



college of
EDUCATION

Learn. Challenge. Empower. Transform.

DOANE UNIVERSITY SPRING 2025 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

- Registration for classes will begin **November 11, 2024**. The term is '2025 Spring 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, 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](#)**
- Additional student resources and links can be found on our [Doane Current Student Resources Page](#).
- If you have trouble logging in with your student ID or password, please contact the Service Center at help@doane.edu. Their telephone number is 402-826-8411.
- **If you have not been enrolled for a period of 2 or more years**, you may need to contact the graduate office to reactivate your student record before you can register. You can email MED@doane.edu for reactivation.

BOOK ORDERS

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

GRADUATE ATTENDANCE POLICY

Spring 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's mission is to create distinctive educational experiences, immersed in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

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's College of Education currently offers the Initial Certification at the Advanced Level program, for those with a bachelor's degree seeking Nebraska teaching certification; 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 Arts in 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 or 402-826-8251

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COLLEGE OF EDUCATION PAYMENT POLICY

***** TUITION RATES FOR 2024-2025 ACADEMIC YEAR*****

In-person, Hybrid or Remote C&I and School Counseling.....	\$299.00 per credit hour
Online asynchronous C&I and School Counseling	\$380.00 per credit hour
Educational Leadership.....	\$360.00 per credit hour
Education Specialist.....	\$371.00 per credit hour
Doctorate of Education	\$540.00 per credit hour
Online/Hybrid course technology fee	\$30.00 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 SPRING COURSES IS DUE

January 21, 2025.

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 (January 23, 2025) 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 – January 23, 2025.**

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 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.** 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, January 13, 2025, 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 to officially drop a course.*

0-Census Day:	100%	January 13 – January 23	29-35 days:	10%	February 10 – February 16
After Census-21 days:	50%	January 24 – February 2	After 35 days:	0	February 17 – March 31
22-28 days:	25%	February 3 – February 9			

The final day to withdraw from a Spring course is March 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

Initial Certification at the Advanced Level: carrie.rath@doane.edu

Curriculum & Instruction and Endorsements: deb.stuto@doane.edu

School Counseling: rachel.catlett@doane.edu
felicia.nofuente@doane.edu

Educational Leadership: teresa.perkins@doane.edu

Education Specialist: cindy.gray@doane.edu

Doctorate of Education: cate.sommervold@doane.edu

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2024-2025 ACADEMIC CALENDAR
Graduate Studies in Education
DOANE'S 153rd YEAR



Nov. 6 Wednesday Spring Schedule Released in Self-Service (*Wed prior registration opening*)
 11 Monday Registration for 25/EDSP starts

SPRING SEMESTER 2025 25/EDSP Saturday, January 4 – Sunday, May 18 (19 weeks)

Jan. 13 Monday Online courses start (14 weeks long)
 20 Monday Martin Luther King Day – University CLOSED
 21 Tuesday Payment deadline for Spring semester
 23 Thursday Spring Census – Last day to drop a course with 100% refund (*11 days after online courses start*) late adds will have \$100 fee.
Mar. 12 Wednesday Summer Schedule Released on Self-Service (*Wed prior registration opening*)
 17 Monday Registration for 25/EDSU starts
 31 Final day to withdraw *from a course* and receive a “W”, unless course has already concluded (*catalog*)
Apr. 15 Last day for EdD students to defend dissertation
 19 Saturday Final day of online courses
May 2 Friday Spring Semester GRADES DUE by 9am, for all completed courses and May graduates
 17 Saturday COMMENCEMENT – 10 a.m. for May 2025 Graduates
 19 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%	Summer Online	
		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 (NDE Special Education requirement)	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 COE-615, COE-630, COE-633** in consultation with your academic advisor to best meet your professional goals.

DEGREE REQUIREMENTS

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

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

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 I OR	3 hrs.
EDL 682 Secondary Field Experience I	
EDL 683 Elementary Field Experience II OR	3 hrs.
EDL 685 Secondary Field Experience II	
EDL 621 Internship Educational Leaders	3 hrs.
EDL 686 Foundations of Continuous Improvement: Ed Leadership	6 hrs.
EDL 687 Application of Continuous Improvement: Ed Leadership	3 hrs.
EDL 695 Research and Implementation: Educational Leadership	3 hrs.

'Stand Alone' Coursework:

EDU 600 Improvement of Instruction OR	3 hrs.
EDU 613 Models of Teaching OR	
EDL 716 Teacher Supervision and Evaluation	
EDU 601 Critical Issues in Curriculum and Instruction OR	3 hrs.
EDL 714 Diversity, Equity, and Cultural Proficiency	
EDL 676 Assessment of Student Learning for Educational Leaders OR	3 hrs.
EDU 602 Assessment for Learning or EDU-645 Assessment of Literacy	

All courses listed in this publication are contingent upon enrollment.

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 (to be taken at end of program coursework)

Any One of the Following (3 credits)

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

Any One of the Following (3 credits)

EDU-602 Assessment for Learning
EDU-645 Assessment of Literacy

Any One of the Following (3 credits)

EDU-634 Reading in the K-6 Classroom
EDU-667 Reading in the 7-12 Classroom
EDU-676 Literature in Secondary Classroom
EDU-707 Supporting Readers in the Reading Workshop

Any One of the Following (3 credits)

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

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

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

Required Courses for All:

EDU-628 Reading and Writing Instruction for Second Language Learners
EDU-687 Diagnosis, Assessment and Instruction in Reading
EDU-689 Internship in Reading Instruction (field experience)
EDU-706 Supporting Writers in the Intermediate Grades
EDU-707 Supporting Readers in the Intermediate Grades

• For those seeking PK-6 Endorsement, students must also complete the following 2 courses:

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

• For those seeking 7-12 Endorsement, students must also complete the following 2 courses:

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

Plus one of the following (3 credits):

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

All courses listed in this publication are contingent upon enrollment.

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 or EDU-645 Assessment for Learning/Literacy
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:

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 the following:

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 **OR**
EDU-645 Assessment of Literacy
EDC-680 Practicum in Early Childhood

Any one of the Following Courses (3 Credits)

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

SEL Specialization

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

Courses to be taken in this order:

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

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

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

All courses listed in this publication are contingent upon enrollment.

COURSES AND LOCATIONS

COE	602	Practicum for School Counseling	Remote
COE	605	Critical Issues in School Counseling	Online
COE	610	Interpreting Data in School Counseling	Online
COE	615	Counseling Skills and Crisis Intervention	Online
COE	616	College and Career Readiness	Online
COE	622	Counseling Practices	Lincoln
COE	630	Social and Cultural Awareness in School Counseling	Online
COE	633	Human Development K-12	Online
COE	634	Group Counseling for School Counselors	Online
COE	635	School Counseling and Special Populations	Online
COE	650	Programming for School Counseling	Online
COE	655	Ethics, Law & Professional Practice for School Counselors	Online
COE	691	Internship for School Counseling	Lincoln, Omaha (Zoom option available)

EDC	612	Developing Literacy in the Primary Classroom	Online
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EDS	605	Behavior Intervention Strategies	Online
EDS	610	Collaborative Teaching: An Inclusion Model	Lincoln (Zoom option available)
EDS	620	Exceptional Children	Online
EDS	622	School Programming for Exceptional Children	Online
EDS	625	Methods of Teaching Mild/Moderate Special Education	Online
EDS	626	Advanced Instructional Modifications & Accommodations	Online
EDS	632	Critical Issues in Special Education	Online, Remote
EDS	680A	Practicum for Special Education K-6	Lincoln (Arranged)
EDS	680B	Practicum for Special Education 7-12	Lincoln (Arranged)

EDU	600	Improvement of Instruction	Online
EDU	601	Critical Issues in Curriculum and Instruction	Online
EDU	602	Assessment for Learning	Online, Lincoln, Remote
EDU	603	Research Methods (combined section with EDU 604)	Online
EDU	604	Culminating Project	Online
EDU	605	Self-Care for Educators	Online, Remote
EDU	613	Models of Teaching	Online, Omaha
EDU	616	Best Strategies for Engaging Parents	Online
EDU	618	Strategies to Enliven Your Classroom: Active Learning	Online
EDU	621	Practicum for ESL	Online
EDU	622	Strategies to Flip the Switch to Success	Online
EDU	625	Integrating Technology with Purpose	Remote
EDU	627	Meeting Learner Needs through Multiple Intelligences	Online
EDU	640	Literature for Children and Youth	Online
EDU	643	Methods for Teaching Math in Elementary School II	Remote
EDU	650	The Five Love Languages in the Elementary Classroom	Online
EDU	651	Practical Behavior Interventions for General and SPED Classroom	Online
EDU	654	Foundations of Teaching for School Counselors	Remote
EDU	655	Student Teaching – Secondary	Lincoln (Arranged)
EDU	659	Differentiated Curriculum in the Regular Classroom	Online
EDU	663	Reading and Writing in the Content Area	Online
EDU	667	Reading in the 7-12 Classroom	Online
EDU	668	Sparkling Student Curiosity	Online

All courses listed in this publication are contingent upon enrollment.

EDU 669	Cooperative Learning	Online
EDU 670	Classroom Management	Online
EDU 672	Beginning Teachers Seminar II	Remote
EDU 673	The Three R's of Effective Instruction	Online
EDU 681	Practicum for Recertification	Lincoln (Arranged)
EDU 682	Curriculum for ESL Students	Online
EDU 684	Methods of Teaching & Assessing ESL Students	Online
EDU 685	Critical Issues in Reading	Online
EDU 687	Diagnosis, Assessment, and Instruction of Reading	Online
EDU 689	Internship in Reading Instruction	Online
EDU 690	Writing in the Primary Classroom	Online
EDU 699	Motivating Readers	Online
	<i>The Incredible Flexible You</i>	Online
	<i>Closing the Gap with Struggling Readers</i>	Online
	<i>Circle Up: Integrating Restorative Circles</i>	Lincoln
	<i>STEM & Computer Science Integration in the Elementary Classroom</i>	Remote
EDU 707	Supporting Readers in the Intermediate Grades	Online
EDU 714	Developing Positive Learning Environments	Online
EDU 729	ESL: Communicating in the Educational Environment	Online
EDU 735	Language Arts and Reading III	Lincoln/Omaha
EDU 737	Elementary Practicum II	Lincoln (Arranged)
EDU 740	Google Chrome and Apps in the Classroom	Online
EDU 743	Building a Mindful Classroom: Personal Practices	Online
EDU 745	Trauma: Educating Through Experiences	Remote
EDU 746	SEL: Building a Classroom into a Community	Online
EDU 747	Teaching Empathy: Changing Humanity	Online, Remote

EDL 676	Assessment for Leaders	Lincoln + Omaha (location TBD)
EDL 683	Elementary Field Experience II	Lincoln, Omaha, North Platte
EDL 685	Secondary Field Experience II	Lincoln, Omaha, North Platte
EDL 695	Research and Implementation	Lincoln, Omaha
EDL 714	Diversity, Equity, and Cultural Proficiency	Remote
EDL 720	Secondary School Leadership	Online

ESD 710	School Districts as Organizations	Lincoln
ESD 725	Politics and Policy Leadership	Lincoln
ESD 830	Human Resource Leadership	Lincoln
ESD 920	Leadership Internship I	Lincoln

EDU 946	Advanced Qualitative Research	Lincoln
EDU 950	Quantitative Research Design	Lincoln
EDU 951	Advanced Quantitative Research	Lincoln
EDU 985	Dissertation	Lincoln

All courses listed in this publication are contingent upon enrollment.

SPRING 2025 GRADUATE CLASSES

ONLINE COURSES (asynchronous)

ALL ONLINE COURSES will run January 13 through April 19, 2025.
Students must register by the first day of class, no later than Sunday, January 12th.

Spring Registration in [Student Planning](#) opens on November 11 and closes January 12. Please see front of schedule for registration and [drop deadlines and policies](#).

All textbooks can be found here 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.

COE 605-1	Critical Issues in School Counseling	Online	Ellie Tompkins
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 610-1	Interpreting Data in School Counseling	Online	Rachel Catlett
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 615-1	Counseling Skills and Crisis Intervention	Online	Kim Jacobson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 616-1	College and Career Readiness	Online	Tami Wegener
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 630-1	Social and Cultural Awareness in SC	Online	Felicia Nofuente
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 633-1	Human Development K-12	Online	Janet Schwager
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 634-1	Group Counseling for School Counselors	Online	Ellie Tompkins
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 635-1	School Counseling and Special Populations	Online	Loni Watson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 650-1	Programming for School Counseling	Online	Rachel Catlett
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 655-1	Ethics, Law & Professional Practice for School Counselors	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDC 612-1	Developing Literacy in the Primary Classroom	Online	Libby Dreier
*Required course for Early Childhood Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDL 720-1	Secondary School Leadership	Online	Andrew Havelka
*Elective course for Educational Leadership. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 605-1	Behavior Intervention Strategies	Online	Rachel Lewis
*Required course for Special Education Endorsement Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 620-1	Exceptional Children	Online	Jill Timmons
*Required course for Special Education Endors. + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 622-1	School Programming for Exceptional Children	Online	Marylou Schlieder
*Required course for Special Education Endorsement Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 625-1	Methods of Teaching Mild/Moderate Special Education	Online	Kristin Fangmeyer
*Required course for Special Education Endorsement Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 626-1	Advanced Instructional Modifications & Accommodations	Online	Jill Timmons
*Required course for Special Education Endorsement Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 632-1	Critical Issues in Special Education	Online	Marylou Schlieder
*Required course for Special Education Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 600-1	Improvement of Instruction	Online	Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-1	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-2	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 602-1	Assessment for Learning	Online	Deb Fetch
*Required course for Curriculum & Instruction program and endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-4 + 604-4	Research and Culminating Project (combined)	Online	Carrie Rath
*Required course for Curriculum & Instruction program. <i>Students must register for BOTH EDU 603-4 and EDU 604-4 in order to complete the combined 6-hours of coursework; these sections cannot be taken separately.</i> Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-5 + 604-5	Research and Culminating Project (combined)	Online	Carrie Rath
*Required course for Curriculum & Instruction program. <i>Students must register for BOTH EDU 603-5 and EDU 604-5 in order to complete the combined 6-hours of coursework; these sections cannot be taken separately.</i> Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 604-1	Culminating Project	Online	Julie Martin
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Julie Martin in Fall 2024.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 604-2	Culminating Project	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Carrie Rath in Fall 2024.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 605-1	Self-Care for Educators	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 613-1	Models of Teaching	Online	Sara Zabrowski-Gates
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 613-2	Models of Teaching	Online	Cara Heminger
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 616-1	Best Strategies for Engaging Parents	Online	Libby Dreier
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 618-1	Strategies to Enliven Your Classroom: Active Learning	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 621-1	Internship for ESL	Online	Dana Martin
*Required course for ESL endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 622-1	Strategies to Flip the Switch to Success	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 627-1	Meeting Learner Needs through Multiple Intelligences	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 640-1	Literature for Children and Youth	Online	Ashley Rockey
*Required course for Reading Specialist and PK-6 Reading & Writing endorsements.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 650-1	The Five Love Languages in the Classroom	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 651-1	Practical Behavior Interventions for Gen. & Special Ed Cls.	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 659-1	Differentiated Curriculum in the Regular Classroom	Online	Tassie Little
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 663-1	Reading and Writing in the Content Area	Online	Gina Pospichal
*Required course for Reading Specialist and Special Education endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 667-1	Reading in the 7-12 Classroom	Online	Chloe Fox-Healy
*Fills requirement in Reading Specialist and 7-12 Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 668-1	Sparking Student Curiosity	Online	Angie Sandy
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 669-1	Cooperative Learning	Online	Makenzie Scollard
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 670-1	Classroom Management	Online	Cara Heminger
*Required course for School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 673-1	The Three R's of Effective Instruction	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 682-1	Curriculum for ESL Students	Online	Dana Martin
*Fills requirement for ESL endorsement (fills same requirement as EDU 628 or EDU 691). Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 684-1	Methods of Teaching & Assessing ESL Students	Online	Dana Martin
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 685-1	Critical Issues in Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 687-1	Diagnosis, Assessment, and Instruction of Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 689-1	Internship in Reading Instruction	Online	Sue Pieper
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 690-1	Writing in the Primary Classroom	Online	Dani Wagaman
*Course meets requirement within Reading Specialist and Early Childhood endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-1	Motivating Readers	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-2	The Incredible Flexible You	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 699-3	Closing the Gap with Struggling Readers	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 707-1	Supporting Readers in the Intermediate Grades	Online	Jen Johnson
*Required course for PK-6 Reading and Writing + meets requirement for Reading Specialist Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 714-1	Developing Positive Learning Environments	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 729-1	ESL: Communicating in the Educational Environment	Online	Dana Martin
*Required course for ESL Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 740-1	Google Chrome and Apps in the Classroom	Online	Deb Masker
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 743-1	Building a Mindful Classroom: Personal Practices	Online	Marty Fetch David Fringer
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 746-1	SEL: Building a Classroom into a Community	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 747-1	Teaching Empathy: Changing Humanity	Online	Amber Cownie
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

LINCOLN

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

Spring Registration in [Student Planning](#) opens on November 11 and closes January 12. Please see front of schedule for registration and [drop deadlines and policies](#).

All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

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

Students must register by Census Day, January 23, 2025 to avoid late registration charges.

Saturdays, January 18, February 15, March 22, April 12 – Fred Brown Center, Room TBD

EDL 683-L1 Elementary Field Experience II

Teresa Perkins

EDL 685-L1 Secondary Field Experience II

Teresa Perkins

Sundays, January 19, February 16, March 16, April 13 – Fred Brown Center, Room TBD

EDL 695-L1 Research & Implementation

Kris Morrison

Saturdays, January 4, February 1, March 1, March 22, April 19 – Location TBD based on student registration

EDL 676-A1 Assessment for Leaders

**Jadi Miller
Angie Wright**

All courses listed in this publication are contingent upon enrollment.

Education Specialist (EdS) Courses –

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

Students must register by Census Day, January 23, 2025 to avoid late registration charges.

Sundays, January 5, February 16, March 16, April 6, May 4 – Lincoln Campus, Room TBD

ESD 710-L1 School Districts as Organizations

**Trudy Clark
John Neal**

Sundays, January 26, February 23, March 23, April 13, May 4 – Lincoln Campus, Room TBD

ESD 725-L1 Politics and Policy Leadership

**Cindy Gray
Josh Fields**

Sundays, January 12, February 9, March 9, April 13, May 18 – Lincoln Campus, Room TBD

ESD 830-L1 Human Resource Leadership

**Melissa Poloncic
Mitch Kubicek**

Arranged – January through May

ESD 920-L1 Leadership Internship I

Arranged

Cindy Gray

Doctorate of Education (EdD) Courses -

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

Students must register by Census Day, January 23, 2025 to avoid late registration charges.

January 4-5, February 1-2, March 1-2, April 5-6 – Fred Brown Center, Room TBD

EDU 950-L1 Quantitative Research Design

Tim Frey

EDU 951-L1 Advanced Quantitative Research

Darin Kelberlau

January 11-12, February 8-9, March 8-9, April 12 – Lincoln Campus, Room TBD

EDU 946-L1 Advanced Qualitative Research

Cate Sommervold

January 4 (1-3pm), March 21 (6-8pm) – Lincoln Campus, Room TBD

+ arranged individual and partner Zoom sessions and seven asynchronous modules required

EDU 930-L1 Survey Methodology

Debbie Miller

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, January 13 – April 14 – Lincoln Campus, Room TBD

EDU 602-L1 Assessment for Learning

5:30-9:00 pm

Rob McEntarffer

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

Mondays, Jan 13&27, Feb 10&24, Mar 16&31, Apr 14 *Hybrid. Online work req.* - Lincoln Campus, Room TBD

EDS 610-L1 Collaborative Teaching: An Inclusion Model

5:30-9:00 pm

Trina Pettit

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

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

**** (Remote/Zoom option available for those outside of Lincoln) ****

All courses listed in this publication are contingent upon enrollment.

» Tuesday:

Tuesdays, January 21, February 18, March 25, April 22 – Lincoln Campus, Room TBD			
COE 691-L2	Internship for School Counseling	5:30-9:00 pm	Felicia Nofuente
*Required course for School Counseling degree – Tier 3.			
Please check www.doaneuniversityshop.com to see if a text is required.			

Initial Certification (Fast Track) students ONLY			
Tuesdays, Hybrid – in-person meeting dates and locations below, remaining work remote/online			
<i>Lincoln, Room TBD – January 14, February 18, March 18, April 15</i>			
<i>Omaha, Bellevue Admin Building/Welcome Center – February 25, March 25, April 8</i>			
EDU 735-A2	Language Arts and Reading III	5:30-9:00 pm	Kati Robinson
Please check www.doaneuniversityshop.com to see if a text is required.			

» Thursday:

Thursdays, Jan 16&30, Feb 13&27, Mar 13&27, Apr 10&24 *Hybrid. Online work also req* – Lincoln Campus, TBD			
COE 622-L4	Counseling Practices	5:30-9:00 pm	Jodie Green
*Required course for School Counseling degree – Tier 1.			
Please check www.doaneuniversityshop.com to see if a text is required.			

» Weekend:

Weekends, Initial Meeting January 18, remaining dates TBD – Lincoln Campus, Room TBD			
EDU 699-L5	Circle Up: Integrating Restorative Circles	8:00am-4:00pm	Adam Cownie
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

» Arranged:

Initial Certification (Fast Track) students ONLY Registration deadline is <u>January 12, 2025.</u>			
EDS 680A-L6	Practicum for Special Education K-6	Arranged	Carrie Rath
EDS 680B-L6	Practicum for Special Education 7-12	Arranged	Carrie Rath
EDU 737-L6	Elementary Practicum II	Arranged	Carrie Rath
EDU 655-L6	Student Teaching	Arranged	Carrie Rath
*A \$50 course fee will be added to tuition for Student Teaching.			

Registration deadline is January 12, 2025.			
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 January 12, 2025.			
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 January 12, 2025.			
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.

Spring Registration in [Student Planning](#) opens on November 11 and closes January 12. Please see front of schedule for registration and [drop deadlines and policies](#).
All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

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

Students must register by Census Day, January 23, 2025 to avoid late registration charges.

Saturdays, January 18, February 15, March 22, April 12 – Bellevue Public Schools Welcome Center

EDL 683-O2 Elementary Field Experience II

Kelsi Mitteis

EDL 685-O2 Secondary Field Experience II

Sundays, January 19, February 16, March 16, April 13 – Bellevue Public Schools Welcome Center

EDL 695-O2 Research & Implementation

**Anna Thoma
Megan Albers**

Saturdays, January 4, February 1, March 1, March 22, April 19 – Location TBD based on student registration

EDL 676-A1 Assessment for Leaders

**Jadi Miller
Angie Wright**

**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.*

» **Tuesday:**

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

Tuesdays, Hybrid – in-person meeting dates and locations below, remaining work remote/online

Lincoln, Room TBD – January 14, February 18, March 18, April 15

Omaha, Bellevue Admin Building/Welcome Center – February 25, March 25, April 8

EDU 735-A2 Language Arts and Reading III

5:30-9:00 pm

Kati Robinson

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

» **Wednesday:**

Wednesdays, January 15 – April 16 - Bellevue Public Schools Welcome Center

EDU 613-O3 Models of Teaching

5:30-9:00 pm

Sara Zabrowski-Gates

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

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

» **Thursday:**

Thursdays, January 23, February 20, March 20, April 24 – Bellevue Public Schools Welcome Center

COE 691-O4 Internship for School Counseling

5:30-9:00 pm

Ellie Tompkins

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

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

**** (Remote/Zoom option available for those outside of Lincoln/Omaha) ****

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

All courses listed in this publication are contingent upon enrollment.

NORTH PLATTE

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

Spring Registration in [Student Planning](#) opens on November 11 and closes January 12. Please see front of schedule for registration and [drop deadlines and policies](#).
All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

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

Students must register by Census Day, January 23, 2025 to avoid late registration charges.

Saturdays, January 18, February 15, March 22, April 12 – ESU 16, 1221 W 17th St, North Platte

EDL 680-N1 Elementary Field Experience II

Erica Johnson

EDL 682-N1 Secondary Field Experience II

REMOTE SECTIONS

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

Spring Registration in [Student Planning](#) opens on November 11 and closes January 12. Please see front of schedule for registration and [drop deadlines and policies](#).
All textbooks can be found here www.doaneuniversityshop.com

*Our remote 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:**

Mondays, January 13 – April 14 – Remote via Zoom

EDL 714-R1 Diversity, Equity, and Cultural Proficiency

5:30-9:00 pm

Jamar Dorsey

*Elective course for EDL program or non-degree seeking students.

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Mondays, January 27, February 10 & 24, March 24, April 7 & 14 – *Hybrid - Remote via Zoom + online work

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 under location 'Lincoln' to see if a text is required.

Mondays, January 13 – April 14 – Remote via Zoom

EDU 605-R1 Self-Care for Educators

5:30-9:00 pm

Jessica Hamzhie

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

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Mondays, January 13, February 10, March 17, April 14 – *Hybrid - Remote via Zoom + online work

EDU 654-R1 Foundations of Teaching for School Counselors

5:30-9:00 pm

Emily Griesch

*Required course for School Counseling 'Tier 0' for those not certified to teach.

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

Registration limited to those enrolled in EDU 699-C1 in Fall 2024.

Mondays, January 27, February 24, March 31, April 28 *Hybrid - Remote via Zoom + online work

EDU 672-R1 Beginning Teachers Seminar II 5:30-9:00 pm Tiffany Young

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

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Mondays, January 13 – April 14 – 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 under location 'Lincoln' to see if a text is required.

» Tuesday:

Tuesdays, January 14 – April 15 – Remote via Zoom

EDU 625-R2 Integrating Technology with Purpose 5:30-9:00 pm Melissa Zeiszler

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

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

» Wednesday:

Wednesdays, January 15 – April 16 – Remote via Zoom

EDS 632-R3 Critical Issues in Special Education 5:30-9:00 pm Jill Timmons

*Required course for Special Education Endorsement.

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Wednesdays, January 15 – April 16 – Remote via Zoom

EDU 747-R3 Teaching Empathy: Changing Humanity 5:30-9:00 pm Jessica Hamzhie

*SEL Specialization course; elective course for C&I program or non-degree seeking students.

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

» Thursday:

Thursdays, January 16, February 6, March 6, April 24 – Remote via Zoom

COE 602-R4 Practicum for School Counseling 5:30-9:00 pm Rachel Catlett

*Required course for School Counseling degree – Tier 3.

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Thursdays, January 23, February 20, March 20, April 24 – Remote via Zoom (for those outside of Omaha/Lincoln)

COE 691-O4 Internship for School Counseling 5:30-9:00 pm Ellie Tompkins

*Required course for School Counseling degree – Tier 3.

Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

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

Thursdays, January 16 – April 17 – Remote via Zoom

EDU 643-R4 Methods for Teaching Math in Elementary School II 5:30-9:00 pm Terrell Matthews

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

Thursdays, January 16 – April 17 – Remote via Zoom

EDU 699-R4 STEM & Computer Science Integration in Elem. Class. 5:30-9:00 pm Alli Pontious

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

Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

COURSE DESCRIPTIONS

Master of Education in School Counseling – COE prefix

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.

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 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 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 634: Group Counseling for School Counselors (3 Credits)

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

All courses listed in this publication are contingent upon enrollment.

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

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

COE 650: Programming for School Counseling (3 Credits)

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

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

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

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

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

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 610: Collaborative Teaching –An Inclusion Model (3 Credits)

Collaborative teaching models, team planning, curriculum, adaptations, behavior management, and utilization of resources in both the school and the community are the primary foci of this course. Upon completion, the graduate student has an inclusion plan for the net academic year to implement in the classroom or school. **Prereq: EDS 620 Exceptional Children**

EDS 620: Exceptional Children (3 Credits)

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

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

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

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

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

All courses listed in this publication are contingent upon enrollment.

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

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

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

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

EDS 680A: Practicum for Special Education K-6 (3 Credits)

This course is required for a Special Education Endorsement in Nebraska. Students must teach 150 hours in special education settings plus complete the assigned reading and journaling requirements.

EDS 680B: Practicum for Special Education 7-12(3 Credits)

This course is required for a Special Education Endorsement in Nebraska. Students must teach 150 hours in special education settings plus complete the assigned reading and journaling requirements.

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. **(COMBINED SECTION ONLY – MUST BE TAKEN IN CONJUNCTION WITH SPRING SECTION OF EDU 604)**

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.

All courses listed in this publication are contingent upon enrollment.

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

EDU 616: Best Strategies for Engaging Parents (3 Credits)

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

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

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

EDU 621: Internship for ESL (3 Credits)

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

EDU 622: 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 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 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.

All courses listed in this publication are contingent upon enrollment.

EDU 643: Methods for Teaching Math in Elementary II (3 Credits)

A methods course building upon the foundation laid in Teaching Math in Elementary School I with the central focus on methodologies in teaching mathematics and the use of manipulatives within the content of mathematics that is developmentally appropriate for the elementary 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. Prerequisites: EDU-630 Methods for Teaching Math in Elementary School I.

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 Any Classroom (3 Credits) – previously EDU 699

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

EDU 654: Foundations of Teaching for School Counselors (3 Credits)

This course focuses on the foundational skills needed for counselors to work within the educational system. Students will apply instructional and assessment models to design and implement lessons for the classroom, develop an understanding of the roles school teachers and staff play in the school system to help foster collaboration and learn about current systems and programs within the school setting. Emphasis is placed on practical application through role-play, applied research, lesson presentation, and critique.

EDU 655: Internship - Student Teaching (8 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 experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards.

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

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

EDU 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.

All courses listed in this publication are contingent upon enrollment.

EDU 669: Cooperative Learning (3 Credits)

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

EDU 670: Classroom Management (3 Credits)

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

EDU 672: Beginning Teacher Seminar II (3 Credits)

This course explores the issues that impact first-year teachers in a supportive online course. It is designed to link first-year teachers together as they experience the ups and downs of teaching. The emphasis will be on reviewing topics in which the research identifies first year teachers experience having the most trouble. Students will be able to talk with each other and offer support through online resources. Discussions will build upon the coursework completed in the summer graduate course. Students will also develop a project to complete within their classroom. **(registration limited to those who completed EDU 699 in Fall 2024)**

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

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

EDU 681: Practicum for Recertification (3 Credits)

This course is designed for former teachers needing to renew their Nebraska teaching certificate if the certificate expired several years ago. Students must teach 150 hours in a K-12 classroom plus complete the assigned reading and journaling requirements.

EDU 682: Curriculum for ESL Students (3 Credits)

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

EDU 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 689: Internship in Reading Instruction (3 Credits)

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 experiences in reading instruction to meet the Nebraska K-12 student standards.

All courses listed in this publication are contingent upon enrollment.

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: Motivating Readers (3 Credits)

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

EDU 699: The Incredible Flexible You (3 Credits)

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

EDU 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.

EDU 699: STEM & Computer Science Integration in the Elementary 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 707: Supporting Readers in the Intermediate Grades (3 Credits)

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

EDU 714: Developing Positive Learning Environments (3 Credits)

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

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

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

EDU 735: Language Arts & Reading III (3 Credits)

A methods course focusing on an in-depth study and analysis of methods, materials and assessments used by elementary (including early childhood K-3) teachers for the teaching of reading and language arts. Instruction will center on teaching reading, writing, listening and speaking in an integrated format. Emphasis is placed on developing effective organizational and management skills for the classroom. In preparation for the student teaching experience, students combine theory, knowledge and skills, practical application, and hands-on materials as they develop their own personal philosophy of teaching reading and language arts. Emphasis will also be placed on implementing state and national reading and language arts standards. **Prerequisites EDU-679 Language Arts & Reading II.**

All courses listed in this publication are contingent upon enrollment.

EDU 737: Elementary School Practicum II (3 Credits)

A course examining theories, principles, and characteristics of human development from conception to young adulthood. Students will gain an understanding of the study of the teaching and learning processes and the implications for planning educational experiences in terms of behavioral and cognitive psychological principles. Students will also investigate intelligence theories and their application to lesson design and presentation, classroom management, multiculturalism and national and state K-12 content standards. The course includes clinical field experiences in elementary schools. **Prerequisite EDU-736 Elementary School Practicum I.**

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

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

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

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

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

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

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

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

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

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

All courses listed in this publication are contingent upon enrollment.

Educational Leadership Courses - EDL Prefix

EDL 676: Assessment of Student Learning for Educational Leaders (3 Credits)

The goal of this course is to assist educational leaders to use classroom-based and standardized assessment to maximize student achievement. Participants develop a vision of excellence in assessment that is balanced in terms of assessment purposes, achievement targets, assessment methods, and ways of communicating results. They will develop an understanding of the wide range of achievement targets that comprise academic success and establish priorities to lead that process. Participants will develop strategies to use the full range of methods for sharing information about student achievement, acknowledging that various users of assessment results need different information for distinct purposes. They also develop a data-driven improvement project.

EDL 683: Elementary Field Experience II (3 Credits)

EDL 685: Secondary Field Experience II (3 Credits)

This course connects the knowledge, understanding, and skills gained in previously completed Educational Leadership courses with action-based theory in a second supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process through a servant leadership lens, focusing on continuous school improvement, Strengths-Based leadership, effective communication, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in Educational Leadership Outcomes and Essential Elements. Cadre students engage in increasing learning for self and others through a culturally proficient leadership lens, with solution-based, continuously developing problem-solving decision-making strategies. Additionally, students process and apply educational research and literature to inform individual actions, beliefs, and philosophies.

EDL 695: Research & Project Implementation (3 Credits)

The student is expected to present a synthesis of his/her progress, growth, and achievements initiated in the completed course of study and to implement a plan in the school setting that is derived from the collective experience of the program. Students meet with faculty advisers and the cadre group to share, present, and assess the implementation of individual projects, and to develop and present a portfolio that includes a final written philosophy statement.

EDL 714: Diversity, Equity, and Cultural Proficiency (3 Credits)

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

EDL 720: Secondary School Leadership (3 Credits)

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

Education Specialist Courses - ESD prefix

ESD 710: School Districts as Organizations (3 Credits)

This course will lay a foundation for understanding schools and districts as complex organizations and as organizations that can be transformed with new areas of capacity through resource identification, allocation, and evaluation. In addition, this course will include the application of systems thinking, matrix thinking, and other models for conceptualizing the complex nature of human organizations and the interaction of the organization framework with the resources identified. Students will develop the knowledge, skills and dispositions for leading the work of building capacity within an organization through continuous learning and continuous improvement. Students also will explore the concept and strategies of distributed leadership at all levels, program, district, and school throughout the school-community.

ESD 725: Politics and Policy Leadership (3 Credits)

This course will cover the issues of policy and politics at the local, state and federal levels. The students will explore how to identify the key policy leaders and position framers and how to influence policy development at each of the levels. The course will assist students in developing an understanding of the strategies that distinguish the activities of advocacy versus lobbying and how the policies at each level are connected and how they impact each other. In addition, the students will develop the knowledge, skills and dispositions to be an influence on policy development without becoming partisan in the politics of decision-making. Students will discuss the role of policy in providing leadership at the local level, to the district, and the schools/programs of the district. Legal and statutory frameworks at the federal, state and local levels within which schools must operate are also explored. The course will develop student knowledge of and strategies for accessing the resources and working within regulatory framework of regional, state and federal agencies.

All courses listed in this publication are contingent upon enrollment.

ESD 830: Human Resource Leadership (3 Credits)

This course will address the issues of the people that make up the system, who they are, what they expect, what they can contribute, and what they are likely to gain from engagement of all constituents in the educational setting. Other topics include: issues of what motivates people to become engaged in their work; issues of cultural competence in interpersonal relationships and communications; equitable and fair policies and practices; impact and challenges of diversity; and the building of capacity within the various ranks of the people who make up the school-community. Students will develop a set of strategies for use in implementing the policy that “nothing will be achieved by any individual, group of individuals or the organization as a whole until there is capacity for the change to take place.” Human relations and human resource management will be included in the content as they impact the policies and practices that contribute to the building of capacity and the personal/professional development of all members of the school-community.

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.

Doctorate of Education Courses – EDU prefix

EDU 930: Survey Methodology (3 Credits)

Survey Methodology is a study of survey methods that focuses on how to make resulting numbers as relevant as possible. This course will consider how questions are asked, how answers are gathered, and which people answer the questions. Students will learn to reduce total survey error by viewing the survey as a social exchange between researcher and participants.

EDU 946: Advanced Qualitative Research (3 Credits)

The purpose of this course is to build on the introduction to qualitative research provided in EDU 945 by exploring multiple qualitative approaches in depth and their application to educational research. Students completing this course will leave with an understanding of the basic philosophical assumptions of qualitative research and the characteristics of five traditions of inquiry (case study, ethnography, grounded theory, phenomenology and narrative inquiry).

EDU 950: Quantitative Research Design (3 Credits)

This is an introductory quantitative methods course which provides students with a fundamental understanding of the types of quantitative designs and statistical techniques used in education research. The course will use hands-on activities and emphasize the interpretation of data. Statistical software is used throughout the course.

EDU 951: Advanced Quantitative Research (3 Credits)

This course continues foundational knowledge of quantitative methods providing students experience with quantitative designs and statistical techniques used in education research. Students should have completed EDU-950 Quantitative Research or have permission from instructors.

EDU 985: Dissertation (1-12 Credits)

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

All courses listed in this publication are contingent upon enrollment.

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