

All courses listed in this publication are contingent upon enrollment and are subject to change.



Learn. Challenge. Empower. Transform.

DOANE UNIVERSITY SUMMER 2026 GRADUATE EDUCATION COURSE SCHEDULE
Welcome, we are excited you have chosen Doane University's Graduate Education Programs!

OFFICIAL DOANE COMMUNICATION

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

REGISTRATION

- **CONTINUING STUDENTS** – Registration for classes will begin **March 16, 2026**. The term is “2026 Summer COE: Grad Ed”. Early registration is required as courses may be closed because of large enrollment or canceled before the course starting date if enrollment is low. Please call the Office of Graduate Studies in Education at 402.467.9077 if you have any questions. **Registration deadlines can be found on our [Graduate Education Academic Calendar](#)** & page 5 of Summer Course Schedule.
- To register, go to [Student Self-Service](#). Log in with your Doane username and password. In self-service, you can access student planning to search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcripts and schedule. **Additional instructions found here: [Registration Step-by-Step](#)**
- If you have trouble logging in with your student ID or password, please contact the Service Center at help@doane.edu. Their telephone number is 402.826.8411.
- **If you have not been enrolled for a period of a year or more**, you may need to contact the graduate office to reactivate your student record before you can register. You can email MED@doane.edu or call 402.467.9077 for reactivation.

BOOK ORDERS

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

GRADUATE ATTENDANCE POLICY

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

DOANE UNIVERSITY

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

DOANE UNIVERSITY MISSION STATEMENT

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

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ACCREDITATION

The graduate programs at Doane University are fully accredited by The Higher Learning Commission and are members of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Our initial and advanced teacher preparation programs and advanced certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 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, Master of Arts in Counseling, Educational Leadership, Education Specialist, or Doctorate of Education program must complete their admission interview and have permission from the Graduate Office in order to be eligible to register for courses in any of these programs.

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

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

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

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

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COLLEGE OF EDUCATION PAYMENT POLICY

*** TUITION RATES FOR 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.....	\$361.00 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 SUMMER COURSES IS DUE

June 15, 2026 for all courses beginning in May or June
and July 15, 2026 for all courses beginning in July

If FULL payment or payment arrangements have not been made by the date listed above, the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts. *Registrations after the first day of the course (or June 1 for EDL/EDS/EDD cadre members) will result in an additional \$100 late registration fee added to the student's tuition bill.*

Please submit all Financial Aid documents no later than

JUNE 15, 2026.

Summer 2026 will fall under the 2025-2026 FAFSA

PAYMENT TYPES ACCEPTED

- **Check:** Mail checks payable to Doane University, Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate your student ID number or social security number on the memo line of the check.
- **E-check: Payment can be made online** by e-check, using the instructions on the [Doane Student Accounts Page](#). There is no convenience fee for this service. **For e-checks**, make sure that you follow the instructions very carefully and properly input your bank's routing number and your account number. *Returned electronic checks are treated the same as any dishonored item, and you will be charged a \$30 fee if your check is returned.*
- **Credit Card: 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 (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 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 start date and length of the course. Refunds are based on the official withdrawal date. No refund will be made after the scheduled meetings for a class are completed. **Note: failure to attend, pay for, or complete the work for the course does not mean a student will be dropped from the course – you MUST drop through Student Planning before the course begins or contact the Lincoln Graduate office at 402.467.9077 to officially drop a course.*

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

Summer Online Courses – 100% refund 0-3 days after term begins (June 1-3)
40% refund 4-7 days after term begins (June 4-7)
0% refund after 8 days* (June 8-15)

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

WAIT LIST POLICY

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

ADVISORS

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

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

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

Educational Leadership: deb.stuto@doane.edu

Education Specialist: cindy.gray@doane.edu

Doctorate of Education: cate.sommervold@doane.edu

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



Mar. 11 Wednesday Summer Schedule Released in Self-Service (*Wed prior registration opening*)
 16 Monday Registration for 26/EDSU starts

SUMMER SEMESTER 2026 26/EDSU Monday, May 18 – Sunday, July 26 (10 weeks)

May 27 Tuesday Courses start for Crete campus May 2026 graduates
June 1 Monday Online courses start (no late adds allowed; 6 weeks long)
 1 Monday Last day to add without a \$100 late fee (EDL, ESD, EdD)
 15 Final day to withdraw from an online course and receive a “W” (*catalog*)
 15 Payment deadline for courses that started in May or June
 19 Juneteenth – No Classes
 30 Monday Last day to apply for Financial Aid for 25-26 year
July 3 Friday Fourth of July Holiday Recognized – University CLOSED
 6 Monday Grades due for courses required for certification (brand new teachers requiring state certification for the first time)
 12 Sunday Final day of online courses
 15 Payment deadline for courses that start in July
 15 Last day for EdD students to defend dissertation
 22 Wednesday Summer Census
 22 Wednesday Fall Schedule Released on Self-Service (*Wed prior registration opening*)
 27 Monday Summer Semester GRADES DUE by 9am for summer courses that are complete and August graduates
 27 Monday Registration for 26/EDFA starts
 29 Wednesday Transcript release date for summer courses that are complete
Aug. 1 Saturday Summer Diploma date
 3 Monday All remaining grades due
 5 Wednesday Final transcript release date for August graduates with degree notation and late summer courses

Refund Policy Graduate Catalog: Semester Schedule – Graduate Education

	<u>Fall/Spring Semester</u>		<u>Summer – 6-Week Online</u>	
0 day-census day (11 day after online start):	100%		0-3 days	100%
day following census-21 days:	50%		4-7 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 CURRICULUM AND INSTRUCTION

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

DEGREE REQUIREMENTS

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

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

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MASTER OF EDUCATION IN 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, including 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.
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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.
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COE 602 Practicum Lab in Counseling (100 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 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 OR	3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I	
EDL 683 Elementary Field Experience/Practicum II OR	3 hrs.
EDL 685 Secondary Schools Field Experience/Practicum II	
EDL 621 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 OR	3 hrs.
EDL 716 Teacher Supervision and Evaluation: Improvement of Instruction for Leaders	
EDU 601 Critical Issues in Curriculum and Instruction OR	3 hrs.
EDL 714 Diversity, Equity, and Cultural Proficiency	
EDL 676 Assessment of Student Learning for Educational Leaders OR	3 hrs.
EDU 602 Assessment for Learning	

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EDUCATION SPECIALIST DEGREE

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	Educational Systems and Organizations	3 hrs.
ESD 715	School Community Communications	3 hrs.
ESD 725	Politics and Policy 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).

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

Leadership Emphasis

ESD 705	Issues in Leadership
ESD 710	Educational Systems and 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.

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.

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COURSES AND LOCATIONS

COE	601	Counseling Theories and Methods for K-12 Schools	Online
COE	605	Introduction to School Counseling	Lincoln
COE	610	Interpreting Data in School Counseling	Lincoln
COE	615	Counseling Skills and Crisis Intervention	Remote
COE	616	College and Career Readiness	Lincoln
COE	620	Universal Supports in School Counseling	Online , Omaha
COE	622	Counseling Practices	Remote
COE	625	Social Justice in School Counseling	Lincoln
COE	630	Social and Cultural Awareness in School Counseling	Omaha
COE	633	Human Development K-12	Online
COE	634	Group Counseling for School Counselors	Lincoln , Remote
COE	645	Diverse Populations: SE Development & Mental Health	Online
COE	650	Programming for School Counseling	Online , Lincoln
COE	655	Ethics, Law & Professional Practice for School Counselors	Online
EDS	605	Behavior Intervention Strategies	Online
EDS	620	Exceptional Children	Online
EDS	621	Advanced Assessment	Online
EDS	622	School Programming for Exceptional Youth	Lincoln
EDS	625	Methods of Teaching Mild/Moderate Special Education	Online , Lincoln
EDS	626	Advanced Instructional Modifications and Accommodations	Online , Remote
EDS	631	Teaching Strategies for Exceptional Children	Remote
EDS	632	Critical Issues in Special Education	Online
EDS	665	Beginning Teacher Seminar – Special Education (Initial Cert Only)	Remote (limited reg)
EDU	600	Improvement of Instruction	Online
EDU	601	Critical Issues in Curriculum & Instruction	Online , Remote
EDU	602	Assessment for Learning	Online , Lincoln , Remote
EDU	603	Research Methods	Online , Remote
EDU	605	Self-Care for Educators	Online
EDU	607	Building Communities in the Classroom	Online , Lincoln
EDU	609	Student-Centered K-5 Math	Lincoln
EDU	610	Computer Science Topics and Tools	Online , Remote
EDU	613	Models of Teaching	Online
EDU	614	Computer Science Methods	Remote
EDU	616	Best Strategies for Engaging Parents	Online , Omaha
EDU	618	Active Learning: Strategies to Enliven the Classroom	Online , Remote
EDU	622	Strategies to Flip the Switch to Success!	Online
EDU	624	Multicultural Education & Practices	Remote (limited reg)
EDU	625	Integrating Technology with Purpose	Online (limited reg)
EDU	626	Secondary Methods	Online (limited reg)
EDU	628	Reading and Writing for Second Language Learners	Online , Lincoln
EDU	635	Visual Phonics	Remote
EDU	640	Literature for Children and Youth	Online
EDU	641	Language Arts and Reading I (Initial Cert Only)	Lincoln (limited reg)
EDU	644	Methods of Teaching Sci and Social Studies for Elem (Initial Cert Only)	Lincoln (limited reg)
EDU	648	Harnessing AI for Effective Teaching and Learning	Online
EDU	650	The Five Love Languages in the Elementary Classroom	Online
EDU	651	Practical Behavior Interventions for Gen & Spec. Ed Classrooms	Online
EDU	653	Teaching Critical Thinking	Omaha
EDU	659	Differentiated Curriculum in the Regular Classroom	Online
EDU	661	Foundations of Teaching (Initial Cert Only)	Lincoln (limited reg), Omaha / Remote
EDU	663	Reading and Writing in the Content Area	Online , Lincoln
EDU	664	Beginning Teacher Seminar – Elementary (Initial Cert Only)	Remote (limited reg)
EDU	665	Beginning Teacher Seminar – Secondary (Initial Cert Only)	Remote (limited reg)
EDU	666	Top Tech Tools for Teachers	Remote
EDU	668	Sparkling Student Curiosity	Online
EDU	669	Cooperative Learning	Online

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EDU	670	Classroom Management	Online
EDU	678	Reading in the K-3 Classroom	Online, Omaha
EDU	682	Curriculum for ESL Students	Online
EDU	683	Linguistics for ESL Teachers	Online
EDU	686	Providing Leadership in Literacy	Online
EDU	688	Literature for Adolescents	Remote
EDU	690	Writing in the Primary Classroom	Online
EDU	692	Fine Arts for Elementary Teachers (Initial Cert Only)	Remote (limited reg)
EDU	699	AI Tools for Teachers	Remote
		The Burnout Cure: Learning to Love Teaching Again	Online
		Circle Up: Integrating Restorative Circles	Lincoln
		Closing the Gap with Struggling Readers	Online
		Effective Small Group Reading Instruction and Intervention	Online
		Engaging and Motivating Students to Read Independently	Online
		Examining AI Tools for Education	Omaha
		Optimizing Classroom Success with Google Tools	Remote
		Robotics, STEM & Computer Science Integration in the Elementary Classroom	Remote
EDU	707	Supporting Readers in the Intermediate Grades	Online
EDU	714	Developing Positive Learning Environments	Online
EDU	738	Children, Youth, and Family	Online
EDU	739	PE Methods for Elementary Teachers (Initial Cert Only)	Lincoln (limited reg)
EDU	743	Building a Mindful Classroom: Personal Practices	Online
EDU	744	Building a Mindful Classroom: Classroom Practices	Online
EDU	745	Trauma: Educating Through Experiences	Online
EDU	746	SEL: Building a Classroom into a Community	Online
EDU	747	Teaching Empathy: Changing Humanity	Online
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EDL	621	Internship for Educational Learners	Lincoln
EDL	675	Foundations of Educational Leadership	Lincoln
EDL	686	Foundations of Continuous Improvement: Educational Leadership	Lincoln
EDL	712	Leadership of Education-based Secondary Activities and Athletics	Lincoln
EDL	714	Diversity, Equity and Cultural Proficiency	Omaha
EDL	716	Teacher Supervision and Evaluation	Online
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ESD	715	School-Community Communications	Omaha
ESD	800	Ethics of Leadership (previously offered as ESD 910 & fills same requirement)	Lincoln
ESD	845	Leadership Internship I (prev. ESD 920)	Lincoln (Arranged)
ESD	850	Finance, Resource Management, Board Relations	Lincoln
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EDU	925	Professional Learning Community III	Lincoln
EDU	945	Qualitative Research Design	Lincoln
EDU	955	Academic & Professional Writing	Online
EDU	985	Dissertation	Lincoln (Arranged)

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SUMMER 2026 GRADUATE CLASSES

ONLINE COURSES (asynchronous)

ALL ONLINE COURSES will run June 1 through July 12, 2026 on [Canvas Learning Management System](#).

Summer Registration in [Student Planning](#) opens on March 16 and closes May 31. Please see front of schedule for registration and drop deadlines and policies All textbooks can be found here www.doaneuniversityshop.com

**** Online courses will require weekly assignments and prompt responses on Canvas. Online courses may require more hours of work than synchronous courses; we suggest registering for no more than 2 online courses at a time in any semester. Please keep this in mind, as withdrawal from the course after the deadline may result in additional fees— see page 4 for additional information.**

COE 601-1	Counseling Theories and Methods for K-12 Schools	Online	Jake Morrow
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 620-1	Universal Supports in School Counseling	Online	Susie Mahoney
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 633-1	Human Development K-12	Online	Janet Schwager
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 645-1	Diverse Populations: Social Emotional Dev & Mental Health	Online	Loni Watson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 650-1	Programming for School Counseling	Online	Ellie Tompkins
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 655-1	Ethics, Law & Professional Practice for School Counselors	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
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EDL 716-1	Teacher Supervision and Evaluation	Online	Angie Plugge
*Elective course for Educational Leadership program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
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EDS 605-1	Behavior Intervention Strategies	Online	Rudi Wolfe
*Required course for Special Education endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 620-1	Exceptional Children	Online	Alissa Hinz
*Required course for Special Education endors. + School Counseling ‘Tier 0’ for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
EDS 620-2	Exceptional Children	Online	Jill Timmons
Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 621-1	Advanced Assessment	Online	Marylou Schlieder
*Required course for Special Education endorsement (*EDS 621L Lab no longer required). Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment and are subject to change.

EDS 625-1	Methods of Teaching Mild/Moderate Special Education	Online	Kristin Fangmeyer
*Required course for Special Education endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 626-1	Advanced Instructional Modifications	Online	Marylou Schlieder
*Required course for Special Education endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 632-1	Critical Issues in Special Education	Online	Marylou Schlieder
*Required course for Special Education endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
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EDU 600-1	Improvement of Instruction	Online	Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-1	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-2	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 602-1	Assessment for Learning	Online	Deb Fetch
*Required course for Curriculum & Instruction and EDL programs and endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-1	Research Methods	Online	Julie Martin
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2026 following completion of EDU 603. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-2	Research Methods	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2026 following completion of EDU 603. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-3	Research Methods	Online	Carrie Rath
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2026 following completion of EDU 603. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 605-1	Self-Care for Educators	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 607-1	Building Communities in the Classroom	Online	Carrie Rath
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 610-1	Computer Science Topics and Tools	Online	Kim Ingraham
*Required course for Computer Science endorsement. Must be taken prior to enrollment in EDU 614. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment and are subject to change.

EDU 613-1	Models of Teaching	Online	Sara Zabrowski-Gates
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 613-2	Models of Teaching	Online	Cara Heminger
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 616-1	Best Strategies for Engaging Parents	Online	Melissa Frans
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 618-1	Strategies to Enliven the Classroom: Active Learning	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 622-1	Strategies to Flip the Switch to Success!	Online	Emily Griesch
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
EDU 625-1	Integrating Technology with Purpose	Online	Melissa Zeiszler
Please check www.doaneuniversityshop.com to see if a text is required.			
Initial Certification (Fast Track) students ONLY			
EDU 626-1	Secondary Methods	Online	Emily Griesch
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 628-1	Reading & Writing for Second Language Learners	Online	Tricia Ramaekers
*Course meets requirement for Reading & Writing and ESL endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 640-1	Literature for Children and Youth	Online	Ashley Rockey
*Required course for Reading Specialist and PK-6 Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 648-1	Harnessing AI for Effective Teaching and Learning	Online	Kim Ingraham
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 650-1	The Five Love Languages in the Elementary Classroom	Online	Deb Stuto
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 651-1	Practical Behavior Interventions for Gen & Spec Ed Classroom	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 659-1	Differentiated Curriculum in the Regular Classroom	Online	Tassie Little
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 663-1	Reading and Writing in the Content Area	Online	Gina Pospichal
*Required course for Reading Specialist and Special Education endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment and are subject to change.

EDU 668-1	Sparkling Student Curiosity	Online	Angie Sandy
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 669-1	Cooperative Learning	Online	Makenzie Scollard
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 670-1	Classroom Management	Online	Cara Heminger
* Required course for School Counseling ‘Tier 0’ for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 678-1	Reading in the K-3 Classroom	Online	Libby Dreier
* Course meets a requirement within Reading Specialist and Early Childhood endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 682-1	Curriculum for ESL Students	Online	Kennedy Holt
* Course meets a requirement for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 683-1	Linguistics for ESL Teachers	Online	Josh Pope
* Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 686-1	Providing Leadership in Literacy	Online	Sue Pieper
* Required course for Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 690-1	Writing in the Primary Classroom	Online	Dani Wagaman
* Course meets requirement within Reading Specialist and Early Childhood endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-1	The Burnout Cure: Learning to Love Teaching Again	Online	Makenzie Scollard
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-2	Closing the Gap with Struggling Readers	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-3	Effective Small Group Reading Instruction and Intervention	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-4	Engaging and Motivating Students to Read Independently	Online	Dani Wagaman
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 707-1	Supporting Readers in the Intermediate Grades	Online	Jen Johnson
* Required course for PK-6 Reading & Writing + meets requirement for Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 714-1	Developing Positive Learning Environments	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment and are subject to change.

EDU 738-1	Children, Youth and Family	Online	Alex Clouse
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 743-1	Building a Mindful Classroom: Personal Practices	Online	David Fringer Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 744-1	Building a Mindful Classroom: Classroom Practices	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 745-1	Trauma: Teaching through Experiences	Online	Sydney Jensen
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 746-1	SEL: Building a Classroom into a Community	Online	Marty Fetch
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 747-1	Teaching Empathy: Changing Humanity	Online	Amber Cownie
*SEL Specialization course; elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 955-1	Academic & Professional Writing	Online	Cate Sommervold
*Elective course for Doctorate of Education. Open to all students, including master's-level. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment and are subject to change.

MAY 2026 CRETE GRADUATE COURSEWORK

Classes will meet at Doane University, Lincoln Campus, Fred Brown Center, 303 N. 52nd, Lincoln – unless noted otherwise.

*** REGISTRATION FOR THESE COURSES REQUIRED FOR MAY 2026 DOANE CRETE GRADUATES! ***

All textbooks can be found here www.doaneuniversityshop.com

» June 1 – July 12 :

June 1-July 12 – <i>asynchronous online via Canvas</i>	Alissa Hinz OR
EDS 620-1 or -2 Exceptional Children	Jill Timmons
8:00am-5:00pm	
*Required course for May 2026 Doane graduates who have not completed EDS 207.	
Please check www.doaneuniversityshop.com to see if a text is required.	

June 1-July 12 – <i>Hybrid/Online – Meeting dates arranged with course instructor, first meeting May 12</i>	Trina Pettit
EDS 665-C1 Beginning Teacher Seminar – SPECIAL ED	
*Registration limited to May 2026 Doane graduates.	
Please check www.doaneuniversityshop.com to see if a text is required.	

June 1-July 12 – <i>Hybrid/Online – Meeting dates arranged with course instructors, first meeting May 12</i>	Tiffany Young
EDU 664-C1 Beginning Teacher Seminar - ELEMENTARY	
*Registration limited to May 2026 Doane graduates.	
Please check www.doaneuniversityshop.com to see if a text is required.	

June 1-July 12 – <i>Hybrid/Online – Meeting dates arranged with course instructors, first meeting May 12</i>	Cara Heminger
EDU 665-C1 Beginning Teacher Seminar – SECONDARY/K-12	
*Registration limited to May 2026 Doane graduates.	
Please check www.doaneuniversityshop.com to see if a text is required.	

» June 1 – June 5:

June 1-June 5 – <i>Doane University – Lincoln Campus, Room TBD</i>	Julie Martin
EDU 602-C1 Assessment for Learning	
8:00am-5:00pm	
*Registration limited to May 2026 Doane graduates.	
Please check www.doaneuniversityshop.com to see if a text is required.	

» June 8 – June 12:

June 8-June 12 – <i>Hybrid/Online –remote via Zoom</i>	Jill Timmons
EDS 626-C2 Advanced Instructional Modifications	
8:00am-5:00pm	
*Required course for Special Education endorsement. Registration open to all students.	
A \$20 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.	

June 8-June 12 – <i>Doane University – Lincoln Campus, Room TBD</i>	Kristi Mulliner
EDU 628-C2 Reading and Writing for Second Language Learners	
8:00am-5:00pm	
*Meets requirement for Reading & Writing and ESL endorsements. Registration open to all students.	
Please check www.doaneuniversityshop.com to see if a text is required.	

June 8-10 Lincoln Campus, June 11-12 via Zoom – <i>Doane University – Lincoln Campus, Room TBD</i>	Gina Pospichal
EDU 663-C2 Reading and Writing in the Content Area	
8:00am-5:00pm	
*Required course for Reading Specialist and Special Education endorsements. Registration open to all students.	
Please check www.doaneuniversityshop.com to see if a text is required.	

» June 15 – June 18 (no class meetings June 19):

June 15-June 18 – <i>Doane University – Lincoln Campus, Room TBD</i>	Trina Pettit
EDS 622-L3 School Programming for Exceptional Youth	
8:00am-5:00pm	
*Required course for Special Education endorsement. Registration open to all students.	
Please check www.doaneuniversityshop.com to see if a text is required.	

All courses listed in this publication are contingent upon enrollment and are subject to change.

GRETNA PUBLIC SCHOOLS COURSEWORK

Classes will meet at Gretna Public Schools.

*** REGISTRATION FOR THESE COURSES LIMITED TO GRETNA PUBLIC SCHOOLS EMPLOYEES ONLY! ***

Summer Registration in [Student Planning](#) opens on March 16. Please see front of schedule for registration and drop deadlines and policies All textbooks can be found here www.doaneuniversityshop.com

» May 27 – June 4:

***Registration limited to Gretna Public Schools employees.**

May 27 & 28, June 1, 2, & 4

EDU 745-GRT **Trauma: Teaching through Experiences** 8:00am-5:00pm

Shelly Wolverton

Kelli Heller

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

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

» June 29 – July 3:

***Registration limited to Gretna Public Schools employees.**

June 29-July 3

EDU 601-GRT **Critical Issues in Curriculum and Instruction** 8:00am-5:00pm

JL Vertin

Jill Grant

***Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.**

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

» July 6 – July 10:

***Registration limited to Gretna Public Schools employees.**

July 6-July 10

EDU 602-GRT **Assessment for Learning** 8:00am-5:00pm

Julie Martin

Andy Boone

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

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

LINCOLN

Classes will meet at Doane University, Lincoln Campus, Fred Brown Center, 303 N. 52nd, Lincoln.

Summer Registration in [Student Planning](#) opens on March 16. Please see front of schedule for registration and drop deadlines and policies All textbooks can be found here www.doaneuniversityshop.com

Educational Leadership (EdL) Courses –

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

Students must register by June 1, 2026 to avoid late registration charges.

EDL 621-L1	Internship for Educational Leaders	Arranged	Deb Stuto, Julee Sauer, Angie Jones
<i>Monday-Friday, June 2 – June 12 – Lincoln Campus, FBC Room 302</i>			
EDL 675-L1	Foundations of Educational Leadership		Julee Sauer, Deb Stuto
<i>Monday-Friday, July 6 – July 17 – Lincoln Campus, FBC Room 302</i>			
EDL 686-L1	Foundations of Continuous Improvement: Ed Leadership		Deb Stuto, Julee Sauer, Angie Jones

Education Specialist (EdS) Courses –

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

Students must register by June 1, 2026 to avoid late registration charges.

<i>June 6-7, June 14 (team), July 11-12 – Lincoln Campus, FBC Room 101</i>			
ESD 800-L1	Ethics of Leadership (*previously ESD 910)		Trudy Clark John Neal
<i>June 20-21, June 28 (team), July 18-19 – Lincoln Campus, FBC Room 101</i>			
ESD 850-L1	Finance, Resource Management, Board Relations (A \$25 fee will be added to tuition charges for course text)		Josh Fields Cindy Gray
<i>Arranged – June-July</i>			
ESD 845-L1	Leadership Internship I (*previously ESD 920)	Arranged	Cindy Gray

Doctorate of Education (EdD) Courses -

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

Students must register by June 1, 2026 to avoid late registration charges.

<i>June 6-7, July 11-12 (August 8 Celebration) – Lincoln Campus, FBC Room 303</i>			
EDU 925-L1	Professional Learning Community III		Cate Sommervold
<i>June 13-14, July 18-19, August 1-2 – Lincoln Campus, FBC Room 303</i>			
EDU 945-L1	Qualitative Research Design		Tiffany Young, Trina Pettit
EDU 985-L1	Dissertation	Arranged	Cate Sommervold

» Week 1: June 1 – June 5

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

June 1-June 5 – Doane University – Lincoln Campus, Room TBD

EDU 661-L1	Foundations of Teaching	8:00am-5:00pm	Carrie Rath
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Please check www.doaneuniversityshop.com to see if a text is required.

June 1-June 5 – Doane University – Lincoln Campus, Room TBD

COE 605-L1	Introduction to School Counseling	8:00am-5:00pm	Felicia Nofuente
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*Required course for School Counseling degree – Tier 1.

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

June 1-June 5 – Doane University – Lincoln Campus, Room TBD		
COE 610-L1 Interpreting Data in School Counseling	8:00am-5:00pm	Rachel Catlett
*Required course for School Counseling degree – Tier 2.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 1-June 5 – Doane University – Lincoln Campus, Room TBD		
EDU 699-L1 Circle Up: Integrating Restorative Circles	8:00am-5:00pm	Adam Cownie
*Elective course for C&I program or non-degree seeking students.		
Please check www.doaneuniversityshop.com to see if a text is required.		

» **Week 2: June 8 – June 12**

Initial Certification (Fast Track) students ONLY		
June 8-June 12 – Doane University – Lincoln Campus, Room TBD		
EDU 644-L2 Methods of Teaching Sci. and Soc. Studies for Elem.	8:00am-5:00pm	Rod Diercks
Please check www.doaneuniversityshop.com to see if a text is required.		

June 8-June 12 – Doane University – Lincoln Campus, Room TBD		
COE 616-L2 College and Career Readiness	8:00am-5:00pm	Tami Wegener
*Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 8-June 12 – Doane University – Lincoln Campus, Room TBD		
EDU 628-C2 Reading and Writing for Second Language Learners	8:00am-5:00pm	Kristi Mulliner
*Meets requirement for Reading & Writing and ESL endorsements.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 8-10 Lincoln Campus, June 11-12 via Zoom – Doane University – Lincoln Campus, Room TBD		
EDU 663-C2 Reading and Writing in the Content Area	8:00am-5:00pm	Gina Pospichal
*Required course for Reading Specialist and Special Education endorsements.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 8-June 12 – Doane University – Lincoln Campus, Room TBD		
EDU 699-L2 Circle Up: Integrating Restorative Circles	8:00am-5:00pm	Adam Cownie
*Elective course for C&I program or non-degree seeking students.		
Please check www.doaneuniversityshop.com to see if a text is required.		

» **Week 3: June 15 – June 18 (no class meetings June 19)**

Initial Certification (Fast Track) students ONLY		
June 15-June 18 – Doane University – Lincoln Campus, Room TBD		
EDU 641-L3 Language Arts & Reading I	8:00am-5:00pm	Kati Robinson
Please check www.doaneuniversityshop.com to see if a text is required.		

Initial Certification (Fast Track) students ONLY		
June 15-June 18 – Doane University – Lincoln Campus, Room TBD		
EDU 739-L3 PE Methods for Elementary Teachers	8:00am-5:00pm	Heather Leader
Please check www.doaneuniversityshop.com to see if a text is required.		

June 15-June 18 – Doane University – Lincoln Campus, Room TBD		
COE 625-L3 Social Justice in School Counseling	8:00am-5:00pm	Jake Willems
* Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 15-June 18 – Doane University – Lincoln Campus, Room TBD		
EDL 712-L3 Leadership of Ed-based Sec. Activities & Athletics	8:00am-5:00pm	JJ Toczec
*Elective course for Educational Leadership program or non-degree seeking students.		
Please check www.doaneuniversityshop.com to see if a text is required.		

All courses listed in this publication are contingent upon enrollment and are subject to change.

June 15-June 18 – <i>Doane University – Lincoln Campus, Room TBD</i> EDS 622-L3 School Programming for Exceptional Youth 8:00am-5:00pm Trina Pettit *Required course for Special Education endorsement. Please check www.doaneuniversityshop.com to see if a text is required.

June 15-June 18 – <i>Doane University – Lincoln Campus, Room TBD</i> EDU 607-L3 Building Communities in the Classroom 8:00am-5:00pm Carrie Rath *Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.
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» Week 5: June 29 – July 2 (no class meetings July 3)

June 29-July 2 – <i>Doane University – Lincoln Campus, Room TBD</i> EDU 602-L5 Assessment for Learning 8:00am-5:00pm Laura Katt *Required course for Curriculum & Instruction and EDL programs and endorsements. Please check www.doaneuniversityshop.com to see if a text is required.
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June 29-July 2 – <i>Doane University – Lincoln Campus, Room TBD</i> EDU 609-L5 Student-Centered K-5 Math 8:00am-5:00pm Heather Harbison *Elective course for C&I program or non-degree seeking students. Fills math requirement for Special Education end. Please check www.doaneuniversityshop.com to see if a text is required.
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» Week 6: July 6 – July 10

July 6-July 10 – <i>Doane University – Lincoln Campus, Room TBD</i> COE 634-L6 Group Counseling for School Counselors 8:00am-5:00pm Rachel Catlett * Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.

» Week 7: July 13 – July 17

Initial Certification (Fast Track) students ONLY July 13-15 Lincoln Campus, July 16-17 via Zoom – <i>Doane University – Lincoln Campus, Room TBD</i> EDU 663-L7 Reading and Writing in the Content Area 8:00am-5:00pm Gina Pospichal Please check www.doaneuniversityshop.com to see if a text is required.

» Week 8: July 20 – July 24

Initial Certification students (Fast Track & Crete Graduates) ONLY July 20-July 24 – <i>Doane University – Lincoln Campus, Room TBD</i> EDS 625-L8 Methods of Teaching Mild, Moderate Special Ed 8:00am-5:00pm Trina Pettit Please check www.doaneuniversityshop.com to see if a text is required.
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July 20-July 24 – <i>Doane University – Lincoln Campus, Room TBD</i> COE 650-L8 Programming for School Counseling 8:00am-5:00pm Ellie Tompkins * Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

OMAHA

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

Summer Registration in [Student Planning](#) opens on March 16. Please see front of schedule for registration and drop deadlines and policies All textbooks can be found here www.doaneuniversityshop.com

Education Specialist (EdS) Courses –

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

Students must register by June 1, 2026 to avoid late registration charges.

June 27-28, July 12 (team), July 25-26 – Nebraska Methodist College, Omaha
ESD 715-L1 School-Community Communications

Cindy Gray, Shureen Seery,
John Schwartz

» Week 1: June 1 – June 5

June 1-June 5 – Nebraska Methodist College, Omaha

EDL 714-O1 Diversity, Equity and Cultural Proficiency 8:00am-5:00pm Jamar Dorsey

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

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

June 1-June 5 – Nebraska Methodist College, Omaha

EDU 653-O1 Teaching Critical Thinking 8:00am-5:00pm Tassie Little

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

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

June 1-June 5 – Nebraska Methodist College, Omaha

EDU 678-O1 Reading in the K-3 Classroom 8:00am-5:00pm Libby Dreier

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

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

» Week 2: June 8 – June 12

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

June 8-June 12 – Nebraska Methodist College, Omaha (modality may change, depending on enrollment)

EDU 661-O2 Foundations of Teaching 8:00am-5:00pm Carrie Rath

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

June 8-June 12 – Nebraska Methodist College, Omaha

EDU 616-O2 Best Strategies for Engaging Parents 8:00am-5:00pm Libby Dreier

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

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

June 8-June 12 – Nebraska Methodist College, Omaha

EDU 699-O2 Examining AI Tools for Education 8:00am-5:00pm Alissa Hinz

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

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

» Week 4: June 22 – June 26

June 22-June 26 – Nebraska Methodist College, Omaha

COE 620-O4 Universal Supports in School Counseling 8:00am-5:00pm Felicia Nofuente

*Required course for School Counseling degree – Tier 2.

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

» Week 8: July 20 – July 24

July 20-July 24 – Nebraska Methodist College, Omaha

COE 630-O8 Social and Cultural Awareness in School Counseling 8:00am-5:00pm Felicia Nofuente

* Required course for School Counseling degree – Tier 1.

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

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

REMOTE SECTIONS

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

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

Summer Registration in [Student Planning](#) opens on March 16. Please see front of schedule for registration and drop deadlines and policies All textbooks can be found here www.doaneuniversityshop.com

» Multi-Week/ Evening Meetings/ Hybrid Arranged

Thursday, May 28 (+ July date TBD based on student availability) – ***Remote via Zoom*** (hybrid – online work required)

COE 615-R1 Counseling Skills and Crisis Intervention 8:00am -12:00pm Kim Jacobson

*Required course for School Counseling degree – Tier 1.

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

Mondays, June 1, 8, 15, 22, 29, July 6 – ***Remote via Zoom*** (hybrid – online work also required)

COE 622-R1 Counseling Practices 5:30pm-9:00pm Jake Willems

*Required course for School Counseling degree – Tier 1.

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

Mondays, June 29, July 6 – ***Remote via Zoom*** (hybrid – online work also required)

COE 634-R1 Group Counseling for School Counselors 5:30pm-9:00pm Ellie Tompkins

*Required course for School Counseling degree – Tier 2.

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

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

June 1-July 12, Hybrid/Online – First meeting June 2, meeting dates arranged with course instructor

EDS 665-R1 Beginning Teacher Seminar – SPECIAL ED Trina Pettit

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

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

June 1-July 12, Hybrid/Online – Zoom: June 4, June 18, June 29, July 7

EDU 664-R1 Beginning Teacher Seminar - ELEMENTARY Carrie Rath

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

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

June 1-July 12, Hybrid/Online – First meeting June 2, meeting dates arranged with course instructor

EDU 665-R1 Beginning Teacher Seminar – SECONDARY Emily Griesch

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

» Week 1: June 1 – June 5

June 1-June 5 – Remote via Zoom

EDU 666-R1 Top Tech Tools for Teachers

8:00am-5:00pm

Noel Erskine

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

Jason Gault

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

June 1-June 5 – Remote via Zoom

EDU 688-R1 Literature for Adolescents

8:00am-5:00pm

John Kalkowski

*Required course for Reading Specialist and 7-12 Reading & Writing endorsements.

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

June 1-June 5 – Remote via Zoom

EDU 699-R1 Robotics, STEM, and Comp Sci Integration in Cls.

8:00am-5:00pm

Alli Pontious

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

Dustin Carlson

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

» Week 2: June 8 – June 12

June 8-June 12 – Remote via Zoom

EDS 626-C2 Advanced Instructional Modifications

8:00am-5:00pm

Jill Timmons

*Required course for Special Education endorsement.

A \$20 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

June 8-June 12 – Remote via Zoom

EDU 602-R2 Assessment for Learning

8:00am-5:00pm

Laura Katt

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

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

June 8-June 12 – Remote via Zoom

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

8:00am-5:00pm

Angie Sandy

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

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

June 8-June 12 – Remote via Zoom

EDU 699-R2 AI Tools for Teachers

8:00am-5:00pm

Noel Erskine

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

Jason Gault

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

» Week 3: June 15 – June 18 (no class meetings June 19)

June 15-June 18 – Remote via Zoom (no synchronous meeting June 19)

EDU 610-R3 Computer Science Topics and Tools

8:00am-5:00pm

Kim Ingraham

*Required course for Computer Science endorsement. Must be taken prior to enrollment in EDU 614.

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

June 15-June 18 – Remote via Zoom (no synchronous meeting June 19)

EDU 699-R3 Optimizing Classroom Success with Google Tools

8:00am-5:00pm

Noel Erskine

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

Jason Gault

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

COURSE DESCRIPTIONS

Master of Education in School Counseling – COE prefix

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

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

COE 605: 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 SC (3 Credits) *Fulfills Nebraska State Law LB 250 for Human Relations training*

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.

All courses listed in this publication are contingent upon enrollment and are subject to change.

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

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

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

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

COE 645: Diverse Populations in School Settings: Social-Emotional Development and Mental Health (3 Credits)

This course prepares students by equipping them with essential skills to support students across diverse populations, focusing on their unique social, emotional, and academic needs. Key topics include social and emotional development, stress management, and addressing mental health challenges such as emotional disturbances, anxiety, ADHD, and mood disorders. Students will explore strategies for supporting learners with Autism Spectrum Disorder, specific learning disabilities, and other diverse needs while emphasizing the importance of trauma-informed practices and inclusive approaches. The course also covers twice-exceptional students, English Language Learners, 504 Plans, IEPs, and the MTSS process, helping school counselors understand how to implement supportive frameworks and accommodations. Through an exploration of school counseling strategies, collaboration with educators and families, and a focus on mental health and resilience, students will be equipped to foster inclusive and supportive school environments. Additionally, they will gain a solid foundation in understanding the role of school counselors in addressing both academic and emotional needs while advocating for student well-being and promoting educational equity.

COE 650: Programming for School Counseling (3 Credits)

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

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

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

Curriculum and Instruction Courses - 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)

This course provides a comprehensive exploration of foundational and current issues in special education assessment. Students will gain a deep understanding of assessment terminology, purposes, and procedures, as well as legal and ethical considerations. Emphasis will be placed on the roles and responsibilities of all stakeholders in the assessment process including the proper administration of assessment tools and how to interpret assessment data to write IEP's, change instruction and/or interventions.

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

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

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

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

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

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

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

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

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

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

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

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

Curriculum and Instruction Courses – EDU prefix

EDU 600: Improvement of Instruction (3 Credits)

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

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

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

EDU 602: Assessment for Learning (3 Credits)

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

EDU 603: Research Methods (3 Credits)

The course will emphasize action research by teachers. It is grounded in the social analysis and context of action research with a qualitative emphasis. Upon completion of the course, the graduate student has selected a research question relevant to a K-12 classroom teaching assignment, reviewed literature about the question, and designed a project or thesis that includes a plan to evaluate the effectiveness of the educational innovation related to the research question. This course is restricted to students in the Master of Education-Curriculum and Instruction program. ***Students must complete EDU-603 Research Methods the semester before you register for EDU-604.***

All courses listed in this publication are contingent upon enrollment and are subject to change.

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

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

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

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

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

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

EDU 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 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 614: Computer Science Methods (3 Credits)

This course is designed to equip students with the tools and strategies to teach Computer Science at the secondary level effectively. Students will explore topics such as computational thinking, programming, digital citizenship, and cybersecurity. By blending theoretical foundations with hands-on experience, students will learn to develop assessments and learning activities that align with both content standards and current best practices in education, preparing them to help students develop critical thinking skills and apply their knowledge of Computer Science to real-world challenges. **Prereq. EDU 610 Computer Science Topics & Tools.**

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

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

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

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

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 624: Multicultural Education and Practice (3 Credits) Fulfills Nebraska State Law LB 250 for Human Relations training

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

EDU 625: Integrating Technology with Purpose (3 Credits)

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

EDU 626: Secondary Methods (3 Credits)

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

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

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

EDU 635: Visual Phonics (3 Credits)

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

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

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

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

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

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

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

All courses listed in this publication are contingent upon enrollment and are subject to change.

EDU 648: Harnessing AI for Effective Teaching and Learning (3 Credits)

This course explores the application of Artificial Intelligence (AI) in K-12 educational settings. It provides educators with the knowledge and skills to effectively integrate AI tools into their teaching practices, ensuring ethical and impactful implementation. Participants will engage in hands-on activities, case studies, and collaborative projects to understand how AI can enhance learning outcomes, streamline administrative tasks, and support differentiated instruction.

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

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

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

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

EDU 653: Teaching Critical Thinking (3 Credits)

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

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

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

EDU 661: Foundations of Teaching (3 Credits)

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

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

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

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

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

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

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

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EDU 666: Top Tech Tools for Teachers (3 Credits)

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

EDU 668: Sparking Student Curiosity (3 Credits)

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

EDU 669: Cooperative Learning (3 Credits)

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

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 682: Curriculum for ESL Students (3 Credits)

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

EDU 683: Linguistics for ESL Teachers (3 Credits)

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

EDU 686: Providing Leadership in Literacy (3 Credits)

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

EDU 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.

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

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

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

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

EDU 699: AI Tools for Teachers (3 Credits)

Artificial Intelligence tools, strategies, and implications in EDU will be explored. Many AI tools for educators will be utilized to increase your classroom effectiveness and improve time management.

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: Closing the Gap with Struggling Readers (3 Credits)

This course provides an analysis of why students struggle in learning to read. Using current research on dyslexia and reading difficulties, participants are able to bridge the gap between research and practice. Causes of reading difficulties and the definition of dyslexia will be examined. Establishing an understanding of assessment of literacy skills will be included in order to determine reading difficulties and plan best instruction. The goal of the course is to improve reading skills using the most highly effective evidence-based techniques in whole group, small group, and individual instruction.

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

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

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

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

EDU 699: Examining AI Tools for Education (3 Credits)

This course prepares emerging and practicing educators to thoughtfully integrate artificial intelligence tools into K-12 learning environments. Students will examine contemporary AI platforms, evaluate their pedagogical potential, and critically explore the ethical, social, and developmental implications of AI use in schools.

Through hands-on exploration, reflective practice, and design-based projects, participants will learn to leverage AI to increase engagement, differentiate instruction, support multilingual learners and students with disabilities, and develop responsible-use expectations for students. By the end of the course, students will create a comprehensive AI-integration plan tailored to their teaching context.

EDU 699: Robotics, STEM & Computer Science Integration in the Elementary Classroom (3 Credits)

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

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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 738: Children, Youth and Family (3 Credits)

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Leadership Courses - EDL Prefix

EDL 621: Internship for Educational Leaders (3 credits)

Internship for Educational Leaders provides students opportunities to apply the learning of previous EDL courses and to prepare for the final experiences of the EDL Cadre Program. Prior to beginning EDL 621, students complete a philosophy of education based on individual observations, learning, and experiences over the previous year of coursework. During an immersive experience at a school(s) or district(s) with principals, superintendents, or other leaders, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. Students systematically explore school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning as the site closes one academic year and plans for the next year. Students reflectively examine the ethical, legal, and policy foundations that drive programs, decisions, and communication. Further, students develop an understanding of the complexity of school leaders' work. Students seek opportunities to further develop culturally proficient, servant leadership knowledge and skills.

EDL 675: Foundations of Educational Leadership (6 Credits)

Foundations of Educational Leadership develops a foundation of knowledge, skills, and processes necessary for current educational leaders. The course focuses on developing an understanding and application of the EDL Outcomes as students develop a deeper understanding of personal leadership values, beliefs, and norms; know and understand servant leadership. Students begin to connect leadership to curriculum, instruction, and assessment, and develop a deeper understanding of diversity, equity, and inclusion through cultural proficiency. Additionally, students develop individual plans for field experiences aligning with course objectives, EDL Outcomes, and individual goals to further develop knowledge, understanding, skills, and dispositions to lead in school communities.

EDL 686: Foundations of Continuous Improvement: Educational Leadership (6 Credits)

Educational Leadership provides students with opportunities to apply the learning of previous EDL courses. Students further develop an understanding of the school improvement process, action research, and effective instruction. Students identify the strengths, challenges, and implications of data. Based on learning and field experiences, students update their philosophies of leadership and culturally proficient leadership, as well as create a philosophy of curriculum, instruction, and assessment.

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

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

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

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

EDL 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

ESD 715: School-Community Communications (3 Credits)

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

ESD 800: Ethics of Leadership (3 Credits) – previously offered as ESD 910, fills same requirement

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

ESD 845: Leadership Internship I (3 Credits) – previously offered as ESD 920, fills same requirement

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

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

Doctorate of Education Courses – ECC & EDU prefix

EDU 925: Professional Learning Community III (3 Credits)

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

EDU 945 Qualitative Research Design (3 Credits)

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

EDU 985: Academic and Professional Writing (1-12 Credits)

The purpose of this course is to support and further instruct students in professional and academic writing styles. Work will include reviewing grammar, voice and consistency, as well as a cumulative project of grant writing, proposal writing or an article submission to a peer reviewed journal.

EDU 985: Dissertation (0-12 Credits)

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

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FACULTY

Jennifer Bass	<i>School Counselor</i>	Lincoln Public Schools
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Kennedy Holt	<i>Teacher</i>	Lincoln Public Schools
Kim Ingraham	<i>Teacher</i>	Gretna Public Schools
Kim Jacobson	<i>Adjunct Instructor</i>	Doane University
Sydney Jensen	<i>Teacher</i>	Lincoln Public Schools
Jen Johnson	<i>Educational Consultant</i>	Educational Service Unit 3
Angie Jones	<i>Principal</i>	Omaha Public Schools
John Kalkowski	<i>Teacher</i>	Millard Public Schools
Laura Katt	<i>Teacher</i>	Lincoln Public Schools
Carre Klein	<i>Teacher of the Deaf</i>	Elkhorn Valley & Norfolk Public Schools
Heather Leader	<i>Teacher</i>	Lincoln Public Schools
Tassie Little	<i>Teacher</i>	Millard Public Schools
Susie Mahoney	<i>Adjunct Instructor</i>	Doane University
Julie Martin	<i>Adjunct Instructor (Principal, Retired GIPS)</i>	Doane University
Jake Morrow	<i>School Counselor</i>	Grand Island Public Schools
Kristi Mulliner	<i>Coordinator</i>	Lincoln Public Schools
John Neal	<i>Adjunct Instructor</i>	Doane University
Felicia Nofuente	<i>Assistant Professor of Practice</i>	Doane University
Paulvince Obuon	<i>Adjunct Instructor</i>	Doane University
Trina Pettit	<i>Assistant Professor</i>	Doane University
Sue Pieper	<i>Adjunct Instructor</i>	Doane University

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Ashley Rockey	<i>Teacher</i>	Lincoln Public Schools
Angie Sandy	<i>Adjunct Instructor</i>	Doane University
Julee Sauer	<i>Director of Curriculum – Secondary Ed., incoming Director of Educational Leadership</i>	Papillion LaVista Community Schools
Marylou Schlieder	<i>Adjunct Instructor</i>	Doane University
Janet Schwager	<i>Adjunct Instructor</i>	Doane University
John Schwartz	<i>Superintendent</i>	Millard Public Schools
Makenzie Scollard	<i>Teacher</i>	Blair Community Schools
Shureen Seery	<i>Assistant Superintendent</i>	Papillion LaVista Community Schools
Cate Sommervold	<i>Assoc. Professor of Practice, Director Doctorate of Education</i>	Doane University
Deb Stuto	<i>Assist. Prof. of Practice, Director Curriculum & Instruction</i>	Doane University
Jill Timmons	<i>Assistant Professor</i>	Doane University
JJ Toczek	<i>Director of Athletics and Activities</i>	Lincoln Public Schools
Ellie Tompkins	<i>Adjunct Instructor</i>	Doane University
Dani Wagaman	<i>Teacher</i>	Glenwood Public Schools
Loni Watson	<i>School Counselor</i>	Chadron Public Schools
Tami Wegener	<i>Adjunct Instructor</i>	Doane University
Jake Willems	<i>School Counselor</i>	Aurora Public Schools
Rudi Wolfe	<i>Principal</i>	Lincoln Public Schools
Tiffany Young	<i>Associate Professor</i>	Doane University
Sara Zabrowski-Gates	<i>Assistant Superintendent for Teaching & Learning</i>	Ralston Public Schools
Melissa Zeiszler	<i>Dean of Students</i>	Omaha Public Schools