

**DOANE UNIVERSITY FALL 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 **July 29, 2024**. The term is “2024 Fall 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 and drop deadlines can be found on our [Graduate Education Academic Calendar](#).**
- To register, go to [Student Self-Service](#). Log in with your Doane username and password. In self-service, you can access student planning to search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcripts and schedule. **Additional instructions can be 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 and order your textbooks. Click on the textbook link and input your course information (for [remote sections](#), the correct 'location' to select is listed under the [course within the course schedule](#)). For issues, Follett's telephone number is 800.466.1365. *You are also welcome to order texts from your preferred vendor, just be sure to match the ISBN number with the text posted on Follett's site to ensure that you have ordered the correct edition.*

**GRADUATE ATTENDANCE POLICY**

**Fall Semester Courses:** Students are expected to be in attendance for all classes. Absences will be discussed with the instructor on an individual basis and additional work may be required. Excused absences include illness, parent-teacher conferences, Open Hours/Curriculum night, and a death in the family. If students know they will need to miss more than one class, they should take the course at another time. *Note that in-person courses do typically account for conference nights in the area districts and instructors will adjust class meetings as necessary.*

**DOANE UNIVERSITY**

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

**DOANE UNIVERSITY MISSION STATEMENT**

Doane University creates distinctive educational experiences, rooted 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.

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

### ***ACCREDITATION***

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

### ***NOTICE OF NONDISCRIMINATION***

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual harassment and sexual violence are prohibited forms of sex discrimination.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973, is directed to contact the office of Human Resources, (402) 826-6773. This office has been designated by the University to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, title IX, or Section 504.

### ***GRADUATE PROGRAM ADMISSION***

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

To enroll in any graduate course students must apply online at <http://www.doane.edu/apply>. Once students apply, Enrollment Specialists will facilitate the enrollment process and notify students of admissions requirements for their program of study. Students interested in the Initial Certification at the Advanced Level, School Counseling, 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: .....	\$299.00 per credit hour
Online asynchronous C&I and School Counseling coursework .....	\$380.00 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).....	\$371.00 per credit hour
Doctoral courses (EDU 900-level).....	\$540.00 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 FALL COURSES IS DUE** **September 3, 2024.**

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 Census (September 6, 2024) 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** **Census day – September 6, 2024.**

### **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: Credit card payment can be made** using the instructions on the [Doane Student Accounts Page](#). All major credit cards are accepted. A convenience fee of 2.85% 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 ([NR.faoffice@doane.edu](mailto:NR.faoffice@doane.edu) or 402.466.4774). If the outside scholarships result in an over-award of need-based aid, the Financial Aid Office may be required to reduce your loan amount. This could result in a balance due to the university for financial aid you have already received.

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### **MONTHLY INSTALLMENT PAYMENT PLAN**

An online installment plan is available through Nelnet Business Solutions. This can be found by logging into [Student Self-Service](#) or on the [Payment Plan Information Page](#). This tuition management plan provides a low-cost plan for budgeting tuition and other education expenses. It is not a loan program; therefore, there is no debt, no interest or finance charges assessed, and no credit checks. Nelnet charges a non-refundable enrollment fee of \$30 per semester (\$15 for adult learners with Employer Reimbursement Benefits).

*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 [NR.faoffice@doane.edu](mailto:NR.faoffice@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 online course start date, August 26, 2024, instead of the beginning and ending dates of education class(es).** The refund is determined by the number of days that have passed from the official beginning of a term according to the schedule shown below. 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 Self-Service before the course begins or contact the Lincoln Graduate office at 402.467.9077 or [MED@doane.edu](mailto:MED@doane.edu) to officially drop a course.*

0-Census Day:	<b>100%</b>	August 26-September 6	29-35 days:	<b>10%</b>	September 24-September 30
After Census-21 days:	<b>50%</b>	September 7- September 16	After 35 days:	<b>0</b>	October 1-October 31
22-28 days:	<b>25%</b>	September 17-September 23			

*The final day to withdraw from a Fall course is October 31, per the [Catalog](#) and [Graduate Calendar](#).*

### **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**

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

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

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

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

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

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

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

**2024-2025 ACADEMIC CALENDAR**  
**Graduate Studies in Education**  
 DOANE'S 153<sup>rd</sup> YEAR



**FALL SEMESTER 2024 24/EDFA Saturday, August 17 – Sunday, December 15 (17 weeks)**

- Aug.** 26 Monday .....Online courses start (14 weeks long)  
**Sept.** 2 Monday .....Labor Day – University CLOSED  
 3 Tuesday.....Payment deadline for Fall semester  
 6 Friday.....Fall Census - Last day to drop a course with 100% refund (11 days after online courses start) Late adds will have \$100 fee  
**Oct.** 31 .....Final day to withdraw *from a course* and receive a “W”, unless course has already concluded (*catalog*)  
**Nov.** 6 Wednesday .....Spring Schedule Released in Self-Service (*Wed prior registration opening*)  
 11 Monday.....Registration for 25/EDSP starts  
 15 .....Last day for EdD students to defend dissertation  
 27 - 29 W-F .....Thanksgiving Break – 11/28-29 University CLOSED  
 30 Saturday.....Final day of online courses  
**Dec.** 6 Friday.....Fall Semester GRADES DUE by 9am, for all completed courses and December graduates  
 14 Saturday.....COMMENCEMENT – 1 p.m. for August and December 2024 Graduates  
 16 Monday.....Remaining grades due

**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 8/1/2023

**MASTER OF EDUCATION IN SCHOOL COUNSELING**

To work toward the School Counseling endorsement, candidates must:

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

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 Universal Supports in School Counseling	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	3 hrs.
EDU-601 Critical Issues in Curriculum and Instruction	3 hrs.
EDU-654 Foundations of Teaching for School Counselors	3 hrs.
EDU-670 Classroom Management	3 hrs.

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

### **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 courses COE-615, COE-630, COE-633 in consultation with the Program Director 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 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**

##### *Cadre Coursework:*

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 Internship for Educational Leaders	3 hrs.
EDL 686 Foundations of Continuous Improvement: Educational Leadership	6 hrs.
EDL 687 Application of Continuous Improvement: Educational Leadership	3 hrs.
EDL 695 Research and Implementation: Educational Leadership	3 hrs.

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##### *'Stand Alone' Coursework:*

EDU 600 Improvement of Instruction <b>OR</b>	3 hrs.
EDL 716 Teacher Supervision and Evaluation: Improvement of Instruction for Leaders	
EDU 601 Critical Issues in Curriculum and Instruction <b>OR</b>	3 hrs.
EDL 714 Diversity, Equity, and Cultural Proficiency	
EDL 676 Assessment of Student Learning for Educational Leaders <b>OR</b>	3 hrs.
EDU 602 Assessment for Learning	

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## **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 (ED.D.)**

### **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.

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

## **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-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



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### **Special Education Endorsement**

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

EDS-605 Behavior Intervention Strategies  
EDS-610 Collaborative Teaching: An Inclusion Model  
EDS-620 Exceptional Child  
EDS-621 Advanced Assessment  
EDS-621L Advanced Assessment Practicum (1 credit)  
EDS-622 School Programming for Exceptional Youth  
EDS-625 Methods of Teaching Mild/Moderate Special Education  
EDS-626 Advanced Instructional Modifications and Accommodations for Students  
EDS-631 Teaching Strategies for Exceptional Children  
EDS-632 Critical Issues in Special Education  
EDU-602 Assessment for Learning  
EDU-663 Reading/Writing in the Content Area

**Students must also complete one of the options below:**

1. For the K – 6 Special Education Endorsement complete:
  - » EDS-680A Practicum for Special Education in 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.*
2. For the 7 – 12 Special Education Endorsement complete:
  - » 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.*

**\*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  
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>
COE 602	Practicum for School Counseling	<a href="#">Lincoln, Remote</a>
COE 605	Critical Issues in School Counseling	<a href="#">Online</a>
COE 610	Interpreting Data in School Counseling	<a href="#">Online</a>
COE 615	Counseling Skills and Crisis Intervention	<a href="#">Online</a>
COE 616	College and Career Readiness	<a href="#">Remote</a>
COE 620	Universal Supports in School Counseling	<a href="#">Online</a>
COE 622	Counseling Practices	<a href="#">Remote</a>
COE 625	Social Justice in School Counseling	<a href="#">Online</a>
COE 630	Social and Cultural Awareness in School Counseling	<a href="#">Online</a>
COE 633	Human Development K-12	<a href="#">Online</a>
COE 650	Programming for School Counseling	<a href="#">Online</a>
COE 655	Ethics, Law & Professional Practice for School Counselors	<a href="#">Online</a>
COE 691	Internship for School Counseling	<a href="#">Remote</a>

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EDC 614	Developmentally Appropriate Practices: The Primary Program	<a href="#">Online</a>
EDC 616	Critical Issues in Early Childhood	<a href="#">Online</a>

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EDS 605	Behavior Intervention Strategies (prev. EDS 699)	<a href="#">Online</a>
EDS 620	Exceptional Children	<a href="#">Online</a>
EDS 621+L	Advanced Assessment + Lab	<a href="#">Lincoln/Hybrid</a>
EDS 625	Methods of Teaching Mild/Moderate Special Education	<a href="#">Online</a>
EDS 631	Teaching Strategies for Exceptional Children	<a href="#">Online</a>
EDS 632	Critical Issues in Special Education	<a href="#">Online</a>
EDS 655	Student Teaching – Special Education	<a href="#">Lincoln</a> (Arranged)
EDS 680A	Practicum for Special Education K-6	<a href="#">Lincoln</a> (Arranged)
EDS 680B	Practicum for Special Education 7-12	<a href="#">Lincoln</a> (Arranged)

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		<a href="#">Remote, Lincoln, Omaha</a>
EDU 600	Improvement of Instruction	<a href="#">Online</a>
EDU 601	Critical Issues in Curriculum and Instruction	<a href="#">Online</a>
EDU 602	Assessment for Learning	<a href="#">Online, Lincoln</a> (limited reg), <a href="#">Remote</a>
EDU 603	Research Methods	<a href="#">Online, Remote</a>
EDU 604	Culminating Project	<a href="#">Online, Lincoln, Remote</a>
EDU 605	Self-Care for Educators	<a href="#">Online</a>
EDU 613	Models of Teaching	<a href="#">Online, Remote</a>
EDU 618	Strategies to Enliven Your Classroom	<a href="#">Online, Remote</a>
EDU 621	Internship for ESL	<a href="#">Online</a>
EDU 622	Strategies to Flip the Switch to Success	<a href="#">Online</a>
EDU 625	Integrating Technology with Purpose	<a href="#">Online</a>
EDU 626	Secondary Methods	<a href="#">Lincoln</a> (limited reg)
EDU 627	Meeting Learner Needs through Multiple Intelligences	<a href="#">Online</a>
EDU 628	Reading and Writing for Second Language Learners	<a href="#">Online</a>
EDU 630	Methods for Teaching Math in Elementary School I	<a href="#">Omaha</a>
EDU 633	Middle & High School Practicum	<a href="#">Lincoln</a> (Arranged)
EDU 634	Reading in the K-6 Classroom	<a href="#">Remote</a>
EDU 640	Literature for Children and Youth	<a href="#">Online</a>
EDU 650	The Five Love Languages in the Classroom	<a href="#">Online</a>
EDU 651	Practical Behavior Interventions for General and SPED Classroom	<a href="#">Online</a>
EDU 655	Student Teaching – Elementary & Secondary	<a href="#">Lincoln</a> (Arranged)

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EDU 659	<i>Differentiated Curriculum in the Regular Classroom</i>	<a href="#">Online</a>
EDU 663	<i>Reading and Writing in the Content Area</i>	<a href="#">Online</a>
EDU 667	<i>Reading in the 7-12 Classroom</i>	<a href="#">Online</a>
EDU 668	<i>Sparking Student Curiosity</i>	<a href="#">Online</a>
EDU 669	<i>Cooperative Learning</i>	<a href="#">Online</a>
EDU 670	<i>Classroom Management</i>	<a href="#">Online, Remote</a>
EDU 678	<i>Reading in the K-3 Classroom</i>	<a href="#">Online</a>
EDU 679	<i>Language Arts and Reading II</i>	<a href="#">Lincoln/ Omaha</a> (limited reg)
EDU 681	<i>Practicum for Recertification</i>	<a href="#">Lincoln</a> (Arranged)
EDU 683	<i>Linguistics for ESL Teachers</i>	<a href="#">Online</a>
EDU 684	<i>Methods of Teaching &amp; Assessing ESL Students</i>	<a href="#">Online</a>
EDU 685	<i>Critical Issues in Reading</i>	<a href="#">Online</a>
EDU 687	<i>Diagnosis, Assessment, and Instruction of Reading</i>	<a href="#">Online</a>
EDU 690	<i>Writing in the Primary Classroom</i>	<a href="#">Online</a>
EDU 699	<i>Circle Up: Integrating Restorative Circles</i>	<a href="#">Lincoln</a>
	<i>Effective Small Group Reading Instruction &amp; Intervention</i>	<a href="#">Online</a>
	<i>STEM &amp; Computer Science Integration in the Classroom</i>	<a href="#">Remote</a>
	<i>Teach Lab</i>	<a href="#">Online</a>
EDU 707	<i>Supporting Readers in the Intermediate Grades</i>	<a href="#">Online</a>
EDU 714	<i>Developing Positive Learning Environments</i>	<a href="#">Online</a>
EDU 736	<i>Elementary Practicum</i>	<a href="#">Lincoln</a> (Arranged)
EDU 743	<i>Building a Mindful Classroom: Personal Practices</i>	<a href="#">Online</a>
EDU 744	<i>Building a Mindful Classroom: Classroom Practices</i>	<a href="#">Online</a>
EDU 745	<i>Trauma: Educating through Experiences</i>	<a href="#">Remote</a>
EDU 746	<i>SEL: Building a Classroom into a Community</i>	<a href="#">Online</a>
EDU 747	<i>Teaching Empathy: Changing Humanity</i>	<a href="#">Online</a>

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EDL 680	<i>Elementary Field Experience/Practicum I</i>	<a href="#">Lincoln, North Platte, Omaha</a>
EDL 682	<i>Secondary Field Experience/Practicum I</i>	<a href="#">Lincoln, North Platte, Omaha</a>
EDL 687	<i>Application of Continuous Improvement: Ed Leadership</i>	<a href="#">Lincoln, Omaha</a>
EDL 710	<i>Leadership of Special Education</i>	<a href="#">Online</a>
EDL 716	<i>Teacher Supervision and Evaluation</i>	<a href="#">Online</a>
EDL 718	<i>Leadership of Early Childhood and Elementary Education</i>	<a href="#">Online</a>

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ESD 705	<i>Issues in Leadership</i>	<a href="#">Lincoln</a>
ESD 820	<i>Leading and Responding to Change</i>	<a href="#">Lincoln</a>
ESD 930	<i>Curriculum, Instruction &amp; Assessment Design</i>	<a href="#">Lincoln</a>
ESD 920	<i>Leadership Internship I</i>	<a href="#">Lincoln</a>
ESD 940	<i>Leadership Internship II</i>	<a href="#">Lincoln</a>

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EDU 905	<i>Professional Learning Community I</i>	<a href="#">Lincoln</a>
EDU 915	<i>Professional Learning Community II</i>	<a href="#">Lincoln</a>
EDU 985	<i>Dissertation</i>	<a href="#">Lincoln</a>

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

**FALL 2024 GRADUATE CLASSES**

**ONLINE COURSES (asynchronous)**

**ALL ONLINE COURSES will run August 26 through November 30, 2024.**

**Fall Registration in [Student Planning](#) opens July 29 and closes August 26, 2024 for online sections.**

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

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 an in-person course; we suggest registering for **no more than 2 online courses at a time in any semester** (Fall, Spring or Summer). 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.

<b>COE 601-1</b>	<b>Counseling Theories and Methods for K-12 Schools</b>	Online	Jacob Morrow
<b>*Required course for School Counseling 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	Ellie Tompkins
<b>*Required course for School Counseling 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 610-1</b>	<b>Interpreting Data in School Counseling</b>	Online	Rachel Catlett
<b>*Required course for School Counseling 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 615-1</b>	<b>Counseling Skills and Crisis Intervention</b>	Online	Kim Jacobson
<b>*Required course for School Counseling 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>Universal Supports in School Counseling</b>	Online	Felicia Nofuente
<b>*Required course for School Counseling 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 625-1</b>	<b>Social Justice in School Counseling</b>	Online	Susie Mahoney
<b>*Required course for School Counseling 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 630-1</b>	<b>Social and Cultural Awareness in School Counseling</b>	Online	Felicia Nofuente
<b>*Required course for School Counseling 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 School Counseling 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	Ellie Tompkins
<b>*Required course for School Counseling 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 School Counseling degree – Tier 1.</b>			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

<b>EDC 614-1</b>	<b>Developmentally Appropriate Practices: The Primary Program</b>	Online	Mary Beth Pistillo
<b>*Required course for Early Childhood Endorsement.</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 616-1</b>	<b>Critical Issues in Early Childhood</b>	Online	Jena Deaver
*Required course for Early Childhood Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDL 710-1</b>	<b>Leadership of Special Education</b>	Online	Jill Timmons
*Elective course for Educational Leadership. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDL 716-1</b>	<b>Teacher Supervision and Evaluation</b>	Online	Angie Plugge
*Elective course for Educational Leadership. 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 Educational Leadership. 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	Rachel Lewis
*Required course for Special Education 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 Special Education Endors. + School Counseling '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 Special Education Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDS 631-1</b>	<b>Teaching Strategies for Exceptional Children</b>	Online	Marylou Schlieder
*Required course for Special Education 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 Special Education 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 Curriculum & Instruction and EDL 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 C&I and EDL programs + School Counseling '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 C&I and EDL programs + School Counseling '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 Curriculum & Instruction program 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 Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Spring 2025 following completion of EDU 603. 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 603-2</b>	<b>Research Methods</b>	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Spring 2025 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 604-1</b>	<b>Culminating Project</b>	Online	Julie Martin
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Julie Martin in Summer 2024.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 604-2</b>	<b>Culminating Project</b>	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Carrie Rath in Summer 2024.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 604-3</b>	<b>Culminating Project</b>	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Carrie Rath in Summer 2024.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 604-4</b>	<b>Culminating Project</b>	Online	Laura Katt
*Required course for Curriculum & Instruction program. Registration limited to those who completed EDU 603 course with Laura Katt in Summer 2024.			
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
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 613-2</b>	<b>Models of Teaching</b>	Online	Cara Heminger
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
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 Your Classroom</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 621-1</b>	<b>Internship for ESL</b>	Online	Dana Martin
*Required course for ESL endorsement.			
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 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 628-1</b>	<b>Reading and Writing for Second Language Learners</b>	Online	Tricia Ramaekers
*Course meets a requirement for Reading & Writing endorsement and ESL endorsement.			
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 640-1</b>	<b>Literature for Children and Youth</b>	Online	Ashley Rockey
*Required course for Reading Specialist and PK-6 Reading & Writing 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.			
<b>EDU 651-1</b>	<b>Practical Behavior Interventions for General &amp; SPED Clsrm.</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 Reading Specialist and Special Education endorsements. 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 Reading Specialist and 7-12 Reading & Writing 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>Sparking 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 School Counseling '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 678-1</b>	<b>Reading in the K-3 Classroom</b>	Online	Libby Dreier
*Course meets a requirement within Reading Specialist and Early Childhood endorsements. 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 ESL endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 684-1</b>	<b>Methods of Teaching &amp; Assessing ESL Students</b>	Online	Dana Martin
*Required course for ESL 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 Reading Specialist and Reading & Writing endorsements. 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 Reading Specialist and Reading & Writing endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 690-1</b>	<b>Writing in the Primary Classroom</b>	Online	Dani Wagaman
*Course meets a requirement within Reading Specialist and Early Childhood 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 699-1</b>	<b>Teach Lab</b>	Online	Carrie Rath
*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>Effective Small Group Reading Instruction &amp; Intervention</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
<b>*Required course for PK-6 Reading and Writing + meets requirement for Reading Specialist Endorsement.</b> 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 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.			

## LINCOLN

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

Fall Registration in [Student Planning](#) opens July 29 and closes August 26, 2024. Please see front of schedule for registration and [drop deadlines and 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 September 6, 2024 to avoid late registration charges.***

*Saturdays, August 24, September 21, October 12, November 2 – Fred Brown Center, Room 303*

**EDL 680-L1 Elementary Field Experience I**

**EDL 682-L1 Secondary Field Experience I**

Takako Olson  
Andrew Havelka  
Teresa Perkins

*Sundays, August 25, September 21, October 13, November 17, December 7 – Fred Brown Center, Room 303*

**EDL 687-L1 Application of Continuous Improvement: Educational Leadership**

Kris Morrison  
Alan Eighme  
Michelle Phillips



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

### **Education Specialist (EdS) Courses –**

*\*Students must be accepted to Education Specialist or Doctorate of Education program to register for these courses.*

*Students must register by September 6, 2024 to avoid late registration charges.*

*Sundays, August 18, September 15, October 13, November 3, December 15 – Administration Building, Room 116*

**ESD 705-L1      Issues in Leadership** Trudy Clark  
John Neal

*Sundays, August 25, September 29, October 20, November 10, December 8 – Administration Building, Room 116*

**ESD 820-L1      Leading and Responding to Change** Cindy Gray  
Josh Fields

*Sundays, August 25, September 22, October 27, November 24, December 15 – Administration Building, Room 116*

**ESD 930-L1      Curriculum, Instruction and Assessment Design** Melissa Poloncic  
Mitch Kubicek

**ESD 920-L1      Leadership Internship I** *Arranged (Sept-Dec)*      Cindy Gray

**ESD 940-L1      Leadership Internship II** *Sept 15, Nov 17*      Shureen Seery  
Cindy Gray

### **Doctorate of Education (EdD) Courses -**

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

*Students must register by September 6, 2024 to avoid late registration charges.*

*September 7 & 8, October 5 & 6, November 2 & 3, December 7 - Administration Building, Classroom 117*

**EDU 905-L1      Professional Learning Community I** Marilyn Johnson-Farr  
Cate Sommervold

*September 14 & 15, October 12 & 13, November 9 & 10, December 15 - Administration Building, Classroom 117*

**EDU 915-L1      Professional Learning Community II** Karla Cooper  
Cate Sommervold

**EDU 985-L1      Dissertation** *Arranged*      Cate Sommervold

*\*Our in-person courses will meet weekly, unless noted. Our instructors do account for conferences and events for area school districts and will adjust class meetings or allow students weeks off based on these needs. Please consult with the instructor or your advisor if you have any questions about class meetings.*

### **» Monday:**

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

*Mondays, August 26<sup>th</sup> – November 25<sup>th</sup> – Administration Building, Classroom 117*

**EDU 602-L1      Assessment for Learning** 5:30-9:00 pm      Rob McEntarffer

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

*Mondays, August 26<sup>th</sup> – November 25<sup>th</sup> – Fred Brown Center, Room TBD*

**EDU 699-L1      Circle Up: Integrating Restorative Circles** 5:30-9:00 pm      Adam Cownie

*\*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.

### **» Tuesday:**

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

*Tuesdays, August 27<sup>th</sup> - November 26<sup>th</sup> (Hybrid) – Administration Building, Classroom 116*

**EDU 626-L2      Secondary Methods** 5:30-9:00 pm      Trina Pettit  
Emily Griesch

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.*

**Tuesdays, August 27, September 10, October 1, November 12 (Hybrid) – Fred Brown Center, Room TBD**  
**COE 602-L2 Practicum for School Counseling** 5:30-9:00 pm Felicia Nofuente  
**\*Required course for School Counseling degree – Tier 3.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**» Wednesday:**

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

**Wednesdays, Hybrid – meeting dates and locations below, remaining work online**  
*Lincoln, Doane Admin Building Room 116 – August 28, September 4, October 30, November 6*  
*Omaha, Bellevue Admin Building/Welcome Center – September 11, October 16, November 13*  
**EDU 679-A3 Language Arts and Reading II** 5:30-9:00 pm Kati Robinson  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**Wednesdays, August 28<sup>th</sup> – November 27<sup>th</sup> – Fred Brown Center, Room TBD**  
**EDU 604-L3 Culminating Project** 5:30-9:00 pm Marilyn Johnson-Farr  
**\*Required course for Curriculum & Instruction program. Registration limited to those who completed Lincoln section of EDU 603 course with Marilyn Johnson-Farr in Summer 2024.**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**Wednesdays, August 28<sup>th</sup> – November 27<sup>th</sup> – Hybrid – weekly Zoom + required in-person meetings Sept 11, Nov 20**  
**EDS 621-L3 Advanced Assessment** 5:30-9:00 pm Jill Timmons  
**EDS 621L-L3 Advanced Assessment Lab**  
**\*Required course for Special Education endorsement. Students must register for both EDS 621 + 621L**  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**» Arranged:**

**\*\*Initial Certification (Fast Track) students ONLY\*\* Registration deadline is August 25<sup>th</sup>, 2024.**

<b>EDS 680A-L6</b>	<b>Special Education Practicum K-6</b>	<i>Arranged</i>	Carrie Rath
<b>EDS 680B-L6</b>	<b>Special Education Practicum K-6</b>	<i>Arranged</i>	Carrie Rath
<b>EDU 633-L6</b>	<b>Middle &amp; High School Practicum</b>	<i>Arranged</i>	Carrie Rath
<b>EDU 736-L6</b>	<b>Elementary Practicum</b>	<i>Arranged</i>	Carrie Rath
<b>EDU 655-L6</b>	<b>Student Teaching – Elementary &amp; Secondary</b>	<i>Arranged</i>	Carrie Rath
<b>EDS 655-L6</b>	<b>Student Teaching – Special Education</b>	<i>Arranged</i>	Trina Pettit

\*A \$50 course fee will be added to tuition for Student Teaching.

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

**Registration deadline is August 25<sup>th</sup>, 2024.**  
**EDS 680A-L7 Practicum for Special Education K-6** *Arranged* Deb Stuto  
**\*This course is required for the Special Education Endorsement K-6.**

**Registration deadline is August 25<sup>th</sup>, 2024.**  
**EDS 680B-L7 Practicum for Special Education 7-12** *Arranged* Deb Stuto  
**\*This course is required for the Special Education Endorsement 7-12.**

**Registration deadline is August 25<sup>th</sup>, 2024.**  
**EDU 681-L7 Practicum for Recertification** *Arranged* Deb Stuto

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

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

## OMAHA

Classes will meet at Bellevue Public Schools Administration/Welcome Center - 2600 Arboretum Drive.

Fall Registration in [Student Planning](#) opens July 29 and closes August 26, 2024. Please see front of schedule for registration and [drop deadlines and 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 September 6, 2024 to avoid late registration charges.*

Saturdays, August 24, September 21, October 12, November 2 – Bellevue Public Schools Welcome Center

EDL 680-O2 Elementary Field Experience I

Kelsi Mitteis

EDL 682-O2 Secondary Field Experience I

Sundays, August 25, September 21, October 13, November 17, December 7 – Bellevue Public Schools Welcome Center

EDL 687-L1 Application of Continuous Improvement: Educational Leadership

Anna Thoma

### » Wednesday:

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

Wednesdays, Hybrid – meeting dates and locations below, remaining work online

Lincoln, Doane Admin Building Room 116 – August 28, September 4, October 30, November 6

Omaha, Bellevue Admin Building/Welcome Center – September 11, October 16, November 13

EDU 679-A3 Language Arts and Reading II

5:30-9:00 pm

Kati Robinson

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

### » Thursday:

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

Thursdays, August 29, September 19 & 26, October 10 & 24, November 21 (Hybrid)

EDU 630-O4 Methods for Teaching Math in Elementary School I

5:30-9:00 pm

Terrell Matthews

Please 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)***

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## NORTH PLATTE

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

Fall Registration in [Student Planning](#) opens July 29 and closes August 26, 2024. Please see front of schedule for registration and [drop deadlines and 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 September 6, 2024 to avoid late registration charges.*

Saturdays, August 24, September 21, October 12, November 2 – ESU 16, 1221 W 17th St, North Platte

EDL 680-N1 Elementary Field Experience I

Erica Johnson

EDL 682-N1 Secondary Field Experience I

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 \***

Fall Registration in [Student Planning](#) opens July 29 and closes August 26, 2024. Please see front of schedule for registration and [drop deadlines and policies](#).

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

\*Remote/Zoom courses will meet weekly, unless noted. Instructors do account for conferences and events for area school districts and will adjust class meetings or allow students weeks off based on these needs. Please consult with the instructor or your advisor if you have any questions about class meetings.

### » **Monday:**

Mondays, August 26<sup>th</sup> – November 25<sup>th</sup> – Remote via Zoom

**EDU 602-R1 Assessment for Learning** 5:30-9:00 pm Laura Katt

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

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

Mondays, August 26<sup>th</sup> – November 25<sup>th</sup> – Remote via Zoom

**EDU 745-R1 Trauma: Educating through Experiences** 5:30-9:00 pm 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.

### » **Tuesday:**

Tuesdays, August 27<sup>th</sup> – November 26<sup>th</sup> – Remote via Zoom

**COE 616-R2 College and Career Readiness** 5:30-9:00 pm Tami Wegener

\*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.

Tuesdays, August 27<sup>th</sup> – November 26<sup>th</sup> – Remote via Zoom

**EDU 613-R2 Models of Teaching** 5:30-9:00 pm Cara Heminger

\*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.

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

### » **Wednesday:**

Wednesdays, August 28<sup>th</sup> – November 27<sup>th</sup> – Remote via Zoom

**EDU 634-R3 Reading in the K-6 Classroom** 5:30-9:00 pm Brittany Sidders

\*Required course for PK-6 Reading & Writing & meets requirement for Reading Specialist endorsement.

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

Wednesdays, August 28<sup>th</sup> – November 27<sup>th</sup> – Remote via Zoom

**EDU 604-R3 Culminating Project** 5:30-9:00 pm Chloe Fox-Healy

\*Required course for Curriculum & Instruction program. Registration limited to those who completed Remote section of EDU 603 course with Chloe Fox Healy in Summer 2024.

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

### » **Thursday:**

Thursdays, August 29, September 12, October 3, November 14 (Hybrid) – Remote via Zoom

**COE 602-R4 Practicum for School Counseling** 5:30-9:00 pm Ellie Tompkins

\*Required course for School Counseling degree – Tier 3.

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.*

**Thursdays, August 29<sup>th</sup> – November 28<sup>th</sup> (Hybrid – every other week) – Remote via Zoom**  
**COE 622-R4 Counseling Practices** 5:30-9:00 pm 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.

**Thursdays, August 29, September 12, October 10, November 21 (Hybrid) – Remote via Zoom**  
**COE 691-R4 Internship in School Counseling** 5:30-9:00 pm Rachel Catlett  
**\*Required course for School Counseling degree – Tier 3.**  
Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

**Thursdays, August 29<sup>th</sup> – November 28<sup>th</sup> – Remote via Zoom**  
**EDU 603-R4 Research Methods** 5:30-9:00 pm Chloe Fox-Healy  
**\*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken remotely with same instructor in Spring 2025 following completion of EDU 603.**  
Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) under location ‘Lincoln’ to see if a text is required.

**Thursdays, August 29<sup>th</sup> – November 28<sup>th</sup> – Remote via Zoom**  
**EDU 670-R4 Classroom Management** 5:30-9:00 pm Cara Heminger  
**\*Required course for 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.

**Thursdays, August 29<sup>th</sup> – November 28<sup>th</sup> – Remote via Zoom**  
**EDU 699-R4 STEM & Computer Science Integration in the Classroom** 5:30-9:00 pm 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.

## » **Weekend:**

**Friday/Saturday, September 6 & 7, September 20 & 21, October 4 & 5 – Remote via Zoom**  
**EDU 618-R5 Strategies to Enliven the Classroom – Active Learning** 6:00-9:00 pm Fri. Angie Sandy  
9:00am-4:00pm Sat.  
**\*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 602: Practicum Lab in Counseling (3 Credits)**

A supervised on-site experience in the full range of counselor duties. Students will complete 150 hours of experiences implementing activities relating to the curriculum in COE-601 Counseling Theories and Methods for K-12 Schools. Students may choose to do their practicum in 7-12, K-6 or K-12 sites based on their teacher certification level. Practicum hours must be completed under the supervision of a certified school counselor with at least 3 years of experience. Prerequisites are COE-601, COE-620 or COE-650 and COU-634.

#### **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.

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

**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: Universal Supports in School Counseling (3 Credits)**

The course presents a variety of skills and methods appropriate for K-12 school counselors in MTSS Tier 1; serving all students and staff. Both elementary and secondary areas in instruction, large group activities, student appraisal and advisement, staff and family training, and community partnerships will be explored. In addition, supporting staff and marketing your program will be introduced. Through collaborative work, standards based lesson planning, data collection plans and simulation activities, students will develop skills for Tier 1 universal interventions and supports in school counseling.

**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.

**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.

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

**COE 691: Internship in School Counseling (3 Credits)**

An experience in counseling in which pre-service counseling students participate in the full range of counselor duties and responsibilities in a school setting. Students are expected to complete 450 hours of internship under the direction of a licensed school counselor. May be K-6; 7-12 or K-12 depending on student's teacher certification. This course will also provide assistance in preparation for the Nebraska Professional School Counselor examination required for certification. The 450 hours of internship must be under the supervision of a certified school counselor with at least 3 years of experience. Prerequisites: COE-601, COE-620 or COE-650, COU-634 and COE-602.

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

**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.

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

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

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

**EDS 620: Exceptional Children (3 Credits)**

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

**EDS 621: Advanced Assessment (3 Credits)**

The assessment and interpretation of data from standardized tests, observations, checklists, and other data collection methods used by school resource personnel and relevant to verification guidelines and instructional planning are examined. Meaning is enhanced by the study of assessment development theory for application in K-12 classrooms. **Prerequisite: EDS 620 Exceptional Children**

**EDS 621L: Advanced Assessment Lab (1 Credit)**

Runs concurrently with EDS 621. Students will implement the assessment techniques from this course within their classroom.

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

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

**EDS 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 who 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**

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

**Curriculum and Instruction Courses – EDU prefix**

**EDU 600: Improvement of Instruction (3 Credits)**

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

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

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

**EDU 602: Assessment for Learning (3 Credits)**

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

**EDU 603: Research Methods (3 Credits)**

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

**EDU 604 Culminating Project (3 Credits)**

An individual experience for graduate students choosing a non-thesis program of study that includes implementing an educational innovation selected in EDU 603. Upon completion, the graduate student presents a synthesis and evaluation of the project, identifies on going questions for further examination, submits a final copy of the culminating project abstract and presents a portfolio. The project adviser is typically the same faculty member with whom the graduate students completed Research Methods.

**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.

**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.



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

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

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

**EDU 621: Internship for ESL (3 Credits)**

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

**EDU 622: 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 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 626: Secondary Methods (3 Credits)**

A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students examine topical issues to include curriculum development and execution, methods for the content area being studied, assessment, and classroom management. Emphasis is placed on practical application through role-play, applied research and lesson presentation and critique. At the conclusion of the course, students will be able to articulate a teaching philosophy, design lessons appropriate to the content area and teach effectively to large and small groups of students. A practicum experience of 225 hours (150 hours for K-12 Special Education) is included.

**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 630: Methods of Teaching Math in Elementary (3 Credits)**

A methods course with the central focus on methodologies in teaching mathematics and the use of manipulatives within the context of mathematics that is developmentally appropriate for the elementary (including early childhood K-3) and middle grades setting. Students use problem solving as an approach to learn mathematics, identify curricular sequences within common instructional topics, and plan appropriate learning activities and evaluation procedures. The course also includes the NCTM standards and the Nebraska math standards for K-8 students.

**EDU 634: Reading in the K-6 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. A variety of strategies for fiction and informational text is presented, as well as the use of focus groups on specific areas of concern. The assessment component includes training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

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

**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 650: The Five Love Languages in the 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 in General and Special Ed 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 MTSS process. Both classroom and special education teachers can find strategies to use with students identified with Autism, ADHD, and other emotional disorders. Educators will learn proactive measures to reinforce desired behaviors rather than being reactive and punitive when problems occur in any educational setting. Participants will develop relevant positive behavior support materials for their classroom.

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

Feeling that you need to reach ALL your students, but not spend countless hours working on individual plans for each one? This class is full of new ideas that can be implemented into all classrooms and adapted for all levels allowing for you to meet the individual needs of each student. Spend your time creating differentiated items you can use in your classroom today modified to meet your specific needs. We will work through many different strategies and you can adjust each one to be a perfect match for your world. Come join us in this amazing journey to really help students learn and flourish!

**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 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.

**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.

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

**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 679: Language Arts & Reading II (3 Credits)**

A methods course building upon the foundations laid in the Language Arts and Reading I. It familiarizes elementary (including early childhood K-3) with the current information about the process of teaching reading through a balanced approach. Student will explore instructional approaches including direct instruction teaching strategies such as systematic phonics instruction and mini lessons on reading strategies, shared reading, literature groups, as well as different management strategies for setting up and effective reading program. Children's and adolescents' literature is reviewed as to its application for teaching reading. Emphasis will be placed on implementing state and national reading and language arts standards.

**EDU 683: Linguistics for ESL Teachers (3 Credits)**

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

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

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

**EDU 685: Critical Issues in Reading (3 Credits)**

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

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

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

**EDU 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 699: Circle Up: Integrating Restorative Circles (3 Credits)**

In this course, educators will delve into the transformative power of restorative circles in cultivating a classroom environment where every student feels safe, valued, and respected. Grounded in the belief that learning thrives in a supportive community, participants will explore the history, principles, and practical applications of restorative circles. Central to the course are various types of circles: from connection circles that build trust and empathy, to proactive circles that prevent conflicts by fostering understanding and shared values, and problem-solving circles that address conflicts and restore relationships. Participants will gain hands-on experience in facilitating these circles, equipping them to implement these strategies effectively in their own classrooms. Throughout the course, participants will engage in a variety of activities and utilize resources that empower them to adapt and implement restorative circles in their unique educational environments. By the end of the course, educators will have the knowledge and tools to create a classroom and school community where students thrive emotionally, socially, and academically.

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

**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: 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.

**EDU 699: Teach Lab (3 Credits)**

The Ultimate Teacher Toolbox: Innovate, Inspire, Engage. Are you looking to enhance your teaching strategies and keep your students engaged? A good teacher knows that no single approach works for every student, which is why having a diverse set of tools in your teaching toolbox is essential. Join this dynamic course designed to help you amplify your teaching style with best practices and innovative techniques. Through a "teach and try" methodology, you'll collaborate with fellow educators to discover, experiment with, and share a variety of successful teaching strategies. Here is just a few of many tools we will explore: the importance of brain breaks and how they can boost student focus, empowering students with choice to enhance their learning experience, techniques to make vocabulary learning interactive, the benefits and science behind incorporating music in the classroom, creative transitions that keep your lessons flowing smoothly, engaging activities like cubing and foldables, cutting-edge tech tools to bring excitement and innovation to your lessons. Are you ready to be inspired and bring new energy to your learning community? Come join The Teach Lab and start your first experiment today. Let's make your classroom a place where students thrive and learning comes to life.

**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 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.

**EDU 745: Trauma: Educating 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.

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

**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 680: Elementary Field Experience I (3 Credits)**

**EDL 682: Secondary Field Experience I (3 Credits)**

Field Experience I connects the knowledge, understanding, and skills gained in EDL 675 Foundations of Educational Leadership with action-based theory in a supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process, school culture, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in the Educational Leadership Outcomes and Essential Elements. Additionally, Cadre students are expected to engage in increasing learning for self and others through a culturally proficient servant leadership lens with solution-based, problem-solving decision-making strategies.

**EDL 687: Application of Continuous Improvement: Educational Leadership (3 Credits)**

Application of Continuous Improvement: Educational Leadership provides students opportunities to consistently demonstrate knowledge, understanding, and application of educational leadership through a variety of activities and experiences in school settings. This semester, students plan and begin implementation of a collaborative, continuous school improvement action research project, modeling the systemic and systematic processes necessary in school settings. Additionally, students continue developing an understanding of quality instruction through the educational leadership lens and begin understanding the components of effective appraisal systems in school settings. Students will demonstrate understanding and application of collaborative mentoring relationships in various roles and continue developing effective communication skills as educational leaders. Students will create a digital Professional Portfolio as part of the culminating experiences of the Doane University Educational Leadership Program.

**EDL 710: Leadership of Special Education (3 Credits)**

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

**EDL 716: Teacher Supervision and Evaluation: Improvement of Instruction for Leaders (3 Credits)**

Students will develop the knowledge, skills, and dispositions to develop, implement, and monitor a system of supervision and evaluation that provides actionable feedback about instruction, leadership, and other professional practices. Students will learn how to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel.

**EDL 718: Leadership of Early Childhood and Elementary Education (3 Credits)**

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.

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***Education Specialist Courses - ESD prefix***

**ESD 705: Issues in Leadership (3 Credits)**

This course will lay the groundwork for a common language and common understanding of the critical issues of education leadership at the school and district levels. The students will review text selections which include choices of current interest that frame the basic and fundamental aspects of how leaders think; what they think about; and how they go about putting thought into action. In addition, the text will include biographical and autobiographical selections of what leaders to renew, reframe and reinvent themselves through the processes of self-learning, self-discovery and self-revelation. Students will begin design of the personal philosophy for leadership for the 21<sup>st</sup> century.

**ESD 820: Leading and Responding to Change (3 Credits)**

This course will address the strategies of identifying critical issues at the local, state and federal levels that will impact policy, resources and practices at the local school-community levels. The students will develop the strategies for addressing the priority issues that are identified and the plans for the systematic resolution of identified priority issues. In this course, the students will develop a framework for systems and matrix thinking that honors the complexity of the school district including the building and programs that are units of the system. Students will also develop strategies for leading and responding to innovations including those labeled “disruptive” interventions, such as technologies and how they transform the work of the leaders at the district and school levels. The course will develop strategies for addressing disruptive innovations such as technologies that include management of resources, tracking of critical data on student learning, the use of data for continuous improvement and the reporting of relevant data to stakeholders and shareholders. Students will also develop the strategies for implementing “adaptive” work into the identification of change issues and the resolution of strategy to address them.

**ESD 930: Curriculum, Instruction and Assessment Design (3 Credits)**

The course will develop the understanding and strategies of how curriculum, instruction, assessment and continuous improvement are connected. The course will explore the role of the district leader in curriculum as both a policy instrument to guide teaching and learning and as an administrative guide to the development of instructional activities at the school, classroom and program levels. Students will develop strategies for district-wide curriculum planning and continuous improvement including the collection and use of data for making informed decisions about curriculum, instruction, assessment, teaching and learning. Students also will develop strategies for addressing the critical curriculum issues of cultural competence, equity of opportunity to learn and the challenges in diversity of income, language, learning capacity, and mobility. Students will develop the strategies for designing professional development to support the curriculum and instructional programs and the strategies for design and implementation of professional learning communities as a collaborative and adaptive approach for continuous improvement of instruction.

**ESD 920: Leadership Internship I (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.

**ESD 940: Leadership Internship II (3 Credits)**

Students will participate in a curriculum, instruction and assessment internship. Students will work with a school district at the district level in design, implementation, and assessment of the processes found in development of school curriculum, the curriculum, instruction and assessment will be explored. The practicum is to be approved in advance. The students will complete a project concerning topics of the course.

***Doctorate of Education Courses – ECC & EDU prefix***

**EDU 905: Professional Learning Community I (3 Credits)**

This learning community is the initial course for entrance into the doctoral program. The purpose of the course is to prepare students for the comprehensive evaluation of course work from the master’s degree through the specialization areas. It also assists students in their reflection on the processes of teaching and learning as they examine ethical issues surrounding the work of educational leaders. Working with a PLC advisor, the course will combine elements of written reflection on student work and a final comprehensive evaluation/presentation to an audience on their pre-doctoral work. The final reflective piece will examine how working for the terminal degree will impact their practices. Upon passing the Professional Learning Community I students may begin work on their research and dissertation components.

**EDU 915: Professional Learning Community II (3 Credits)**

PLC II offers the opportunity for students to work together to refine a dissertation topic and complete the dissertation proposal. Working as a reading seminar, students will review literature and develop a proposal for the dissertation. The research committee for each individual also will be organized.

**EDU 985: Dissertation (1-12 Credits)**

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

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

**FACULTY**

<b>Jennifer Bass</b>	<i>School Counselor</i>	Lincoln Public Schools
<b>Nicole Bishop</b>	<i>Teacher</i>	Norris Public Schools
<b>Dustin Carlson</b>	<i>Teacher</i>	Westside Public Schools
<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>Trudy Clark</b>	<i>Adjunct Professor</i>	Doane University
<b>Karla Cooper</b>	<i>Associate Professor of Practice</i>	Doane University
<b>Adam Cownie</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Amber Cownie</b>	<i>School Counselor</i>	Lincoln Public Schools
<b>Jena Deaver</b>	<i>Teacher</i>	All Saints Catholic Schools
<b>Libby Dreier</b>	<i>Adjunct Instructor</i>	Doane University
<b>Alan Eighme</b>	<i>Adjunct Instructor</i>	Doane University
<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>Cindy Gray</b>	<i>Associate Professor, Director Education Specialist Program</i>	Doane University
<b>Emily Griesch</b>	<i>Assistant Professor, Certification Officer</i>	Doane University
<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>Jennifer Johnson</b>	<i>Literacy Coach</i>	Papillion-LaVista Public Schools
<b>Marilyn A. Johnson-Farr</b>	<i>Dwight E. Porter Professor of Education</i>	Doane University
<b>Laura Katt</b>	<i>Adjunct Instructor</i>	Doane University
<b>Mitch Kubicek</b>	<i>Adjunct Professor</i>	Doane University
<b>Rachel Lewis</b>	<i>Special Education Teacher</i>	Lincoln Public Schools
<b>Tassie Little</b>	<i>Adjunct Instructor</i>	Doane University
<b>Susie Mahoney</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jake Morrow</b>	<i>School Counselor</i>	Grand Island Public Schools
<b>Dana Martin</b>	<i>Principal</i>	Bellevue Public Schools
<b>Julie Martin</b>	<i>Adjunct Instructor (Principal, Retired GIPS)</i>	Doane University
<b>Terrell Matthews</b>	<i>Adjunct Instructor</i>	Doane University
<b>Rob McEntarffer</b>	<i>Assistant Professor</i>	Doane University
<b>Kelsi Mitteis</b>	<i>Adjunct Instructor</i>	Doane University
<b>Kris Morrison</b>	<i>Adjunct Instructor</i>	Doane University
<b>Chandra Myers</b>	<i>Teacher</i>	Grand Island Public Schools
<b>John Neal</b>	<i>Adjunct Professor</i>	Doane University

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

<b>Felicia Nofuente</b>	<i>Assistant Professor of Practice</i>	Doane University
<b>Takako Olson</b>	<i>Adjunct Instructor</i>	Doane University
<b>Teresa Perkins</b>	<i>Assist. Professor of Practice, Co-Director Educational Leadership</i>	Doane University
<b>Trina Pettit</b>	<i>Assistant Professor</i>	Doane University
<b>Michelle Phillips</b>	<i>Adjunct Instructor</i>	Doane University
<b>Mary Beth Pistillo</b>	<i>Program Specialist</i>	Buffett Early Childhood Institute
<b>Angie Plugge</b>	<i>Adjunct Instructor</i>	Doane University
<b>Melissa Poloncic</b>	<i>Adjunct Professor</i>	Doane University
<b>Alli Pontious</b>	<i>Teacher</i>	Westside Public Schools
<b>Josh Pope</b>	<i>Associate Professor</i>	Doane University
<b>Gina Pospichal</b>	<i>Adjunct Instructor</i>	Doane University
<b>Tricia Ramaekers</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Carrie Rath</b>	<i>Assistant Professor, Director Initial Certification at Advanced Level</i>	Doane University
<b>Kati Robinson</b>	<i>Teacher</i>	Lincoln Public Schools
<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>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>Brittany Sidders</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 Program</i>	Doane University
<b>Anna Thoma</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jill Timmons</b>	<i>Assistant Professor</i>	Doane University
<b>Ellie Tompkins</b>	<i>Adjunct Instructor</i>	Doane University
<b>Dani Wagaman</b>	<i>Teacher</i>	Glenwood Public Schools
<b>Tami Wegener</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jake Willems</b>	<i>Adjunct Instructor</i>	Doane University
<b>Sara Zabrowski-Gates</b>	<i>Adjunct Instructor</i>	Doane University