills same requirement as EDU 613. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 601-1</b>	<b>Critical Issues in Curriculum and Instruction</b>	Online	Deb Stuto
*Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 601-2</b>	<b>Critical Issues in Curriculum and Instruction</b>	Online	Deb Stuto
*Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 602-1</b>	<b>Assessment for Learning</b>	Online	Deb Fetch
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs and endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

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<b>EDU 602-2</b>	<b>Assessment for Learning</b>	Online	Deb Fetch
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs and endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 603-1</b>	<b>Research Methods</b>	Online	Julie Martin
*Required course for <u>Curriculum &amp; Instruction</u> program. Should be taken toward end of program; <b>EDU 604</b> must be taken online with same instructor in Fall 2024 following completion of EDU 603. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 603-2</b>	<b>Research Methods</b>	Online	Carrie Rath
*Required course for <u>Curriculum &amp; Instruction</u> program. Should be taken toward end of program; <b>EDU 604</b> must be taken online with same instructor in Fall 2024 following completion of EDU 603. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 603-3</b>	<b>Research Methods</b>	Online	Carrie Rath
*Required course for <u>Curriculum &amp; Instruction</u> program. Should be taken toward end of program; <b>EDU 604</b> must be taken online with same instructor in Fall 2024 following completion of EDU 603. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 605-1</b>	<b>Self-Care for Educators</b>	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 613-1</b>	<b>Models of Teaching</b>	Online	Sara Zabrowski-Gates
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs. Fills same requirement as EDU 600. *Also required for <u>School Counseling</u> 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 618-1</b>	<b>Strategies to Enliven the Classroom: Active Learning</b>	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 622-1</b>	<b>Strategies to Flip the Switch to Success!</b>	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 623-1</b>	<b>Growth Mindset in the Classroom</b>	Online	Jena Deaver
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 625-1</b>	<b>Integrating Technology with Purpose</b>	Online	Janet Carriker
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 627-1</b>	<b>Meeting Learner Needs through Multiple Intelligences</b>	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 640-1</b>	<b>Literature for Children and Youth</b>	Online	Ashley Rockey
*Required course for <u>Reading Specialist</u> and PK-6 <u>Reading &amp; Writing</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 650-1</b>	<b>The Five Love Languages in the Elementary Classroom</b>	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			



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<b>EDU 651-1</b>	<b>Practical Behavior Interventions for Gen &amp; Spec Ed Classroom</b>	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 659-1</b>	<b>Differentiated Curriculum in the Regular Classroom</b>	Online	Tassie Little
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 663-1</b>	<b>Reading and Writing in the Content Area</b>	Online	Gina Pospichal
*Required course for <u>Reading Specialist</u> and <u>Special Education</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>**Initial Certification (Fast Track) students ONLY**</b>			
<b>EDU 664-1</b>	<b>Beginning Teacher Seminar - Elementary</b>	Online	Carrie Rath
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 667-1</b>	<b>Reading in the 7-12 Classroom</b>	Online	Chloe Fox-Healy
*Fills requirement in <u>Reading Specialist</u> and <u>7-12 Reading &amp; Writing</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 668-1</b>	<b>Sparkling Student Curiosity</b>	Online	Angie Sandy
* Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 669-1</b>	<b>Cooperative Learning</b>	Online	Makenzie Scollard
* Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 670-1</b>	<b>Classroom Management</b>	Online	Cara Heminger
*Required course for <u>School Counseling</u> 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 673-1</b>	<b>3 R's of Effective Instruction</b>	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 682-1</b>	<b>Curriculum for ESL Students</b>	Online	Dana Martin
*Required course for <u>ESL</u> endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 683-1</b>	<b>Linguistics for ESL Teachers</b>	Online	Josh Pope
*Required course for <u>ESL</u> endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 685-1</b>	<b>Critical Issues in Reading</b>	Online	Chandra Myers Sara Robinson
*Required course for <u>Reading Specialist</u> and <u>Reading &amp; Writing</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 686-1</b>	<b>Providing Leadership in Literacy</b>	Online	Sue Pieper
*Required course for <u>Reading Specialist</u> endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 687-1</b>	<b>Diagnosis, Assessment, and Instruction of Reading</b>	Online	Chandra Myers Sara Robinson
*Required course for <u>Reading Specialist</u> and <u>Reading &amp; Writing</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

*All courses listed in this publication are contingent upon enrollment.*

<b>EDU 690-1</b>	<b>Writing in the Primary Classroom</b>	Online	Casey Klein
*Course meets requirement within <u>Reading Specialist</u> and <u>Early Childhood</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-1</b>	<b>AI (Artificial Intelligence) in Education</b>	Online	Josh Allen
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-2</b>	<b>Online Educational Resources</b>	Online	Debora Masker
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-3</b>	<b>The Incredible Flexible You</b>	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-4</b>	<b>Motivating Readers</b>	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-5</b>	<b>Closing the Gap with Struggling Readers</b>	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 707-1</b>	<b>Supporting Readers in the Intermediate Grades</b>	Online	Jen Johnson
*Required course for PK-6 <u>Reading &amp; Writing</u> + meets requirement for <u>Reading Specialist</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 714-1</b>	<b>Developing Positive Learning Environments</b>	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 729-1</b>	<b>ESL: Communicating in the Educational Environment</b>	Online	Dana Martin
*Required course for <u>ESL</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 740-1</b>	<b>Google Chrome and Apps in the Classroom</b>	Online	Josh Allen
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 743-1</b>	<b>Building a Mindful Classroom: Personal Practices</b>	Online	David Fringer Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 744-1</b>	<b>Building a Mindful Classroom: Classroom Practices</b>	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 746-1</b>	<b>SEL: Building a Classroom into a Community</b>	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 747-1</b>	<b>Teaching Empathy: Changing Humanity</b>	Online	Amber Cownie
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

*All courses listed in this publication are contingent upon enrollment.*

## MAY 2024 CRETE GRADUATE COURSEWORK

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

**\* REGISTRATION FOR THESE COURSES LIMITED TO MAY 2024 DOANE GRADUATES! \***

*All textbooks can be found here [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com)*

### » May 28 – June 7:

May 28-31, June 3-7 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDU 602-C1 Assessment for Learning**

8:00am-5:30pm

Julie Martin

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

### » June 10 – June 14:

June 10-June 14 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDS 620-C2 Exceptional Children**

8:00am-5:30pm

Jill Timmons

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 10-June 14 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDS 626-C2 Advanced Instructional Modifications**

8:00am-5:30pm

Trina Pettit

**\*Registration limited to May 2024 Doane graduates.**

A \$20 course fee will be added to tuition charges. Check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

### » June 17 – June 21:

June 17-June 21 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDS 622-C3 School Programming for Exceptional Youth**

8:00am-5:30pm

Trina Pettit

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 17-June 21 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDU 628-C3 Reading and Writing for Second Language Learners**

8:00am-5:30pm

Kristi Mulliner

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 17-June 21 – *Lincoln Campus, Fred Brown Center (303 N 52<sup>nd</sup> St), Classroom TBD*

**EDU 663-C3 Reading and Writing in the Content Area**

8:00am-5:30pm

Gina Pospichal

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

### » June 24 – June 28:

June 24-June 28 – *Crete Campus, Chab-Weyers Education Building, Classroom 321*

**EDS 665-C4 Beginning Teacher Seminar – SPECIAL ED**

8:00am-5:30pm

Trina Pettit

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 24-June 28 – *Crete Campus, Chab-Weyers Education Building, Classroom 312*

**EDU 664-C4 Beginning Teacher Seminar - ELEMENTARY**

8:00am-5:30pm

Tiffany Young

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 24-June 28 – *Crete Campus, Chab-Weyers Education Building, Classroom 307*

**EDU 665-C4 Beginning Teacher Seminar – SECONDARY/K-12**

8:00am-5:30pm

Cara Heminger

**\*Registration limited to May 2024 Doane graduates.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

*All courses listed in this publication are contingent upon enrollment.*

## FAIRBURY

Classes will meet at Fairbury High School - 1501 9th St, Fairbury, NE 68352.

Summer Registration in [Student Planning](#) opens March 18, 2024. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com)

### » Week 2: June 10 – June 14

June 10-June 14 – Fairbury High School, 1501 9<sup>th</sup> St., Fairbury

**EDU 719-A2 Implementing Art Across the Curriculum**

8:00am-5:30pm

Connie Schouboe

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

A \$25 material fee will be added to tuition charges. Check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

## LINCOLN

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

Summer Registration in [Student Planning](#) opens March 18, 2024. See front of schedule for registration deadlines and late registration policies. All textbooks can be found here [www.doaneuniversityshop.com](http://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 3, 2024 to avoid late registration charges.*

**EDL 621-L1 Leadership Internship**

Arranged

Kris Morrison

*Monday-Friday, June 10-June 21 – Fred Brown Center, Room 303*

**EDL 675-L1 Foundations of Educational Leadership**

Staff

*Monday-Friday, July 8-July 19 – Fred Brown Center, Room 303*

**EDL 686-L1 Advanced Educational Leadership**

Kris Morrison

### Education Specialist (EdS) Courses –

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

*Students must register by June 3, 2024 to avoid late registration charges.*

*June 22-23, July 13\* (team day), July 27-28 – Administration Building, Room 116*

**ESD 715-L1 School-Community Communications**

Cindy Gray  
Vann Price

*June 9 (FBC), June 15, June 23\* (team day), July 13-14 – Administration Building, Room 116*

**ESD 850-L1 Finance, Resource Management, Board Relations**

*(A \$25 fee will be added to tuition charges for course text)*

Josh Fields  
Shureen Seery

*June 8-9, July 7\* (team day), July 20-21 – Administration Building, Room 116*

**ESD 910-L1 Ethics of Leadership**

Melissa Poloncic  
Mitch Kubicek

*Arranged – June-July*

**ESD 920-L1 Leadership Internship I**

Arranged

Cindy Gray

*All courses listed in this publication are contingent upon enrollment.*

## 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 3, 2024 to avoid late registration charges.**

June 22-23, July 13-14, August 3 - Administration Building, Room 117

**EDU 925-L1 Professional Learning Community III**

**Cate Sommervold**

June 8-9, July 6-7, July 27-28 - Administration Building, Room 117

**EDU 945-L1 Qualitative Research Design**

**Tiffany Young  
Debbie Miller**

**EDU 985-L1 Dissertation**

**Arranged**

**Cate Sommervold**

## » **May 28 – May 31 (Initial Certification Students ONLY)**

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

May 28-May 31 – Doane University – Administration Building, Room 117

**EDU 661-L1 Foundations of Teaching**

8:00am-5:30pm

**Carrie Rath**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

## » **Week 1: June 3 – June 7**

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

June 3-June 7 – Doane University – Administration Building, Room 116

**EDS 665-L1 Beginning Teacher Seminar – Special Education**

8:00am-5:30pm

**Tracy Nelson**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

June 3-June 7 – Doane University – Administration Building, Room 117

**EDU 665-L1 Beginning Teacher Seminar - Secondary**

8:00am-5:30pm

**Emily Griesch**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

June 3-June 7 – Doane University – Fred Brown Center, Room TBD

**EDU 739-L1 PE Methods for Elementary Teachers**

8:00am-5:30pm

**Heather Leader**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 3-June 7 – Doane University – Fred Brown Center, Room TBD

**COE 601-L1 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](http://www.doaneuniversityshop.com) to see if a text is required.

June 3-June 7 – Doane University – Fred Brown Center, Room TBD

**COE 610-L1 Interpreting Data in School Counseling**

8:00am-5:30pm

**Sally Carlson**

**\*Required course for School Counseling degree – Tier 2.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 3-June 7 – Doane University – Fred Brown Center, Room TBD

**COE 625-L1 Social Justice in School Counseling**

8:00am-5:30pm

**Jake Willems**

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 3-June 7 – Doane University – Fred Brown Center, Room TBD

**EDU 603-L1 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 2024 following completion of EDU 603.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

*All courses listed in this publication are contingent upon enrollment.*

June 3-June 7 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 647-L1 Exploring Nature with Children</b>	8:00am-5:30pm	Rod Diercks
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 3-June 7 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 670-L1 Classroom Management</b>	8:00am-5:30pm	Cara Heminger
*Required course for <u>School Counseling</u> ‘Tier 0’ for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

## » Week 2: June 10 – June 14

<b>**Initial Certification (Fast Track) students ONLY**</b>		
June 10-June 14 – Doane University – Administration Building, Room 117		
<b>EDU 625-L2 Integrating Technology with Purpose</b>	8:00am-5:30pm	Scott Phillips
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>**Initial Certification (Fast Track) students ONLY**</b>		
June 10-June 14 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 641-L2 Language Arts &amp; Reading I</b>	8:00am-5:30pm	Kelley McElhose
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 10-June 14 – Doane University – Fred Brown Center, Room TBD		
<b>EDL 712-L2 Leadership of Ed-based Sec. Activities &amp; Athletics</b>	8:00am-5:30pm	JJ Toczek
*Elective course for Educational Leadership program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 10-June 14 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 601-L2 Critical Issues in Curriculum and Instruction</b>	8:00am-5:30pm	Marilyn Johnson-Farr
*Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> ‘Tier 0’ for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 10-June 14 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 609-L2 Student-Centered K-5 Math</b>	8:00am-5:30pm	Heather Harbison
*Elective course for C&I program or non-degree seeking students. Fills math requirement for Special Education end. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 10-June 14 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 613-L2 Models of Teaching</b>	8:00am-5:30pm	Cara Heminger
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs. Fills same requirement as EDU 600. *Also required for <u>School Counseling</u> ‘Tier 0’ for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

## » Week 3: June 17 – June 21

<b>**Initial Certification (Fast Track) students ONLY**</b>		
June 17-June 21 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 644-L3 Methods of Teaching Sci. and Soc. Studies for Elem.</b>	8:00am-5:30pm	Rod Diercks
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 17-June 21 – Doane University – Administration Building, Room 116		
<b>COE 634-L3 Group Counseling for School Counselors</b>	8:00am-5:30pm	Rachel Catlett
* Required course for <u>School Counseling</u> degree – Tier 2. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

June 17-June 21 – Doane University – Fred Brown Center, Room TBD		
<b>EDU 601-L3 Critical Issues in Curriculum and Instruction</b>	8:00am-5:30pm	Marilyn Johnson-Farr
*Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> ‘Tier 0’ for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		



*All courses listed in this publication are contingent upon enrollment.*

June 17-June 21 – 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 2024 following completion of EDU 603.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 17-June 21 – Doane University – Administration Building, Room 117  
**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](http://www.doaneuniversityshop.com) to see if a text is required.

## » Week 4: June 24 – June 28

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

June 24-June 28 – Doane University – Administration Building, Room 117  
**EDS 620-L4 Exceptional Children** 8:00am-5:30pm Shawna Johnson  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

June 24-June 28 – Doane University – Fred Brown Center, Room TBD  
**EDU 692-L4 Fine Arts for Elementary Teachers** 8:00am-5:30pm Sarah Cal  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 24-June 28 – Doane University – Fred Brown Center, Room TBD  
**COE 633-L4 Human Development K-12** 8:00am-5:30pm Tami Wegener  
**\* Required course for School Counseling degree – Tier 1.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 24-June 28 – Doane University – Fred Brown Center, Room TBD  
**EDU 603-L4 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 2024 following completion of EDU 603.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 24-June 28 – Doane University – Administration Building, Room 116  
**EDU 622-L4 Strategies to Flip the Switch to Success!** 8:00am-5:30pm Deb Stuto  
**\*Elective course for C&I program or non-degree seeking students.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

## » Week 6: July 8 – July 12

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

July 8-July 12 – Doane University – Administration Building, Room 116  
**EDS 622-L6 School Programming for Exceptional Youth** 8:00am-5:30pm Trina Pettit  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

July 8-July 12 – Doane University – Administration Building, Room 117  
**EDU 663-L6 Reading and Writing in the Content Area** 8:00am-5:30pm Gina Pospichal  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

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

July 8-July 12 – Doane University – Fred Brown Center, Room TBD  
**EDU 738-L6 Children, Youth, and Family** 8:00am-5:30pm Libby Dreier  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

July 8-July 12 – Doane University – Fred Brown Center, Room TBD  
**COE 616-L6 College and Career Readiness** 8:00am-5:30pm Tami Wegener  
**\*Required course for School Counseling degree – Tier 1.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

*All courses listed in this publication are contingent upon enrollment.*

July 8-July 12 – Doane University – Fred Brown Center, Room TBD			
<b>EDS 631-L6</b>	<b>Teaching Strategies for Exceptional Children</b>	8:00am-5:30pm	Jill Timmons
*Required course for <u>Special Education</u> Endorsement.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 8-July 12 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 601-L6</b>	<b>Critical Issues in Curriculum and Instruction</b>	8:00am-5:30pm	J.L. Vertin
*Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> ‘Tier 0’ for those not certified to teach.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 8-July 12 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 602-L6</b>	<b>Assessment for Learning</b>	8:00am-5:30pm	Julie Martin
*Required course for <u>Curriculum &amp; Instruction</u> and <u>EDL</u> programs and endorsements.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 8-July 12 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 603-L6</b>	<b>Research Methods</b>	8:00am-5:30pm	Laura Katt
*Required course for <u>Curriculum &amp; Instruction</u> program. Should be taken toward end of program; <b>EDU 604</b> must be taken in Lincoln with same instructor in Fall 2024 following completion of EDU 603.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 8-July 12 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 746-L6</b>	<b>SEL: Building a Classroom into a Community</b>	8:00am-5:30pm	Marty Fetch
* <u>SEL Specialization</u> course; elective course for C&I program or non-degree students.			
A \$10 course fee will be added to tuition charges. Check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

## » Week 7: July 15 – July 19

<b>**Initial Certification (Fast Track) students ONLY**</b>			
July 15-July 19 – Doane University – Administration Building, Room 117			
<b>EDS 625-L7</b>	<b>Methods of Teaching Mild/Mod Special Education</b>	8:00am-5:30pm	Trina Pettit
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 15-July 19 – Doane University – Administration Building, Room 116			
<b>COE 635-L7</b>	<b>School Counseling and Special Populations</b>	8:00am-5:30pm	Jill Timmons
* Required course for <u>School Counseling</u> degree – Tier 1.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 15-July 19 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 611-L7</b>	<b>Teaching Strategies for Middle School Math</b>	8:00am-5:30pm	J.L. Vertin
*Elective course for C&I program or non-degree seeking students. Fills math requirement for Special Education end.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
July 15-July 19 – Doane University – Fred Brown Center, Room TBD			
<b>EDU 628-L7</b>	<b>Reading and Writing for Second Language Learn.</b>	8:00am-5:30pm	Tricia Ramaekers
*Course meets a requirement for <u>Reading &amp; Writing</u> endorsement; also meets requirement for <u>ESL</u> endorsement (meets same requirement as EDU 682 or EDU 691 for ESL).			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

## » Week 8: July 22 – July 26

July 22-July 26 – Doane University – Administration Building, Room 117			
<b>COE 650-L8</b>	<b>Programming for School Counseling</b>	8:00am-5:30pm	Rachel Catlett
* Required course for <u>School Counseling</u> degree – Tier 2.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> 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.*

## 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 18, 2024. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here [www.doaneuniversityshop.com](http://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 3, 2024 to avoid late registration charges.

Monday-Friday, June 3-June 14 – ESU 16, 1221 W 17th St, North Platte

EDL 675-N1 Foundations of Educational Leadership

Erica Johnson

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

## OMAHA

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

Summer Registration in [Student Planning](#) opens March 18, 2024. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here [www.doaneuniversityshop.com](http://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 3, 2024 to avoid late registration charges.

EDL 621-O2 Leadership Internship

Arranged

Anna Thoma

Monday-Friday, June 10-June 21 – Omaha Campus, 4020 S. 147<sup>th</sup> St.

EDL 675-O2 Foundations of Educational Leadership

Teresa Perkins

Monday-Friday, July 8-July 19 – Omaha Campus, 4020 S. 147<sup>th</sup> St.

EDL 686-O2 Advanced Educational Leadership

Anna Thoma

## » Week 1: June 3 – June 7

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

June 3-June 7 – Doane University –4020 S. 147<sup>th</sup> St.

EDU 661-O1 Foundations of Teaching

8:00am-5:30pm

Carrie Rath

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

June 3-June 7 – Doane University, 4020 S. 147<sup>th</sup> St.

EDC 612-O1 Developing Literacy in the Primary Classroom

8:00am-5:30pm

Libby Dreier

**\*Required course for Early Childhood Endorsement.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

*All courses listed in this publication are contingent upon enrollment.*

## » **Week 2: June 10 – June 14**

June 10-June 14 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>COE 610-O2 Interpreting Data in School Counseling</b> *Required course for <u>School Counseling</u> degree – Tier 2. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Sally Carlson
June 10-June 14 – <i>Omaha, Alternative Location TBA</i> <b>COE 616-O2 College and Career Readiness</b> *Required course for <u>School Counseling</u> degree – Tier 1. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Tami Wegener
June 10-June 14 – <i>Omaha, Alternative Location TBA</i> <b>EDC 616-O2 Critical Issues in Early Childhood</b> *Required course for <u>Early Childhood</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Libby Dreier
June 10-June 14 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>EDU 601-O2 Critical Issues in Curriculum and Instruction</b> *Required course for <u>C&amp;I</u> and <u>EDL</u> programs + <u>School Counseling</u> ‘Tier 0’ for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	J.L. Vertin
June 10-June 14 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>EDU 744-O2 Building a Mindful Classroom: Classroom Practices</b> * <u>SEL Specialization</u> course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Marty Fetch

## » **Week 3: June 17 – June 21**

June 17-June 21 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>EDU 678-O3 Reading in the K-3 Classroom</b> *Course meets a requirement within <u>Reading Specialist</u> and <u>Early Childhood</u> endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Libby Dreier
June 17-June 21 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>EDU 699-O3 Fundamentals First</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Kerri Lewis

## » **Week 4: June 24 – June 28**

June 24-June 28 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>COE 615-O4 Counseling Skills and Crisis Intervention</b> *Required course for <u>School Counseling</u> degree – Tier 1. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Jennifer Bass
June 24-June 28 – <i>Doane University, 4020 S. 147<sup>th</sup> St.</i> <b>COE 625-O4 Social Justice in School Counseling</b> * Required course for <u>School Counseling</u> degree – Tier 1. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Susie Mahoney

*All courses listed in this publication are contingent upon enrollment.*

June 24-June 28 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDU 616-O4 Best Strategies for Engaging Parents</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Libby Dreier
June 24-June 28 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDU 653-O4 Teaching Critical Thinking</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Tassie Little
June 24-June 28 – Omaha, Alternative Location TBA <b>EDU 699-O4 Effective Sm. Group Read. Instruct. &amp; Intervention</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Dani Wagaman

### **» Week 6: July 8 – July 12**

July 8-July 12 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDL 710-O6 Leadership of Special Education</b> *Elective course for <u>Educational Leadership</u> program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Megan Albers
July 8-July 12 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDU 607-O6 Building Communities in the Classroom</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Carrie Rath
July 8-July 12 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDU 699-O6 Fundamentals First</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Kerri Lewis

### **» Week 8: July 22 – July 26**

July 22-July 26 – Doane University, 4020 S. 147 <sup>th</sup> St. <b>EDC 614-O8 Developmentally Appropriate Practices</b> *Required course for <u>Early Childhood</u> Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	8:00am-5:30pm	Mary Beth Pistillo
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*(Please see '[Remote](#)' course section for additional synchronous course options)*

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*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.\*\*** Remote courses will meet daily via Zoom anytime between 8:00am and 5:30pm. 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 meetings.

Summer Registration in [Student Planning](#) opens March 18, 2024. See front of schedule for registration deadlines and late registration policies. All textbooks can be found here [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com)

### » **June 6 – July 18 (evening meetings)**

Thursdays, June 6-July 18 – **Remote via Zoom** (hybrid – online work also required)

**COE 622-R1 Counseling Practices**

5:30pm-9:00pm

Jake Willems

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

### » **May 28 – June 1 (Tuesday-Saturday)**

May 28-June 1 – **Remote via Zoom**

**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](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

### » **Week 1: June 3 – June 7**

June 3-June 7 – **Remote via Zoom**

**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 2024 following completion of **EDU 603**.

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

June 3-June 7 – **Remote via Zoom**

**EDU 662-R1 Personalized Learning Strategies in the Classroom**

8:00am-5:30pm

Alli Pontious

Dustin Carlson

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

June 3-June 7 – **Remote via Zoom**

**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](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

June 3-June 7 – **Remote via Zoom**

**EDU 699-R11 AI (Artificial Intelligence) in Education**

8:00am-5:30pm

Noel Erskine

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

June 3-June 7 – **Remote via Zoom**

**EDU 699-R12 De-escalation Techniques to Stabilize the Brain**

8:00am-5:30pm

Joyce Swanson

Laurie Lofquist

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.

June 3-June 7 – **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](http://www.doaneuniversityshop.com) under location ‘**Lincoln**’ to see if a text is required.



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## » **Week 2: June 10 – June 14**

June 10-June 14 – Remote via Zoom

**COE 605-R2** Critical Issues in School Counseling

8:00am-5:30pm

Kim Jacobson

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 10-June 14 – Remote via Zoom

**EDU 618-R2** Strategies to Enliven the Classroom: Active Learning

8:00am-5:30pm

Angie Sandy

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 10-June 14 – 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 \$13.95 charge via Venmo for Visual Phonics Cards & Font on first day of class.

June 10-June 14 – Remote via Zoom

**EDU 699-R2** STEM & Computer Science Integration in the Class.

8:00am-5:30pm

Alli Pontious

Dustin Carlson

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 10-June 14 – 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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

## » **Week 3: June 17 – June 21**

June 17-June 21 – Remote via Zoom

**EDU 603-R3** 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 2024 following completion of EDU 603.

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 17-June 21 – Remote via Zoom

**EDU 625-R3** Integrating Technology in the Classroom

8:00am-5:30pm

Alli Pontious

Dustin Carlson

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 17-June 21 – Remote via Zoom

**EDU 690-R3** 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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

## » **Week 4: June 24 – June 28**

June 24-June 28 – Remote via Zoom

**EDU 602-R4** Assessment for Learning

8:00am-5:30pm

Laura Katt

\*Required course for Curriculum & Instruction and EDL programs and endorsements.

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

June 24-June 28 – Remote via Zoom

**EDU 675-R4** Sign Language & Teach. the Deaf/ Hard of Hearing

8:00am-5:30pm

Carre Klein

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

*All courses listed in this publication are contingent upon enrollment.*

## » **Week 5: July 1 – July 5**

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

July 1-July 5 – **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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

July 1-July 5 – **Remote via Zoom** (no synchronous meeting July 4)

**EDS 626-R5**      **Advanced Instructional Mods & Accommodations**      8:00am-5:30pm      Jill Timmons

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

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

July 1-July 5 – **Remote via Zoom** (no synchronous meeting July 4)

**EDU 602-R5**      **Assessment for Learning**      8:00am-5:30pm      Laura Katt

**\*Required course for Curriculum & Instruction and EDL programs and endorsements.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

July 1-July 5 – **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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

## » **Week 6: July 8 – July 12**

July 8-July 12 – **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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

July 8-July 12 – **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 2024 following completion of EDU 603.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

July 8-July 12 – **Remote via Zoom**

**EDU 678-R6**      **Reading in the K-3 Classroom**      8:00am-5:30pm      Chandra Myers

**\*Course meets a requirement within Reading Specialist and Early Childhood endorsements.**

Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

## » **Week 7: July 15 – July 19**

July 15-July 19 – **Remote via Zoom**

**EDU 699-R7**      **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](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

## **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.

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***Curriculum and Instruction Courses - Early Childhood EDC prefix***

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**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 614: Developmentally Appropriate Practices (3 Credits)**

Recent research on best practice in the early years has developed into a framework called developmentally appropriate practices. It builds on the knowledge base of child development suggesting effective strategies for working with young children. Developmentally appropriate materials and methods of instruction in the content areas, along with techniques for facilitating communication with parents and communities about such practices, are addressed.

**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.

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***Curriculum and Instruction Courses - Special Education EDS prefix***

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**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**

*All courses listed in this publication are contingent upon enrollment.*

**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

**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.

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***Curriculum and Instruction Courses – EDU prefix***

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**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.***

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

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.

*All courses listed in this publication are contingent upon enrollment.*

**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.

**EDU 609: Student-Centered K-5 Math (3 Credits)**

This course helps educators learn how to help students construct mathematical understanding by teaching through meaningful problem solving and rich, relevant tasks. Teachers will expand their knowledge of the NE Standards/Common Core Standards, learn developmental progressions within and across domains, learn how to develop math communities of self-regulated learners that enhance discourse, and learn strategies to teach math effectively and in ways that excite and motivate the wide range of student abilities and interests in classrooms by making math relevant and purposeful to the students' lives. This course links math to all subject areas and the real-world through the use of literature, manipulatives (Cuisenaire Rods, pentominoes, tangrams, pattern blocks, base-ten blocks, etc.), and real-life tools (glyphs, graphs, menus, events, maps, sports, etc.). These techniques and strategies will bring the NCTM Standards/Common Core Standards alive in the classroom. Participants will be able to apply the ideas to help students make sense of mathematics and apply it as a tool for reasoning and problem solving.

**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 622: Strategies to Flip the Switch to Success! (3 Credits)**

This course explores strategies to assist students to take ownership of their learning and be successful in school. Participants will develop lessons to help students increase their motivation and self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning. Synthesizing the best wisdom from innovators in psychology, education, business, sports, and personal effectiveness, students can be presented with the essential behaviors that good learners believe and do. By guiding students to adopt these principles and tools, educators can empower them to become effective partners in their own education, giving them the outer behaviors and inner qualities to create greater success in school and in life.

**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.



*All courses listed in this publication are contingent upon enrollment.*

**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 on 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.

**EDU 635: Visual Phonics (3 Credits)**

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 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 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 647: Exploring Nature with Children (3 Credits)**

This course will examine the many possibilities and effective implementation of exploring nature with children. Participants will utilize the Natural Learning Cycle and inquiry processes throughout the course to serve as the foundation for learning. Students will examine their current practice as it relates to nature-based/inquiry-based instruction. Participants will develop projects to enhance learning experiences and their current practice in and out of the classroom. Various subject areas will be addressed to meet the needs of the class. The course will be guided by the following organizational standards: North American Association for Environmental Education; Nebraska Environmental Education Master Plan; and the Universal Principles for Connecting Children with Nature (Nature Action Collaborative for Children Leadership Team, a World Forum Foundation Working Group).

**EDU 650: The Five Love Languages in the Elementary Classroom (3 Credits)**

In today's society, connection with your students socially and emotionally has become increasingly crucial. In this course, you will learn techniques on how to better associate with your students on an individual basis. Educators will investigate their students' love languages and explore how to connect with each student individually. Educators will develop an action plan on implementing these new concepts into their classroom and school environments to deepen relationships.

**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.

*All courses listed in this publication are contingent upon enrollment.*

**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.

**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 667: Reading in the 7-12 Classroom (3 Credits)**

This course is designed to help teachers guide their students to find success and joy in reading. Participants will discuss why many middle and high school students move away from reading and explore how to encourage individual students. Participants will discuss and compare various adolescent titles and explore a variety of activities and strategies to help students improve their reading skills. Study of some online based tools to help students become more independent learners will be included. Participants will complete an assessment or a plan applying techniques for their classroom. Course will meet a group requirement for the Reading Specialist endorsement.

**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.

*All courses listed in this publication are contingent upon enrollment.*

**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.

**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-world 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 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 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.

**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.

*All courses listed in this publication are contingent upon enrollment.*

**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: AI (Artificial Intelligence) in Education (3 Credits)**

This course explores integrating artificial intelligence (AI) in education to enhance teaching practices and improve efficiency. K-12 teachers will learn to personalize learning experiences using AI tools and methodologies, analyze student data for personalized feedback, and automate administrative tasks with AI-driven chatbots. Teachers will gain practical experience and skills to optimize teaching efficiency and create engaging learning environments for every student.

**EDU 699: De-escalation Techniques to Stabilize the Brain (3 Credits)**

De-escalation is the process of calming down a situation before it escalates further. It doesn't prevent all challenging behaviors from happening, but the teacher's knowledge of specific techniques can help defuse a situation before it gets worse. This experiential class will look at the Acting Out/Calm Down Cycle, discuss the impact of trauma informed care, and explore researched based strategies to deal with each part of the cycle.

**EDU 699: Effective Small Group Reading Instruction and Intervention (3 Credits)**

The goal of the course is to improve reading instruction using the most highly effective evidence-based techniques for small group instruction. This course provides an analysis of why students struggle in learning to read. Using current research on dyslexia and reading difficulties, participants are able to bridge the gap between research and practice. Establishing an understanding of assessment of literacy skills will be included in order to plan for effective instruction 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: Fundamentals First (3 Credits)**

The objectives of this course are to determine current beliefs and values on education; recognize diversity and culture within current educational environment; consider differences when planning instruction and activities to enhance a positive classroom culture; reflect, evaluate and critique his or her current practice(s); design positive instructional and behavioral supports for the classroom; research to support instructional strategies used in the classroom and engage and collaborate to ensure the best possible learning experience for the group. Participants will update their current classroom management plan for the following academic year.

**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: Online Educational Resources (3 Credits)**

Students will explore numerous on-line web 2.0 educational websites and tools that will enhance the classes and curriculum in their schools. These free online resources are available for the K-12 teacher to utilize within their classrooms and curriculum to "info-mate and auto-mate" the classroom. These free and easy to use resources will make an immediate impact in classrooms and curriculum. Participants will prepare materials for use in their classroom.

**EDU 699: STEM & Computer Science Integration in the Classroom (3 Credits)**

In today's rapidly evolving world, it is vital for elementary educators to embrace STEM and computer science education, empowering their students with essential skills for the future. This course offers a comprehensive exploration of instructional methods, resources, and best practices tailored to elementary classrooms, facilitating the effective integration of STEM and computer science principles.

*All courses listed in this publication are contingent upon enrollment.*

**EDU 699: The Incredible Flexible You (3 Credits)**

The Incredible Flexible You course uses the curriculum We Thinkers! Volume 1. Ages 4-7. We will look at 5 evidence based concepts that teach social skills and social vocabulary to students to think about themselves and others in different situations. This course will include techniques and strategies that can be implemented into any classroom. This is great for parents and educators.

**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 719: Teaching Art Across the Curriculum (3 Credits)**

This course is designed to broaden the knowledge base in the area of art for the K-12 teacher. The course includes methods of implementing art in various subject areas as well as providing instruction in art practices and techniques. Projects and lessons for use in the classroom will be completed.

**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 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.

**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.

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**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.

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***Educational Leadership Courses - EDL Prefix***

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**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.

**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.



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**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.

**EDL 720: Secondary School Leadership (3 Credits)**

Students will develop the knowledge, understanding, dispositions, and skills of strategic leadership, instructional leadership, organizational leadership, and community-political leadership specific to secondary schools. Students will study federal, state and local policies, procedures, regulations and best practices that shape secondary 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**

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<b>FACULTY</b>		
<b>Josh Allen</b>	<i>Technology</i>	Lewis Central Community Schools
<b>Jennifer Bass</b>	<i>School Counselor</i>	Lincoln Public Schools
<b>Brittney Bills</b>	<i>Curriculum Coordinator</i>	Grand Island Public Schools
<b>Nicole Bishop</b>	<i>Teacher</i>	Norris Public Schools
<b>Sarah Cal</b>	<i>Adjunct Instructor</i>	Doane University
<b>Dustin Carlson</b>	<i>Teacher</i>	Westside Community Schools
<b>Sally Carlson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Janet Carriker</b>	<i>Adjunct Instructor</i>	Doane University
<b>Rachel Catlett</b>	<i>Assist. Professor of Practice, Director School Counseling Program</i>	Doane University
<b>Amber Cownie</b>	<i>School Counselor</i>	Lincoln Public Schools
<b>Jena Deaver</b>	<i>Teacher</i>	All Saints Catholic Schools
<b>Rod Diercks</b>	<i>Professor of Education</i>	Doane University
<b>Jamar Dorsey</b>	<i>Adjunct Instructor</i>	Doane University
<b>Libby Dreier</b>	<i>Adjunct Instructor</i>	Doane University
<b>Alex Egger</b>	<i>Teacher</i>	St. Paul Public Schools
<b>Noel Erskine</b>	<i>Technology Coordinator</i>	Norris School District
<b>Kristin Fangmeyer</b>	<i>Adjunct Instructor</i>	Doane University
<b>Deb Fetch</b>	<i>Adjunct Instructor</i>	Doane University
<b>Marty Fetch</b>	<i>Teacher</i>	Boys Town Middle School
<b>Josh Fields</b>	<i>Adjunct Professor</i>	Doane University
<b>Chloe Fox-Healy</b>	<i>Teacher</i>	Elkhorn Public Schools
<b>David Fringer</b>	<i>Adjunct Instructor</i>	Doane University
<b>Lynn Fuller</b>	<i>Adjunct Instructor</i>	Doane University
<b>Cynthia Gooch-Grayson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Cindy Gray</b>	<i>Assoc. Professor of Practice, Director Education Specialist</i>	Doane University
<b>Emily Griesch</b>	<i>Assistant Professor, Certification Officer</i>	Doane University
<b>Heather Harbison</b>	<i>Principal</i>	Omaha Public Schools
<b>Andrew Havelka</b>	<i>Adjunct Instructor</i>	Doane University
<b>Cara Heminger</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Kim Jacobson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Sydney Jensen</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Erica Johnson</b>	<i>Director of Special Education</i>	North Platte Public Schools
<b>Shawna Johnson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Marilyn A. Johnson-Farr</b>	<i>Dwight E. Porter Professor of Education</i>	Doane University
<b>John Kalkowski</b>	<i>Teacher</i>	Millard Public Schools
<b>Laura Katt</b>	<i>Adjunct Instructor</i>	Doane University
<b>Carre Klein</b>	<i>Teacher of the Deaf</i>	O'Neill & Elkhorn Valley Schools
<b>Casey Klein</b>	<i>Adjunct Instructor</i>	Doane University
<b>Mitch Kubicek</b>	<i>Adjunct Professor</i>	Doane University
<b>Heather Leader</b>	<i>Adjunct Instructor</i>	Doane University
<b>Kerri Lewis</b>	<i>Assistant Principal</i>	Westside Community Schools
<b>Tassie Little</b>	<i>Adjunct Instructor</i>	Doane University
<b>Laurie Lofquist</b>	<i>Adjunct Instructor</i>	Doane University
<b>Susie Mahoney</b>	<i>Adjunct Instructor</i>	Doane University
<b>Dana Martin</b>	<i>Principal</i>	Bellevue Public Schools
<b>Julie Martin</b>	<i>Adjunct Instructor (Principal, Retired GIPS)</i>	Doane University
<b>Deb Masker</b>	<i>Adjunct Instructor</i>	Doane University

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<b>Kelley McElhose</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Debbie Miller</b>	<i>Adjunct Instructor</i>	Doane University
<b>Kris Morrison</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jake Morrow</b>	<i>School Counselor</i>	Grand Island Public Schools
<b>Kristi Mulliner</b>	<i>Adjunct Instructor</i>	Doane University
<b>Chandra Myers</b>	<i>Teacher</i>	Grand Island Public Schools
<b>Tracy Nelson</b>	<i>Assistant Special Education Coordinator</i>	Lincoln Public Schools
<b>Paulvince Obuon</b>	<i>Adjunct Instructor</i>	Doane University
<b>Teresa Perkins</b>	<i>Assist. Professor of Practice, Director Educational Leadership</i>	Doane University
<b>Trina Pettit</b>	<i>Assistant Professor</i>	Doane University
<b>Scott Phillips</b>	<i>Teacher</i>	Aurora Public Schools
<b>Sue Pieper</b>	<i>Literacy Coach</i>	Papillion-LaVista Public Schools
<b>Mary Beth Pistillo</b>	<i>Program Specialist</i>	Buffett Early Childhood Institute
<b>Melissa Poloncic</b>	<i>Adjunct Professor</i>	Doane University
<b>Alli Pontious</b>	<i>Teacher</i>	Westside Community Schools
<b>Josh Pope</b>	<i>Associate Professor</i>	Doane University
<b>Gina Pospichal</b>	<i>Adjunct Instructor</i>	Doane University
<b>Vann Price</b>	<i>Associate Superintendent for Human Resources</i>	Lincoln Public Schools
<b>Tricia Ramaekers</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Carrie Rath</b>	<i>Assist. Professor, Director Initial Certification at Advanced Level</i>	Doane University
<b>Sara Robinson</b>	<i>Teacher</i>	Grand Island Public Schools
<b>Ashley Rockey</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Angie Sandy</b>	<i>Adjunct Instructor</i>	Doane University
<b>Marylou Schlieder</b>	<i>Adjunct Instructor</i>	Doane University
<b>Connie Schouboe</b>	<i>Adjunct Instructor</i>	Doane University
<b>Janet Schwager</b>	<i>Adjunct Instructor</i>	Doane University
<b>Makenzie Scollard</b>	<i>Adjunct Instructor</i>	Doane University
<b>Shureen Seery</b>	<i>Adjunct Instructor</i>	Doane University
<b>Cate Sommervold</b>	<i>Assoc. Professor of Practice, Director Doctorate of Education</i>	Doane University
<b>Deb Stuto</b>	<i>Assist. Prof. of Practice, Director Curriculum &amp; Instruction</i>	Doane University
<b>Joyce Swanson</b>	<i>Counselor and Consultant</i>	Omaha
<b>Anna Thoma</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jill Timmons</b>	<i>Assistant Professor</i>	Doane University
<b>JJ Toczek</b>	<i>Director of Athletics and Activities</i>	Lincoln Public Schools
<b>JL Vertin</b>	<i>Assistant Professor of Practice</i>	Doane University
<b>Dani Wagaman</b>	<i>Teacher</i>	Glenwood Public Schools
<b>Loni Watson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Tami Wegener</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jake Willems</b>	<i>Adjunct Instructor</i>	Doane University
<b>Rudi Wolfe</b>	<i>Adjunct Instructor</i>	Doane University
<b>Tiffany Young</b>	<i>Assistant Professor</i>	Doane University
<b>Sara Zabrowski-Gates</b>	<i>Adjunct Instructor</i>	Doane University