

## **DOANE UNIVERSITY FALL 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**

- **CONTINUING STUDENTS** – Registration for classes will begin **July 28, 2025**. The term is “2025 Fall COE: Grad Ed” Early registration is required as courses may be closed because of large enrollment or canceled before the course starting date if enrollment is low. Please call the Office of Graduate Studies in Education at 402.467.9077 if you have any questions. **Registration and drop deadlines can be found on our [Graduate Education Academic Calendar](#).**
- To register, go to [Student Self-Service](#). Log in with your Doane username and password. In self-service, you can access student planning to search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcripts and schedule. **Additional instructions can be found here: [Registration Step-by-Step](#)**
- If you have trouble logging in with your student ID or password, please contact the Service Center at [help@doane.edu](mailto:help@doane.edu). Their telephone number is 402-826-8411.
- **If you have not been enrolled for a period of 2 or more years**, you may need to contact the graduate office to reactivate your student record before you can register. You can email [MED@doane.edu](mailto:MED@doane.edu) for reactivation.

### **BOOK ORDERS**

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

### **GRADUATE ATTENDANCE POLICY**

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

### **DOANE UNIVERSITY**

Founded in 1872, Doane University is the oldest private liberal arts college in Nebraska. Doane's 300-acre Crete campus, Lincoln campus, and Omaha location offer degrees in 40 academic areas in the College of Education, College of Business and College of Arts & Sciences. The College of Education's graduate programs include the Initial Certification at the Advanced Level; Master of Education degree in Curriculum & Instruction, School Counseling, or Educational Leadership; the Education Specialist degree; the Doctorate in Education degree; and a Master of Arts in Counseling, for students seeking state licensure as mental health practitioners. The College of Business graduate programs include a Master of Business Administration, Master of Science in Instructional Design and Technology, and a Masters in Leadership.

### **DOANE UNIVERSITY MISSION STATEMENT**

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

*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, Recruitment Specialists will facilitate the enrollment process and notify students of admissions requirements for their program of study. Students interested in the Initial Certification at the Advanced Level, School Counseling, Educational Leadership, Education Specialist, or Doctorate of Education program must complete their admission interview and have permission from the Graduate Office in order to be eligible to register for courses in any of these programs.

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

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

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

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar's web page on the Doane website. Questions and concerns can be sent to the Registrar at [registraroffice@doane.edu](mailto:registraroffice@doane.edu) or 402-826-8251

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## **COLLEGE OF EDUCATION PAYMENT POLICY**

### **\*\*\* TUITION RATES FOR 2025-2026 ACADEMIC YEAR\*\*\***

In-person C&I, Initial Cert and School Counseling: .....	\$305.00 per credit hour
Online and Hybrid C&I, Initial Cert and School Counseling:.....	\$388.00 per credit hour
Educational Leadership.....	\$367.00 per credit hour
Education Specialist & EDD Specialization.....	\$378.00 per credit hour
Doctorate of Education (900-level courses) .....	\$551.00 per credit hour
Technology fee (charged for all courses) .....	\$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 FALL COURSES IS DUE** **September 2, 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 (September 5, 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 – September 5, 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](mailto:NR.faoffice@doane.edu) or 402.466.4774). If the outside scholarships result in an over-award of need-based aid, the Financial Aid Office may be required to reduce your loan amount. This could result in a balance due to the university for financial aid you have already received.

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### **MONTHLY INSTALLMENT PAYMENT PLAN**

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

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

### **FINANCIAL ASSISTANCE**

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

### **REFUND POLICY**

**Tuition refunds are based on the online course start date, August 25, 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](mailto:MED@doane.edu) to officially drop a course.***

0-Census Day:	<b>100%</b>	August 25-September 5	29-35 days:	<b>10%</b>	September 23-September 29
After Census-21 days:	<b>50%</b>	September 6- September 15	After 35 days:	<b>0</b>	September 30-October 31
22-28 days:	<b>25%</b>	September 16-September 22			

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

### **WAIT LIST POLICY**

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

### **ADVISORS**

**Initial Certification at the Advanced Level:**

[carrie.rath@doane.edu](mailto:carrie.rath@doane.edu)

**Curriculum & Instruction and Endorsements:**

[deb.stuto@doane.edu](mailto:deb.stuto@doane.edu)  
[emily.griesch@doane.edu](mailto:emily.griesch@doane.edu)

**School Counseling:**

[rachel.catlett@doane.edu](mailto:rachel.catlett@doane.edu)  
[felicia.nofuente@doane.edu](mailto:felicia.nofuente@doane.edu)

**Educational Leadership:**

[deb.stuto@doane.edu](mailto:deb.stuto@doane.edu)

**Education Specialist:**

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

**Doctorate of Education:**

[cate.sommervold@doane.edu](mailto:cate.sommervold@doane.edu)

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**2025-2026 ACADEMIC CALENDAR**  
**Graduate Studies in Education**  
**DOANE'S 154<sup>th</sup> YEAR**



**FALL SEMESTER 2025 25/EDFA Saturday, August 16 – Sunday, December 14 (17 weeks)**

<u>Aug.</u>	25 Monday	Online courses start (14 weeks long)
<u>Sept.</u>	1 Monday	Labor Day – University CLOSED
	2 Tuesday	Payment deadline for Fall semester
	5 Friday	Fall Census - Last day to drop a course with 100% refund (11 days after online courses start) Late adds will have \$100 fee
<u>Oct.</u>	31	Final day to withdraw from a course and receive a “W”, unless course has already concluded (catalog)
<u>Nov.</u>	5 Wednesday	Spring Schedule Released in Self-Service (Wed prior registration opening)
	10 Monday	Registration for 26/EDSP starts
	15	Last day for EdD students to defend dissertation
	26 - 28 W-F	Thanksgiving Break – 11/27-28 University CLOSED
	30 Sunday	Final day of online courses
<u>Dec.</u>	5 Friday	Fall Semester GRADES DUE by 9am, for all completed courses and December graduates
	12 Friday	COMMENCEMENT – 2 p.m. for August and December 2025 Graduates
	15 Monday	Remaining grades due

<u>Fall/Spring Semester</u>		<u>Summer 6-Week Online</u>	
0 day-census day (11 day after online start):	100%	0-3 days	100%
day following census- 21 days:	50%	4-8 days	40%
22-28 days:	25%	after 8 days	0%
29-35 days:	10%	<u>All Other Summer Course</u>	
		Before first class	100%
		On the first day of class and after	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.

Approved 5/21/24; Published 6/2/24

**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 Introduction to 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-645 Diverse Populations in School Settings: Social-Emotional Development and Mental Health	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.



## **MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

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

### **DEGREE REQUIREMENTS**

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

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

## **COURSEWORK REQUIRED FOR ENDORSEMENTS & SPECIALIZATIONS**

*Endorsements are awarded directly to an existing Nebraska Teaching Certificate by the Nebraska Department of Education once all requirements are met. Doane does not award certificates or denote completion of endorsement coursework, with the exception of the SEL Specialization. See [NDE Website](#) for additional information.*

Current course requirements for endorsements and specializations can be found in the 2025-2026 Doane Graduate Studies Catalog on the Doane website: <https://web.doane.edu/offices-services/registrar/catalog>. To add pursuit of an endorsement to a current student plan, please contact the Graduate Office at 402.467.9077 or [MED@doane.edu](mailto:MED@doane.edu).

## **MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP**

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

### **DEGREE REQUIREMENTS**

#### *Cadre Coursework:*

EDL 675 Foundations of Educational Leadership	6 hrs.
EDL 680 Elementary Field Experience/Practicum I <b>OR</b>	3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I	
EDL 683 Elementary Field Experience/Practicum II <b>OR</b>	3 hrs.
EDL 685 Secondary Schools Field Experience/Practicum II	
EDL 621 Internship for Educational Leaders	3 hrs.
EDL 686 Foundations of Continuous Improvement: Educational Leadership	6 hrs.
EDL 687 Application of Continuous Improvement: Educational Leadership	3 hrs.
EDL 695 Research and Implementation: Educational Leadership	3 hrs.

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

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

## **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 800	Ethics of Leadership	3 hrs.
ESD 815	Curriculum, Instruction & Assessment Design	3 hrs.
ESD 820	Leading and Responding to Change	3 hrs.
ESD 830	Human Resource Leadership	3 hrs.
ESD 845	Leadership Internship I	3 hrs.
ESD 850	Finance, Resource Management, Board Relations	3 hrs.
ESD 860	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 800	Ethics of Leadership
ESD 820	Leading and Responding to Change
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.

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## COURSES AND LOCATIONS

COE	601	Counseling Theories and Methods for K-12 Schools	<a href="#">Online</a>
COE	602	Practicum for School Counseling	<a href="#">Remote</a> , <a href="#">Lincoln</a>
COE	605	Introduction to School Counseling	<a href="#">Remote</a>
COE	610	Interpreting Data in School Counseling	<a href="#">Online</a>
COE	615	Counseling Skills and Crisis Intervention	<a href="#">Online</a>
COE	616	College and Career Readiness	<a href="#">Remote</a>
COE	620	Universal Supports in School Counseling	<a href="#">Online</a>
COE	622	Counseling Practices	<a href="#">Remote</a>
COE	625	Social Justice in School Counseling	<a href="#">Online</a>
COE	630	Social and Cultural Awareness in School Counseling	<a href="#">Online</a>
COE	633	Human Development K-12	<a href="#">Online</a>
COE	650	Programming for School Counseling	<a href="#">Online</a>
COE	655	Ethics, Law & Professional Practice for School Counselors	<a href="#">Online</a>
COE	691	Internship for School Counseling	<a href="#">Remote</a>
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EDC	601	Early Childhood Foundations (prev EDC 614)	<a href="#">Online</a>
EDC	621	Practicum in Early Childhood (prev EDC 680)	<a href="#">Online</a>
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EDS	605	Behavior Intervention Strategies (prev. EDS 699)	<a href="#">Online</a>
EDS	620	Exceptional Children	<a href="#">Online</a>
EDS	621	Advanced Assessment	<a href="#">Remote</a>
EDS	631	Teaching Strategies for Exceptional Children	<a href="#">Online</a>
EDS	632	Critical Issues in Special Education	<a href="#">Online</a>
EDS	655	Student Teaching – Special Education	<a href="#">Lincoln</a> (Arranged)
EDS	680A	Practicum for Special Education K-6	<a href="#">Lincoln</a> (Arranged)
EDS	680B	Practicum for Special Education 7-12	<a href="#">Lincoln</a> (Arranged)
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EDU	600	Improvement of Instruction	<a href="#">Online</a>
EDU	601	Critical Issues in Curriculum and Instruction	<a href="#">Online</a> , <a href="#">Lincoln</a>
EDU	602	Assessment for Learning	<a href="#">Online</a> , <a href="#">Lincoln</a> (limited reg), <a href="#">Remote</a>
EDU	603	Research Methods	<a href="#">Online</a>
EDU	604	Culminating Project	<a href="#">Online</a> , <a href="#">Remote</a>
EDU	605	Self-Care for Educators	<a href="#">Online</a>
EDU	607	Building Communities in the Classroom	<a href="#">Online</a>
EDU	610	Computer Science Topics and Tools	<a href="#">Online</a>
EDU	613	Models of Teaching	<a href="#">Online</a>
EDU	616	Best Strategies for Engaging Parents	<a href="#">Online</a>
EDU	617	Developmentally Appropriate Practices in Middle Grades	<a href="#">Online</a>
EDU	618	Strategies to Enliven Your Classroom	<a href="#">Online</a>
EDU	621	Internship for ESL	<a href="#">Online</a>
EDU	622	Strategies to Flip the Switch to Success	<a href="#">Online</a>
EDU	625	Integrating Technology with Purpose	<a href="#">Online</a> , <a href="#">Remote</a> (limited reg)
EDU	626	Secondary Methods	<a href="#">Lincoln</a> (limited reg)
EDU	628	Reading and Writing for Second Language Learners	<a href="#">Online</a> , <a href="#">Lincoln</a> , <a href="#">Remote</a>
EDU	629	Brain Rules	<a href="#">Online</a>
EDU	630	Methods for Teaching Math in Elementary School I	<a href="#">Remote</a>
EDU	633	Middle & High School Practicum	<a href="#">Lincoln</a> (Arranged)
EDU	639	Subject-Specific Methods (initial cert)	<a href="#">Lincoln</a> (Arranged)
EDU	640	Literature for Children and Youth	<a href="#">Online</a>



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EDU 650	<i>The Five Love Languages in the Classroom</i>	<a href="#">Online</a>
EDU 651	<i>Practical Behavior Interventions for General and SPED Classroom</i>	<a href="#">Online</a>
EDU 655	<i>Student Teaching – Elementary &amp; Secondary</i>	<a href="#">Lincoln</a> (Arranged)
EDU 659	<i>Differentiated Curriculum in the Regular Classroom</i>	<a href="#">Online</a>
EDU 661	<i>Foundations of Teaching</i>	<a href="#">Remote</a>
EDU 663	<i>Reading and Writing in the Content Area</i>	<a href="#">Online</a>
EDU 665	<i>Beginning Teacher Seminar – Secondary</i>	<a href="#">Online</a>
EDU 668	<i>Sparkling Student Curiosity</i>	<a href="#">Online</a>
EDU 669	<i>Cooperative Learning</i>	<a href="#">Online</a>
EDU 670	<i>Classroom Management</i>	<a href="#">Online</a>
EDU 678	<i>Reading in the K-3 Classroom</i>	<a href="#">Online</a>
EDU 679	<i>Language Arts and Reading II</i>	<a href="#">Lincoln</a> (limited reg)
EDU 682	<i>Curriculum for ESL Students</i>	<a href="#">Online</a>
EDU 686	<i>Providing Leadership in Literacy</i>	<a href="#">Online</a>
EDU 688	<i>Literature for Adolescents</i>	<a href="#">Online</a>
EDU 690	<i>Writing in the Primary Classroom</i>	<a href="#">Online</a>
EDU 699	<i>Circle Up: Integrating Restorative Circles</i>	<a href="#">Lincoln</a>
	<i>Components of Structured Literacy</i>	<a href="#">Online</a>
	<i>Engaging and Motivating Students to Read Independently</i>	<a href="#">Online</a>
	<i>People Science for Educators – Building Rapport, Motivation &amp; Influence</i>	<a href="#">Online</a>
	<i>STEM &amp; Computer Science Integration in the Classroom</i>	<a href="#">Remote</a>
EDU 707	<i>Supporting Readers in the Intermediate Grades</i>	<a href="#">Online</a>
EDU 714	<i>Developing Positive Learning Environments</i>	<a href="#">Online</a>
EDU 736	<i>Elementary Practicum</i>	<a href="#">Lincoln</a> (Arranged)
EDU 738	<i>Children, Youth and Family</i>	<a href="#">Online</a>
EDU 743	<i>Building a Mindful Classroom: Personal Practices</i>	<a href="#">Online</a>
EDU 745	<i>Trauma: Educating through Experiences</i>	<a href="#">Online</a> , <a href="#">Remote</a>
EDU 746	<i>SEL: Building a Classroom into a Community</i>	<a href="#">Online</a>
EDU 747	<i>Teaching Empathy: Changing Humanity</i>	<a href="#">Online</a>
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EDL 680	<i>Elementary Field Experience/Practicum I</i>	<a href="#">Lincoln</a> (Hybrid)
EDL 682	<i>Secondary Field Experience/Practicum I</i>	<a href="#">Lincoln</a> (Hybrid)
EDL 687	<i>Application of Continuous Improvement: Ed Leadership</i>	<a href="#">Lincoln</a> , <a href="#">North Platte</a> , <a href="#">Omaha</a>
EDL 710	<i>Leadership of Special Education</i>	<a href="#">Online</a>
EDL 715	<i>Leadership Theory in Action</i>	<a href="#">Remote</a>
EDL 716	<i>Teacher Supervision and Evaluation</i>	<a href="#">Online</a>
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ESD 705	<i>Issues in Leadership</i>	<a href="#">Omaha</a>
ESD 815	<i>Curriculum, Instruction &amp; Assessment Design (prev ESD 930)</i>	<a href="#">Lincoln</a>
ESD 820	<i>Leading and Responding to Change</i>	<a href="#">Lincoln</a>
ESD 845	<i>Leadership Internship I (prev ESD 920)</i>	<a href="#">Lincoln</a>
ESD 860	<i>Leadership Internship II (prev ESD 940)</i>	<a href="#">Lincoln</a>
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EDU 905	<i>Professional Learning Community I</i>	<a href="#">Lincoln</a>
EDU 915	<i>Professional Learning Community II</i>	<a href="#">Lincoln</a>
EDU 985	<i>Dissertation</i>	<a href="#">Lincoln</a>

## FALL 2025 GRADUATE CLASSES

### ONLINE COURSES (asynchronous)

ALL ONLINE COURSES will run August 25 through November 30, 2025.

Fall Registration in [Student Planning](#) opens July 28 and closes August 24, 2025 for online sections.

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

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

\*\* Please note: online courses will require weekly assignments and prompt responses on Canvas. In most instances, online courses require more hours of work than synchronous courses; 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— [see page 4 for additional information](#).

<b>COE 601-1      Counseling Theories and Methods for K-12 Schools</b>	Online	Jacob Morrow
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 610-1      Interpreting Data in School Counseling</b>	Online	Ellie Tompkins
<b>*Required course for School Counseling degree – Tier 2.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 615-1      Counseling Skills and Crisis Intervention</b>	Online	Kim Jacobson
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 620-1      Universal Supports in School Counseling</b>	Online	Felicia Nofuente
<b>*Required course for School Counseling degree – Tier 2.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 625-1      Social Justice in School Counseling</b>	Online	Susie Mahoney
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 630-1      Social and Cultural Awareness in School Counseling</b>	Online	Felicia Nofuente
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 633-1      Human Development K-12</b>	Online	Janet Schwager
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 650-1      Programming for School Counselors</b>	Online	Ellie Tompkins
<b>*Required course for School Counseling degree – Tier 2.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>COE 655-1      Ethics, Law &amp; Professional Practice for School Counselors</b>	Online	Jennifer Bass
<b>*Required course for School Counseling degree – Tier 1.</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>EDC 601-1      Early Childhood Foundations</b>	Online	Alex Clouse
<b>*Required course for Early Childhood Endorsement (fills previous requirement for <b>EDC 614</b>).</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

<b>EDC 621-1      Practicum in Early Childhood</b>	Online	Alex Clouse
<b>*Required course for Early Childhood Endorsement. (fills previous requirement for <b>EDC 680</b>).</b>		
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.		

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

<b>EDL 710-1 Leadership of Special Education</b> *Elective course for Educational Leadership. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Jill Timmons
<b>EDL 716-1 Teacher Supervision and Evaluation</b> *Elective course for Educational Leadership. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Angie Plugge
<b>EDS 605-1 Behavior Intervention Strategies</b> *Required course for Special Education Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Rachel Lewis
<b>EDS 620-1 Exceptional Children</b> *Required course for Special Education Endors. + School Counseling 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Alissa Hinz
<b>EDS 631-1 Teaching Strategies for Exceptional Children</b> *Required course for Special Education Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Marylou Schlieder
<b>EDS 632-1 Critical Issues in Special Education</b> *Required course for Special Education Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Marylou Schlieder
<b>EDU 600-1 Improvement of Instruction</b> *Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Deb Fetch
<b>EDU 601-1 Critical Issues in Curriculum and Instruction</b> *Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Deb Stuto
<b>EDU 602-1 Assessment for Learning</b> *Required course for Curriculum & Instruction program and endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Deb Fetch
<b>EDU 603-1 Research Methods</b> *Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Spring 2026 following completion of EDU 603. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Julie Martin
<b>EDU 603-2 Research Methods</b> *Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Spring 2026 following completion of EDU 603. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Carrie Rath
<b>EDU 604-1 Culminating Project</b> *Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Julie Martin in Summer 2025. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Julie Martin
<b>EDU 604-2 Culminating Project</b> *Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Carrie Rath in Summer 2025. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Carrie Rath

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<b>EDU 604-3</b>	<b>Culminating Project</b>	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Registration limited to those who completed online EDU 603 course with Carrie Rath in Summer 2025.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 604-4</b>	<b>Culminating Project</b>	Online	Laura Katt
*Required course for Curriculum & Instruction program. Registration limited to those who completed EDU 603 course with Laura Katt in Summer 2025.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 605-1</b>	<b>Self-Care for Educators</b>	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 607-1</b>	<b>Building Communities in the Classroom</b>	Online	Carrie Rath
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 610-1</b>	<b>Computer Science Topics &amp; Tools</b>	Online	Kim Ingraham
* Required course for Computer Science. Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 613-1</b>	<b>Models of Teaching</b>	Online	Sara Zabrowski
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 613-2</b>	<b>Models of Teaching</b>	Online	Cara Heminger
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 616-1</b>	<b>Best Strategies for Engaging Parents</b>	Online	Libby Dreier
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 617-1</b>	<b>Developmentally Appropriate Practices in Middle Grades</b>	Online	Carrie Rath
*Required for Initial Certification students pursuing middle-level endorsement.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 618-1</b>	<b>Strategies to Enliven Your Classroom</b>	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 621-1</b>	<b>Internship for ESL</b>	Online	Tricia Ramaekers
*Required course for ESL endorsement.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 622-1</b>	<b>Strategies to Flip the Switch to Success</b>	Online	Emily Griesch
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 625-1</b>	<b>Integrating Technology with Purpose</b>	Online	Janet Carriker
*Elective course for C&I program or non-degree seeking students.			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 628-1</b>	<b>Reading &amp; Writing for Second Language Learners</b>	Online	Tricia Ramaekers
*Course meets requirement for Reading & Writing and ESL endorsements (alt. EDU 682 or EDU 691 for ESL).			
Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

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

<b>EDU 629-1 Brain Rules</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Laurie Lofquist Joyce Swanson
<b>EDU 640-1 Literature for Children and Youth</b> *Required course for Reading Specialist and PK-6 Reading & Writing endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Ashley Rockey
<b>EDU 650-1 The Five Love Languages in the Elementary Classroom</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Deb Stuto
<b>EDU 651-1 Practical Behavior Interventions for General &amp; SPED Clsrm.</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Nicole Bishop
<b>EDU 659-1 Differentiated Curriculum in the Regular Classroom</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Tassie Little
<b>EDU 663-1 Reading and Writing in the Content Area</b> *Required course for Reading Specialist and Special Education endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Gina Pospichal
<b>EDU 665-1 Beginning Teacher Seminar - Secondary</b> *Registration limited to Initial Certification students pursuing secondary certification. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Emily Griesch
<b>EDU 668-1 Sparking Student Curiosity</b> * Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Angie Sandy
<b>EDU 669-1 Cooperative Learning</b> *Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Makenzie Scollard
<b>EDU 670-1 Classroom Management</b> *Required course for School Counseling 'Tier 0' for those not certified to teach. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Cara Heminger
<b>EDU 678-1 Reading in the K-3 Classroom</b> *Course meets a requirement within Reading Specialist and Early Childhood endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Libby Dreier
<b>EDU 682-1 Curriculum for ESL Students</b> *Course meets a requirement for ESL endorsement (alt. EDU 628 or EDU 691). Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Kennedy Holt
<b>EDU 686-1 Providing Leadership in Literacy</b> *Required course for Reading Specialist endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	Sue Pieper
<b>EDU 688-1 Literature for Adolescents</b> *Required course for Reading Specialist and 7-12 Reading & Writing endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.	Online	John Kalkowski



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

<b>EDU 690-1</b>	<b>Writing in the Primary Classroom</b>	Online	Dani Wagaman
*Course meets a requirement within Reading Specialist and Early Childhood endorsements. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-C1</b>	<b>Beginning Teacher Seminar 2</b>	Online	Tiffany Young
*Zero Credit Section. Registration limited to students who have completed initial certification at Doane. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-1</b>	<b>Components of Structured Literacy</b>	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-2</b>	<b>Engaging and Motivating Students to Read Independently</b>	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 699-3</b>	<b>People Sci for Ed. – Building Rapport, Motivation &amp; Influence</b>	Online	Gina Pospichal
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 707-1</b>	<b>Supporting Readers in the Intermediate Grades</b>	Online	Jen Johnson
*Required course for PK-6 Reading and Writing + meets requirement for Reading Specialist Endorsement. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 714-1</b>	<b>Developing Positive Learning Environments</b>	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 738-1</b>	<b>Children, Youth and Family</b>	Online	Alex Clouse
*Required for Initial Certification students pursuing elementary certification. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 743-1</b>	<b>Building a Mindful Classroom: Personal Practices</b>	Online	David Fringer Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 745-1</b>	<b>Trauma: Teaching through Experiences</b>	Online	Sydney Jensen
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 746-1</b>	<b>SEL: Building a Classroom into a Community</b>	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			
<b>EDU 747-1</b>	<b>Teaching Empathy: Changing Humanity</b>	Online	Amber Cownie
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check <a href="http://www.doaneuniversityshop.com">www.doaneuniversityshop.com</a> to see if a text is required.			

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## LINCOLN

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

*Fall Registration in [Student Planning](#) opens July 28 and closes August 24, 2025. Please see front of schedule for registration and [drop deadlines and policies](#). All textbooks can be found here [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com)*

### Educational Leadership (EdL) Courses –

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

**Students must register by September 5, 2025 to avoid late registration charges.**

*Sundays, September 7, October 5 (Zoom), November 9, December 9 (Zoom) – Fred Brown Center, Room 303*

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

**Deb Stuto**

**Julee Sauer**

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

**Angie Jones**

*Sundays, August 24, September 21, October 19, November 23 (locations and modalities TBD)*

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

**Deb Stuto**

**Julee Sauer**

**Andrew Havelka**

### Education Specialist (EdS) Courses –

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

**Students must register by September 5, 2025 to avoid late registration charges.**

*Sundays, August 17, September 21, October 12 (team day), November 9, December 14 – Admin Building, Room 116*

**ESD 820-L1      Leading and Responding to Change**

**Trudy Clark**

**John Neal**

*Sundays, August 24, September 28, October 19 (team day), November 16, December 7 – Admin Building, Room 116*

**ESD 815-L1      Curriculum, Instruction and Assessment Design (prev ESD 930)**

**Cindy Gray**

**Josh Fields**

**ESD 845-L1      Leadership Internship I (prev ESD 920)**      *Arranged (Sept-Dec)*

**Cindy Gray**

**ESD 860-L1      Leadership Internship II (prev ESD 940)**      *September 21, November 16*

**Melissa Poloncic**

**Mitch Kubicek**

### Doctorate of Education (EdD) Courses -

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

**Students must register by September 5, 2025 to avoid late registration charges.**

*September 13 & 14, October 11 & 12, November 8 & 9, December 20 - Administration Building, Classroom 117*

**EDU 905-L1      Professional Learning Community I**

**Marilyn Johnson-Farr**

**Cate Sommervold**

*September 6 & 7, October 4 & 5, November 2, December 6 & 7 - Administration Building, Classroom 117*

**EDU 915-L1      Professional Learning Community II**

**Karla Cooper**

**Cate Sommervold**

**EDU 985-L1      Dissertation**      *Arranged*

**Cate Sommervold**

### » Monday:

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

**Mondays, August 25<sup>th</sup> – November 24<sup>th</sup> – Lincoln Campus, Room TBD**

**EDU 602-L1      Assessment for Learning**

**5:30-9:00 pm**

**Rob McEntarffer**

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

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

**Mondays, August 25<sup>th</sup> – November 24<sup>th</sup> – Lincoln Campus, Room TBD**  
**EDU 601-L1 Critical Issues in Curriculum and Instruction** 5:30-9:00 pm Marilyn Johnson-Farr  
*\*Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.*  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**Mondays, August 25<sup>th</sup> – November 24<sup>th</sup> – Lincoln Campus, Room TBD**  
*(\*Hybrid course – in-person dates: August 25, September 8 & 22, October 6 & 20, November 3 & 17)*  
**EDU 699-L1 Circle Up: Integrating Restorative Circles** 5:30-9:00 pm Adam Cownie  
*\*Elective course for C&I program or non-degree seeking students.*  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

## » **Tuesday:**

**Tuesdays, August 26, September 23, October 28, November 18 – Lincoln Campus, Room TBD**  
**COE 602-L2 Practicum for School Counseling** 5:30-9:00 pm Felicia Nofuente  
*\*Required course for School Counseling degree – Tier 3.*  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**\*\*Initial Certification (Fast Track) students ONLY\*\***  
**Tuesdays, August 26<sup>th</sup> - November 25<sup>th</sup> – Lincoln Campus, Room TBD**  
*(\*Hybrid course – in-person dates: August 26, September 16, October 7 & 28, November 18)*  
**EDU 626-L2 Secondary Methods** 5:30-9:00 pm Emily Griesch  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

## » **Thursday:**

**\*\*Initial Certification (Fast Track) students ONLY\*\***  
**Thursdays, August 28<sup>th</sup> - November 27<sup>th</sup> – Lincoln Campus, Room TBD**  
*(\*Hybrid course – in-person dates: August 28, September 11, October 2 & 23, November 6)*  
**EDU 679-L4 Language Arts and Reading II** 5:30-9:00 pm Kati Robinson  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

**Thursdays, August 28<sup>th</sup> – November 27<sup>th</sup> – Lincoln Campus, Room TBD**  
**EDU 628-L4 Reading and Writing Instruction for Sec Lang Learners** 5:30-9:00 pm Kristi Mulliner  
*\*Course meets requirement for Reading & Writing and ESL endorsements (alt. EDU 682 or EDU 691 for ESL).*  
 Please check [www.doaneuniversityshop.com](http://www.doaneuniversityshop.com) to see if a text is required.

## » **Arranged:**

**\*\*Initial Certification (Fast Track) students ONLY\*\*** *Registration deadline is August 24<sup>th</sup>, 2025.*

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

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

**EDU 639-\*\* Content Methods (2 cr)**  
**(PE, ART, SCI, ENG, SS, MATH)**

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

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

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

## NORTH PLATTE

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

*Fall Registration in [Student Planning](#) opens July 28 and closes August 24, 2025. Please see front of schedule for registration and [drop deadlines and policies](#).*

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

### Educational Leadership (EdL) Courses –

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

***Students must register by September 5, 2025 to avoid late registration charges.***

*Saturdays, August 23, September 20, October 18, November 22 (modalities TBD)*

**EDL 687-N1      Application of Continuous Improvement: Educational Leadership**

**Erica Johnson**

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## OMAHA

Classes will meet at Nebraska Methodist College – 720 N. 87<sup>th</sup> Street, Omaha.

*Fall Registration in [Student Planning](#) opens July 28 and closes August 24, 2025. Please see front of schedule for registration and [drop deadlines and policies](#).*

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

### Educational Leadership (EdL) Courses –

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

***Students must register by September 5, 2025 to avoid late registration charges.***

*Sundays, August 24, September 21, October 19, November 23 (locations and modalities TBD)*

**EDL 687-O2      Application of Continuous Improvement: Educational Leadership**

**Deb Stuto  
Julee Sauer  
Andrew Havelka**

### Education Specialist (EdS) Courses –

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

***Students must register by September 5, 2025 to avoid late registration charges.***

*Sundays, August 17, September 14, October 12 (team day), November 2, December 14*

**ESD 705-O1      Issues in Leadership**

**Cindy Gray  
Shureen Seery  
John Schwartz**

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

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

## REMOTE SECTIONS

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

*Fall Registration in [Student Planning](#) opens July 28 and closes August 24, 2025. Please see front of schedule for registration and [drop deadlines and policies](#).*

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

*\*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, August 25<sup>th</sup> – November 24<sup>th</sup> – Remote via Zoom**

*(\*Hybrid – Zoom dates: August 25, September 8 & 22, October 6 & 20, November 3 & 17)*

**COE 616-R1 College and Career Readiness**

5:30-9:00 pm

Tami Wegener

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

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

**Mondays, August 25, September 22, October 20, November 24 – Remote via Zoom**

**COE 691-R1 Internship in School Counseling**

5:30-9:00 pm

Rachel Catlett

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

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

**Mondays, August 25<sup>th</sup> – November 24<sup>th</sup> – Remote via Zoom**

**EDL 715-R1 Leadership Theory in Action**

5:30-9:00 pm

Takako Olsen

**\*Elective course for Educational Leadership.**

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

### » **Tuesday:**

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

*(\*Hybrid – Zoom dates: August 26, September 9 & 23, October 7 & 21, November 4 & 18)*

**COE 622-R2 Counseling Practices**

5:30-9:00 pm

Jake Willems

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

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

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

**EDU 602-R2 Assessment for Learning**

5:30-9:00 pm

Laura Katt

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

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

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

**EDU 630-R2 Methods for Teaching Math in Elementary School I**

5:30-9:00 pm

Terrell Matthews

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

**EDU 745-R2 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.**

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

» **Wednesday:**

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

**EDS 621-R3     Advanced Assessment**

5:30-9:00 pm

Jill Timmons

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

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

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

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

**EDU 661-R3     Foundations of Teaching**

5:30-9:00 pm

Carrie Rath

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

» **Thursday:**

**Thursdays, August 28, September 25, October 30, November 20 – Remote via Zoom**

**COE 602-R4     Practicum for School Counseling**

5:30-9:00 pm

Ellie Tompkins

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

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

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

*(\*Hybrid – Zoom dates: August 28, October 16, November 13)*

**COE 605-R4     Introduction to School Counseling**

5:30-9:00 pm

Rachel Catlett

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

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

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

**EDU 604-R4     Culminating Project**

5:30-9:00 pm

Chloe Fox-Healy

**\*Required course for Curriculum & Instruction program. Registration limited to those who completed Remote section of EDU 603 course with Chloe Fox Healy in Summer 2025.**

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

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

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

**EDU 625-R4     Integrating Technology with Purpose**

5:30-9:00 pm

Melissa Zeiszler

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

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

**EDU 628-R4     Reading and Writing Instruction for Sec Lang Learners**

5:30-9:00 pm

Kristi Mulliner

**\*Course meets requirement for Reading & Writing and ESL endorsements (alt. EDU 682 or EDU 691 for ESL).**

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

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

**EDU 699-R4     STEM & Computer Science Integration in the Classroom**

5:30-9:00 pm

Alli Pontious

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

Dustin Carlson

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

## **COURSE DESCRIPTIONS**

### ***Master of Education in School Counseling – COE prefix***

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

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

#### **COE 602: Practicum Lab in Counseling (3 Credits)**

A supervised on-site experience in the full range of counselor duties. Students will complete 100 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: Introduction to School Counseling (3 Credits)**

This foundational course provides a comprehensive introduction to the school counseling profession. Students will explore the history of school counseling, the structure of the American educational system, and cultural, political, and social influences shaping current educational practices. The course emphasizes the school counselor's role as a leader, collaborator, advocate, and agent for systemic change within the school, district, state, and nation. A core focus will be the articulation and rationale for comprehensive school counseling programs with an introduction to the organizational structure and components of an effective program aligned with the American School Counselor Association (ASCA) National Model. Students will critically examine current issues and explore the domains of career, academic, and social-emotional development within school counseling. Strategies for fostering strong relationships with students, families, and school staff will also be covered. Additionally, students will begin shaping their school counseling identity through self-reflection, engagement with current research and best practices, and participation in professional organizations.

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

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

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

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

#### **COE 616: College and Career Readiness (3 Credits)**

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

#### **COE 620: Universal Supports in School Counseling (3 Credits)**

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

#### **COE 622: Counseling Practices (3 Credits)**

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

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

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

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

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

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

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

**COE 650: Programming for School Counseling (3 Credits)**

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

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

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

**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 601: Early Childhood Foundations (3 Credits) – previously EDC 614**

This course offers a comprehensive understanding of the developmental characteristics and needs of children from birth to age 8. Grounded in child development theories, candidates will explore the various factors that influence early childhood development, including family, community, and environmental contexts. By understanding these influences and the importance of building strong, reciprocal partnerships with families and communities, students will learn to create nurturing, supportive, and challenging learning environments tailored to each child. Through developmentally appropriate teaching strategies, students will gain skills to support positive interactions and relationships that enhance children's learning experiences.

**EDC 621: Practicum in Early Childhood (3 Credits) – previously EDC 680**

This course is required for an Early Childhood Endorsement in Nebraska. Students must teach 150 hours in an early childhood classroom plus complete the assigned reading and journaling requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDU 610: Computer Science Topics and Tools (3 Credits)**

This course is designed to equip students to effectively understand and use Computer Science topics and tools well enough to teach them at the secondary level. Students will learn the foundations of modern topics such as computational thinking, programming, digital citizenship, and cybersecurity. They will also gain hands-on experience with tools for each topic as they apply their knowledge of the Computer Science topics to real-world challenges.

**EDU 613: Models of Teaching (3 Credits)**

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

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

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 617: Developmentally Appropriate Practices in Middle Grades (3 Credits)**

An exploration of the practical and philosophical issues concerning developmentally appropriate learning for middle grade students. Participants learn strategies for implementing practices that support the emerging adolescent including methods and materials in the content areas.

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

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

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

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

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

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

**EDU 625: Integrating Technology with Purpose (3 Credits)**

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

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

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



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

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

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

**EDU 629: Brain Rules (3 Credits)**

Neuroscience has discovered a lot about the brain in the past few years. This experiential class will focus on the 12 basic principles that impact learning and provide opportunities to integrate these concepts into classroom settings. Time will be spent learning more about the latest research in how the brain works and exploring ways to enhance learning in your particular setting.

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

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

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

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

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

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

**EDU 651: Practical Behavior Interventions in General and Special Ed Classroom (3 Credits)**

This course explores practical strategies for managing problem behavior using a three-tiered system of intervention based on the concept of positive behavior support. The interventions covered in this course are focused on teaching lifelong social skills and lessons to challenging students in the regular or special education classroom. These are practical, evidence-based, ready-to-use Tier 2 and 3 behavior strategies that qualify as interventions in the 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 659: Differentiated Curriculum in the Regular Classroom (3 Credits)**

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

**EDU 661: Foundations of Teaching (3 Credits)**

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

**EDU 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.

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

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

**EDU 668: Sparking Student Curiosity (3 Credits)**

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

**EDU 669: Cooperative Learning (3 Credits)**

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

**EDU 670: Classroom Management (3 Credits)**

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

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

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

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

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

**EDU 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 686: Providing Leadership in Literacy (3 Credits)**

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

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**EDU 688: Literature for Adolescents (3 Credits)**

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

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

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

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

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

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

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

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

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

**EDU 714: Developing Positive Learning Environments (3 Credits)**

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

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

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

**EDU 745: Trauma: Educating through Experiences (3 Credits)**

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

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

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

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

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

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*Educational Leadership Courses - EDL Prefix*

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**EDL 680: Elementary Field Experience/Practicum I (3 Credits)**

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

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

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

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

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

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

**EDL 715: Leadership Theory in Action (3 Credits)**

Students will develop the knowledge, understanding, dispositions, and skills of strategic leadership, instructional leadership, organizational leadership, and community-political leadership through the study of leadership theory. Students will explore, study, and apply the tenets of business leadership models and school leadership models as well as the intersection of the multiple models of leadership. Students will study the national and state standards for school leaders. Students will identify different leadership actions and then correlate the actions to the theory they are learning. Students will then operationalize the theory in their job role and responsibilities.

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

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

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

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

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

**ESD 815: Curriculum, Instruction and Assessment Design (3 Credits) Prev. ESD 930**

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

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

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

**ESD 845: Leadership Internship I (3 Credits) Prev. ESD 920**

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

**ESD 860: Leadership Internship II (3 Credits) Prev. ESD 940**

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

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

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

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

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

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

**EDU 985: Dissertation (0-12 Credits)**

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

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<b>Carrie Rath</b>	<i>Assistant Professor, Director Initial Certification at Advanced Level</i>	Doane University
<b>Kati Robinson</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Ashley Rockey</b>	<i>Teacher</i>	Lincoln Public Schools
<b>Dara Rosenberg</b>	<i>Teacher</i>	Omaha Public Schools
<b>Angie Sandy</b>	<i>Adjunct Instructor</i>	Doane University
<b>Julee Sauer</b>	<i>Director of Curriculum – Secondary Education</i>	Papillion LaVista Community Schools
<b>Marylou Schlieder</b>	<i>Adjunct Instructor</i>	Doane University
<b>Janet Schwager</b>	<i>Adjunct Instructor</i>	Doane University
<b>John Schwartz</b>	<i>Superintendent</i>	Millard Public Schools
<b>Makenzie Scollard</b>	<i>Teacher</i>	Blair Community Schools
<b>Shureen Seery</b>	<i>Assistant Superintendent</i>	Papillion LaVista Community Schools
<b>Shelly Shanahan</b>	<i>Adjunct Instructor</i>	Doane University
<b>Cate Sommervold</b>	<i>Assoc. Professor of Practice, Director Doctorate of Education</i>	Doane University
<b>Deb Stuto</b>	<i>Assist. Prof of Practice, Director C&amp;I, Interim Director EDL</i>	Doane University
<b>Joyce Swanson</b>	<i>Counselor and Consultant</i>	Omaha
<b>Jill Timmons</b>	<i>Assistant Professor</i>	Doane University
<b>Ellie Tompkins</b>	<i>Adjunct Instructor</i>	Doane University
<b>Dani Wagaman</b>	<i>Teacher</i>	Glenwood Public Schools
<b>Tami Wegener</b>	<i>Adjunct Instructor</i>	Doane University
<b>Jake Willems</b>	<i>School Counselor</i>	Aurora Public Schools
<b>Tiffany Young</b>	<i>Associate Professor</i>	Doane University
<b>Sara Zabrowski-Gates</b>	<i>Assistant Superintendent for Teaching &amp; Learning</i>	Ralston Public Schools
<b>Melissa Zeiszler</b>	<i>Dean of Students</i>	Omaha Public Schools