

All courses listed in this publication are contingent upon enrollment.



Learn. Challenge. Empower. Transform.

DOANE UNIVERSITY SUMMER 2021 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 15, 2021**. The term is “**2021 Summer CED: 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](#).
- To register, go to WebAdvisor at doane.edu/wa. Log in with your Doane username and password. **Registration will now be completed through the “STUDENT PLANNING” option, rather than Register for Sections.**
- After you log in, click “Students” to pull up the WebAdvisor Student menu. With this menu you can access student planning to search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcripts and schedule. **Additional instructions can be found here:** [Registration Step-by-Step](#)
- If you have trouble logging in with your student ID or password, please contact the Help Desk at helpdesk@doane.edu. Their telephone number is 402-826-8411.
- **If you have not been enrolled for a period of 2 or more years**, you may need to contact Olivia Wallroff in the graduate office to reactivate your student record before you can register. You can email olivia.wallroff@doane.edu.

BOOK ORDERS

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

DOANE UNIVERSITY MISSION STATEMENT

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

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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. The graduate education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2016 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; 202/466-7496. Our initial and advanced teacher preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036; 202/223-0077. Documentation of accreditation may be viewed upon request in the Doane University President's Office.

NOTICE OF NONDISCRIMINATION

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

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

GRADUATE PROGRAM ADMISSION

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

To enroll in any graduate course students must apply online at <http://www.doane.edu/apply>. Once students apply, Enrollment Counselors will facilitate the enrollment process and notify students of admissions requirements for their program of study. Students interested in the Initial Certification at the Advanced Level, Educational Leadership, Education Specialist, or Doctorate of Education program must complete their admission interview and have permission from the Graduate Office in order to be eligible to register for courses in any of these programs.

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

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

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

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

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COLLEGE OF EDUCATION PAYMENT POLICY

***** TUITION RATES FOR 2020-2021 ACADEMIC YEAR*****

<u>In-person or Remote</u> C&I and School Counseling coursework:	\$268.00 per credit hour
<u>Online asynchronous</u> C&I and School Counseling coursework	\$347.00 per credit hour
(*NOTE: Online courses will be charged a \$30 per credit hour technology fee in addition to tuition)	
Educational Leadership courses (EDL prefixes)	\$289.00 per credit hour
Education Specialist courses (ESD prefixes).....	\$328.00 per credit hour
Doctoral courses (EDU 900-level).....	\$499.00 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 WebAdvisor at doane.edu/wa with user ID and password to view account and pay charges.

TUITION & REGISTRATION FOR FALL COURSES IS DUE

June 15, 2021 for all courses beginning in May or June
and July 15, 2021 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 7 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, 2021.

Summer 2021 will fall under the 2020-2021 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, after logging into WebAdvisor at doane.edu/wa, click on "View Your Account" and follow the instructions. 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** after logging into WebAdvisor at doane.edu/wa, click on "View Your Account" and follow the instructions. Visa, MasterCard, Discover and American Express are accepted. A convenience fee of 2.75% will apply.

AUTOMATIC PAYMENT DEFERMENT

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance by the payment deadlines listed above. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the payment deadline.

If financial aid has not been awarded, military benefits have not been certified, or if payment arrangements have not been made by the payment deadline, the student account will be subject to late fees. The account will also be placed on registration hold and transcripts will not be released.

OUTSIDE ASSISTANCE AND FINANCIAL AID

The Financial Aid Office considers outside scholarships part of your financial resources when determining your eligibility for aid. If you have been awarded outside scholarships, you must inform the Office of Financial Aid of the amount of your tuition benefit. 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 WebAdvisor at doane.edu/wa. Payment plans can be set up for 2-6 months for a one-time charge of \$25. Payments are charged on the 20th of each month, and you can choose either free e-check withdrawals from a checking/savings account, or payment with a Visa, MasterCard, Discover, or American Express credit card, subject to the 2.75% convenience fee.

Please do not assume your balance will automatically be adjusted if financial aid is received or a class is dropped or added. You should review your agreement balance online through <https://secure.factstuition.com/facts/mypmtplan> 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 WebAdvisor at doane.edu/wa.

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 WebAdvisor. **For additional information, please call the Financial Aid Office at 402.466.4774 or email cps.fao@doane.edu.** Federal regulations and Doane University require that any student receiving federal funds must maintain reasonable academic progress as determined by the college.

REFUND POLICY

Tuition refunds are based on the start date and length of the course. Refunds are based on the official withdrawal date. No refund will be made after the scheduled meetings for a class are completed. **Note: failure to attend, pay for, or complete the work for the course does not mean a student will be dropped from the course – you MUST drop through WebAdvisor before the course begins or contact the Lincoln Graduate office at 402.467.9077 to officially drop a course.*

<u>Summer Ground/Remote Courses</u> –	100% refund before first class begins 0% refund on or after first day of class
<u>Summer Online Courses</u> –	100% refund 0-3 days after term begins 40% refund 4-7 days after term begins 0% refund after 8 days

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

Curriculum & Instruction and Endorsements:

deb.stuto@doane.edu or
timothy.frey@doane.edu

Initial Certification at the Advanced Level:

deb.stuto@doane.edu

Educational Leadership:

teresa.perkins@doane.edu (Omaha) or
bess.scott@doane.edu (Lincoln)

Education Specialist:

doug.christensen@doane.edu

Doctorate of Education:

cate.sommervold@doane.edu

School Counseling:

jodie.green@doane.edu or
timothy.frey@doane.edu

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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 and complete an approved Special Education and Human Relations course, as designated by the Nebraska Department of Education and successfully complete the Praxis CORE exam within their first semester of coursework.

Forty-eight credit hours are required for the School Counseling degree and licensure. Students will complete coursework in a three-tiered order, and courses are selected in consultation with the Program Director, Jodie Green.

DEGREE REQUIREMENTS

COE-601 Counseling Theories & Methods for K-12 Schools	3 hrs.
COE 605 Critical Issues in School Counseling OR EDU-601 Critical Issues in Curriculum and Instruction	3 hrs.
COE-615 Counseling Skills & Crisis Intervention	3 hrs.
COE 616 College and Career Readiness	3 hrs.
COE 622 Counseling Practices	3 hrs.
COE 625 Social Justice in School Counseling	3 hrs.
COE-630 Social and Cultural Awareness in School Counseling	3 hrs.
COE 633 Human Development	3 hrs.
COE-635 School Counseling and Special Populations	3 hrs.
COE-655 Ethics, Law and Professional Practice for School Counselors	3 hrs.
COE-610 Assessment Literacy in School Counseling	3 hrs.
COE-620 School Guidance Curriculum	3 hrs.
COE-634 Group Counseling for School Counselors	3 hrs.
COE-650 Programming for School Counseling	3 hrs.
COE-602 Practicum Lab in Counseling (150 hours in school-based activities)	3 hrs.
COE-691 Internship in Counseling (450 hours of school counseling internship)	3 hrs.

Those without a current Nebraska teaching certificate must also complete 'Tier 0' (option 'b' above):

EDS-620 Exceptional Children (NDE Special Education requirement)	3 hrs.
EDU-601 Critical Issues in Curriculum and Instruction	3 hrs.
EDU-613 Models of Teaching	3 hrs.
EDU-670 Classroom Management	3 hrs.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

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

DEGREE REQUIREMENTS

EDL 675 Foundations of Educational Leadership	6 hrs.
EDL 680 Elementary Field Experience/Practicum I OR	3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I	3 hrs.
EDL 683 Elementary Field Experience/Practicum II OR	3 hrs.
EDL 685 Secondary Schools Field Experience/Practicum II	3 hrs.
EDL 621 Leadership Internship	3 hrs.
EDL 686 Advanced Educational Leadership	6 hrs.
EDL 687 Advanced Educational Leadership II	3 hrs.
EDL 695 Research/Project Implementation	3 hrs.
EDU 600 Improvement of Instruction	3 hrs.
EDU 601 Critical Issues in Curriculum and Instruction	3 hrs.
EDL 676 Assessment for Student Leaders OR	3 hrs.
EDU 602 Assessment for Learning or EDU-614 Assessment of Literacy	3 hrs.

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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-6XX** (Human Development) 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."

EDUCATION SPECIALIST DEGREE

Leadership for today's schools and for schools of the future demands leaders that are able to go even further and to higher levels of leading. These leaders must, at the very least, demonstrate that they are strategic, visionary, collaborative and adaptive. School leaders must be able to demonstrate the "skill sets" of knowledge, skills, and dispositions in being strategic, visionary, collaborative and adaptive in the performance of responsibilities in such traditional areas as budget and finance, policy development and administration, communications and public relations, care and maintenance of buildings and grounds, and curriculum, instruction and assessment. And, leaders must be able to be strategic, visionary, collaborative and adaptive in new areas of challenge that include areas such as school-community engagement, staff and community collaboration, building capacity within the community and school to support students and their families and to maintain safe school sites and programs, and the building of capacity within the instructional staff to teach all students.

Admission Requirements

Completion of a MA/MS/MEd in administration in an approved program that qualifies the candidate for a building-level, principal endorsement. The completed program must include completion of a one-semester practicum. **OR**, the candidate must hold a current endorsement in building-level administration, **OR** completion of a MA/MS/Ed degree and permission of the Dean of the program.

Program Design

The Education Specialist program will include 27 hours of in-class work with a seminar approach. In addition to the in-class seminar work, the candidate for this degree will complete at least 6 hours of internship experiences approved in advance as part of the Leadership and Learning Plan of the candidate.

ESD 705 Issues in Leadership	3 hrs.
ESD 710 School Districts as Organizations	3 hrs.
ESD 715 School Community Communications	3 hrs.
ESD 725 Policy and Political Leadership	3 hrs.
ESD 820 Leading and Responding to Change	3 hrs.
ESD 830 Human Resource Leadership	3 hrs.
ESD 850 Finance, Resource Management, Board Relations	3 hrs.
ESD 910 Ethics of Leadership	3 hrs.
ESD 920 Leadership Internship I	3 hrs.
ESD 930 Curriculum, Instruction & Assessment Design	3 hrs.
ESD 940 Leadership Internship II	3 hrs.

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DOCTORATE OF EDUCATION (ED.D.)

Program Design

The Doctorate of Education (EdD) prepares candidates for leadership roles through the development of in-depth and highly specialized knowledge and skills in a specific discipline or specific field of study. While the major focus of the EdD degree program of studies is research, the Doane University EdD is a practitioner's degree and, as a result, the application of the research to current issues, problems or programs will define the research in which the candidate will be engaged. Students will select and complete an area of emphasis for their specialization, typically prior to beginning the Doctoral Core coursework; emphasis options are Leadership or Community & Culture (outlined below).

Admission Requirements

Candidates for the EdD program must have completed a master's degree program from an accredited institution with a minimum 3.0 GPA.

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

Leadership Emphasis

ESD 705	Issues in Leadership	3 hrs.
ESD 710	School Districts as Organizations	3 hrs.
ESD 715	School Community Communications	3 hrs.
ESD 725	Politics and Policy Leadership	3 hrs.
ESD 820	Leading and Responding to Change	3 hrs.
ESD 910	Ethics of Leadership	3 hrs.
	Elective coursework at 600 level or beyond	9 hrs.

Community & Culture Emphasis

ECC 705	Introduction to Culture and Community	3 hrs.
ECC 710	Systems as Organizations	3 hrs.
ECC 715	Communication	3 hrs.
ECC 730	Policy & Political Leadership	3 hrs.
ECC 790	Immersion Preparation	0 cred.
ECC 795	Immersion Experience	3 hrs.
ECC 820	Leading & Responding to Change	3 hrs.
	Elective coursework at 600 level or beyond	9 hrs.

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.

Community & Culture Certificate – 21 total hours of coursework required:

ECC 705	Introduction to Culture and Community	3 hrs.
ECC 710	Systems as Organizations	3 hrs.
ECC 715	Communication	3 hrs.
ECC 820	Leading & Responding to Change	3 hrs.
ECC 922	Geographic History of Education	3 hrs.
ECC 930	Culture and Curriculum	3 hrs.
ECC 933	Creating Partnerships	3 hrs.

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COURSEWORK REQUIRED FOR ENDORSEMENTS & SPECIALIZATIONS

Reading Specialist Endorsement

The following 33 hours of course work leads to an endorsement as a K -12 reading specialist. This endorsement requires a regular teaching certificate and two years of teaching prior to beginning work on the endorsement. All courses are 3 credit hours.

Required Courses

EDU-685 Critical Issues in Reading
EDU-663 Reading/Writing in the Content Area
EDU-686 Providing Leadership in Literacy
EDU-640 Literature for Children and Youth
EDU-687 Diagnosis, Assessment and Instruction in Reading
EDU-688 Literature for Adolescents
EDU-689 Internship in Reading Instruction – to be taken after students complete a substantial number of reading specialist courses

Any One of the Following (3 credits)

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

Any One of the Following (3 credits)

EDU-602 Assessment for Learning
EDU-614 Assessment Literacy Development
EDU-645 Assessment of Literacy

Any One of the Following (3 credits)

EDU-606 Improving Strategic Instruction in the Language Arts
EDU-634 Reading in the K-6 Classroom
EDU-667 Reading in the 7-12 Classroom
EDU-707 Supporting Readers in the Reading Workshop

Any One of the Following (3 credits)

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

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

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

Required Courses for All:

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

• For those seeking PK-6 Endorsement, students must also complete the following 3 courses:

EDU 634 Reading in the K-6 Classroom
EDU 640 Literature for Children and Youth
EDU 707 Reading in the K-6 Classroom

• For those seeking 7-12 Endorsement, students must also complete the following 3 courses:

EDU 606 Improving Strategic Instruction in the Language Arts
EDU 667 Reading in the 7-12 Classroom
EDU 688 Literature for Adolescents

ESL Endorsement

This endorsement requires a minimum of 15 graduate semester hours of course work. EDU-682 and EDU-684 are required before student registers for EDU-621. All courses are 3 credit hours.

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

Plus one of the following (3 credits):

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

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Special Education Endorsement

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

EDS-605 Behavior Intervention Strategies
EDS-610 Collaborative Teaching: An Inclusion Model
EDS-620 Exceptional Child
EDS-621 Advanced Assessment
EDS-621L Advanced Assessment Practicum (1 credit)
EDS-622 School Programming for Exceptional Youth
EDS-626 Advanced Instructional Modifications and Accommodations for Students
EDS-631 Teaching Strategies for Exceptional Children
EDS-632 Critical Issues in Special Education

Students must also complete one of the options below:

1. Option #1 – For the 7 – 12 Special Education Endorsement complete the following:

EDU-602 or EDU-614 or EDU-645 Assessment
EDS-625 Methods of Teaching Mild/Moderate Special Education
EDU-663 Reading/Writing in the Content Area
EDS-680B Practicum for Special Education 7-12

***For elementary teachers who wish to add this endorsement you must complete an additional practicum experience in a secondary school.**

2. Option #2 – For the K – 6 Special Education Endorsement:

EDU-602 or EDU-614 or EDU-645 Assessment
EDS-625 Methods of Teaching Mild/Moderate Special Education
EDU-663 Reading & Writing in the Content Area
EDS-680A Practicum for Special Education in K-6

***For secondary teachers who wish to add this endorsement you must complete a reading course, a writing course and a mathematics course for elementary students.**

***The Special Education: Core Knowledge and App. exam is required for all students prior to certification.**

Early Childhood Endorsement

Students wishing to pursue the Early Childhood endorsement should have a current Nebraska teaching certificate in elementary education.

EDC-612 Developing Literacy in the Primary Classroom
EDC-614 Developmentally Appropriate Practices: The Primary Program
EDC-616 Critical Issues in Early Childhood Education
EDU-602 Assessment for Learning **OR**
EDU-645 Assessment of Literacy
EDC-680 Practicum in Early Childhood

Any one of the Following Courses (3 Credits)

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

SEL Specialization

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

Courses to be taken in this order:

EDU-743 Building Mindful Classroom: Personal Practices
EDU-744 Building Mindful Classroom: Classroom Practices
EDU-746 SEL Building a Classroom into a Community

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

EDU-745 Trauma: Educating Through Experiences
EDU-747 Teaching Empathy: Changing Humanity

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COURSES AND LOCATIONS

COE 601	<i>Counseling Theories and Methods for K-12 Schools</i>	Online, Lincoln, Omaha
COE 605	<i>Critical Issues in School Counseling</i>	Online, Lincoln, Omaha
COE 610	<i>Interpreting Data in School Counseling</i>	Online, Lincoln, Omaha
COE 615	<i>Counseling Skills and Crisis Intervention</i>	Lincoln, Omaha, Remote
COE 616	<i>College and Career Readiness</i>	Lincoln, Omaha
COE 620	<i>School Guidance Curriculum</i>	Online, Lincoln, Remote
COE 622	<i>Counseling Practices</i>	Online
COE 625	<i>Social Justice in School Counseling</i>	Online, Lincoln
COE 630	<i>Social and Cultural Awareness in School Counseling</i>	Online, Lincoln, Omaha
COE 633	<i>Human Development K-12</i>	Online, Lincoln
COE 634	<i>Group Counseling for School Counselors</i>	Lincoln, Omaha, Remote
COE 635	<i>School Counseling and Special Populations</i>	Online, Lincoln, Remote
COE 650	<i>Programming for School Counseling</i>	Lincoln, Omaha
COE 655	<i>Ethics, Law & Professional Practice for School Counselors</i>	Online

EDC 612	<i>Developing Literacy in the Primary Classroom</i>	Online
EDC 616	<i>Critical Issues in Early Childhood</i>	Online

EDS 605	<i>Behavior Intervention Strategies (prev. EDS 699)</i>	Online
EDS 610	<i>Collaborative Teaching: An Inclusion Model</i>	Online
EDS 620	<i>Exceptional Children</i>	Online, Lincoln
EDS 622	<i>School Programming for Exceptional Youth</i>	Remote
EDS 625	<i>Methods of Teaching Mild/Moderate Special Education</i>	Online
EDS 626	<i>Advanced Instructional Modifications and Accommodations</i>	Remote
EDS 631	<i>Teaching Strategies for Exceptional Children</i>	Online, Lincoln
EDS 632	<i>Critical Issues in Special Education</i>	Online, Lincoln
EDS 665	<i>Beginning Teacher Seminar – Special Education (Initial Cert Only)</i>	Lincoln

EDU 600	<i>Improvement of Instruction</i>	Online, Grand Island, Omaha, Remote
EDU 601	<i>Critical Issues in Curriculum and Instruction</i>	Online, Lincoln, Omaha, Remote
EDU 602	<i>Assessment for Learning</i>	Online, Lincoln, Remote
EDU 603	<i>Research Methods</i>	Online, Grand Island, Lincoln, Remote
EDU 605	<i>Self-Care for Educators</i>	Online, Remote
EDU 606	<i>Improving Strategic Instruction in Language Arts</i>	Lincoln
EDU 609	<i>Student-Centered K-5 Math</i>	Lincoln
EDU 611	<i>Methods for Teaching Middle School Math</i>	Lincoln
EDU 613	<i>Models of Teaching</i>	Online, Lincoln, Remote
EDU 616	<i>Best Strategies for Engaging Parents</i>	Omaha, Remote
EDU 618	<i>Strategies to Enliven the Classroom</i>	Remote
EDU 622	<i>Study Strategies for Struggling Middle/High Students</i>	Online
EDU 623	<i>Growth Mindset in the Classroom</i>	Online
EDU 624	<i>Multicultural Education & Practices</i>	Lincoln
EDU 625	<i>Integrating Technology with Purpose</i>	Online, Lincoln
EDU 627	<i>Meeting Learner Needs through Multiple Intelligences</i>	Online
EDU 628	<i>Reading and Writing for Second Language Learners</i>	Lincoln
EDU 631	<i>Techniques to Help Brain Regulation</i>	Remote
EDU 632	<i>Unleash Creativity in Math</i>	Grand Island
EDU 634	<i>Reading in the K-6 Classroom</i>	Grand Island, Omaha
EDU 635	<i>Visual Phonics</i>	Remote

All courses listed in this publication are contingent upon enrollment.

EDU 637	<i>iPads in the Classroom</i>	Online
EDU 638	<i>Integrating Technology in the Classroom</i>	Remote
EDU 640	<i>Literature for Children and Youth</i>	Online
EDU 641	<i>Language Arts and Reading I</i>	Lincoln
EDU 644	<i>Methods of Teaching Sci and Social Studies for Elementary</i>	Lincoln
EDU 646	<i>Teaching K-8 Science with Everyday Things</i>	Grand Island, Lincoln, Omaha
EDU 647	<i>Exploring Nature with Children</i>	Lincoln
EDU 652	<i>Teaching and Assessing Writing</i>	Lincoln
EDU 653	<i>Teaching Critical Thinking</i>	Omaha
EDU 657	<i>Strategies for Teaching Special Ed. Students in Gen Ed.</i>	Remote
EDU 659	<i>Differentiated Curriculum in the Regular Classroom</i>	Online
EDU 660	<i>Blended Learning: Student-Centered Classroom</i>	Grand Island, Omaha, Remote
EDU 661	<i>Foundations of Teaching (Initial Cert Only)</i>	Lincoln
EDU 663	<i>Reading and Writing in the Content Area</i>	Online, Lincoln
EDU 664	<i>Beginning Teacher Seminar – Elementary (Initial Cert Only)</i>	Lincoln
EDU 665	<i>Beginning Teacher Seminar – Secondary (Initial Cert Only)</i>	Lincoln
EDU 666	<i>Top Tech Tools for Teachers</i>	Norris, Remote
EDU 668	<i>Sparking Student Curiosity</i>	Online
EDU 670	<i>Classroom Management</i>	Online
EDU 673	<i>3 R's of Effective Instruction</i>	Online
EDU 674	<i>Meeting the Needs of At-Risk Students</i>	Online, Lincoln, Omaha
EDU 678	<i>Reading in the K-3 Classroom</i>	Online, Remote
EDU 682	<i>Curriculum for ESL Students</i>	Online, Grand Island
EDU 683	<i>Linguistics for ESL Teachers</i>	Online Grand Island
EDU 684	<i>Methods of Teaching & Assessing ESL Students</i>	Online
EDU 685	<i>Critical Issues in Reading</i>	Online
EDU 686	<i>Providing Leadership in Literacy</i>	Online
EDU 687	<i>Diagnosis, Assessment, and Instruction of Reading</i>	Online
EDU 688	<i>Literature for Adolescents</i>	Remote
EDU 690	<i>Writing in the Primary Classroom</i>	Remote
EDU 691	<i>ELL Curriculum for Primary Students</i>	Remote
EDU 692	<i>Fine Arts for Elementary Teachers</i>	Lincoln
EDU 693	<i>Multicultural Art in the Classroom</i>	Remote
EDU 699	<i>Best Teaching Strategies for Middle School</i>	Remote
	<i>Building Relationships for Classroom Success</i>	Omaha
	<i>Closing the Gap with Struggling Readers</i>	Omaha
	<i>Engaging/Motivating Students to Read Independently</i>	Remote
	<i>The Five Love Languages in the Classroom</i>	Online
	<i>Growing Writers and Readers in a Workshop Model</i>	Remote
	<i>Implementing Art Across the Curriculum</i>	Remote
	<i>Literacy Strategies for Today's Learner</i>	Lincoln
	<i>Motivating Readers</i>	Online
	<i>Music and Movement to Engage the Brain</i>	Remote
	<i>Openly Licensed Educational Resources</i>	Online
	<i>Personalized Learning Strategies</i>	Remote
	<i>Practical Behavior Interventions for Gen & Special Ed Classroom</i>	Online, Lincoln
	<i>Reading Strategies for Every Reader</i>	Online
	<i>Social Media in the Classroom</i>	Online
EDU 706	<i>Supporting Writers in the Writing Workshop</i>	Online, Lincoln, Omaha
EDU 707	<i>Supporting Readers in the Reading Workshop</i>	Online
EDU 708	<i>Center-Based Activities for the Primary/Elementary Classroom</i>	Omaha
EDU 714	<i>Developing Positive Learning Environments</i>	Online
EDU 717	<i>Elements and Principles of Art in the Classroom</i>	Remote
EDU 721	<i>Lives of Famous Artists</i>	Remote
EDU 729	<i>ESL: Communicating in the Educational Environment</i>	Online, Grand Island, Lincoln

All courses listed in this publication are contingent upon enrollment.

EDU	733	<i>Classroom Connections</i>	<i>Omaha</i>
EDU	738	<i>Children, Youth, and Family</i>	<i>Online, Lincoln</i>
EDU	739	<i>PE Methods for Elementary Teachers</i>	<i>Lincoln</i>
EDU	740	<i>Google Chrome and Apps in the Classroom</i>	<i>Online, Norris</i>
EDU	743	<i>Building a Mindful Classroom: Personal Practices</i>	<i>Omaha, Remote</i>
EDU	744	<i>Building a Mindful Classroom: Classroom Practices</i>	<i>Omaha, Remote</i>
EDU	745	<i>Trauma: Educating Through Experiences</i>	<i>Remote</i>
EDU	746	<i>SEL: Building a Classroom into a Community</i>	<i>Omaha, Remote</i>
EDU	747	<i>Teaching Empathy: Changing Humanity</i>	<i>Online</i>

MUS	620	<i>Instructional Technology in Music Education</i>	<i>Online</i>
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EDL	621	<i>Leadership Internship</i>	<i>Lincoln, Omaha</i>
EDL	675	<i>Foundations of Educational Leadership</i>	<i>Lincoln, Omaha</i>
EDL	686	<i>Advanced Educational Leadership</i>	<i>Lincoln, Omaha</i>
EDL	710	<i>Special Education for Leaders</i>	<i>Lincoln</i>
EDL	712	<i>Leadership of Education-based Secondary Activities and Athletics</i>	<i>Lincoln</i>
EDL	716	<i>Teacher Supervision & Evaluation: Improvement of Instr. for Leaders</i>	<i>Lincoln</i>

ESD	715	<i>School-Community Communications</i>	<i>Lincoln</i>
ESD	850	<i>Finance, Resource Management, Board Relations</i>	<i>Lincoln</i>
ESD	910	<i>Ethics of Leadership</i>	<i>Lincoln</i>
ESD	920	<i>Leadership Internship I</i>	<i>Lincoln</i>
ESD	940	<i>Leadership Internship II</i>	<i>Lincoln</i>

ECC	710	<i>Systems as Organizations</i>	<i>Omaha</i>
EDU	925	<i>Professional Learning Community III</i>	<i>Lincoln</i>
EDU	946	<i>Advanced Qualitative Research</i>	<i>Lincoln</i>
EDU	985	<i>Dissertation</i>	<i>Lincoln</i>

All courses listed in this publication are contingent upon enrollment.

SUMMER 2021 GRADUATE CLASSES

ONLINE COURSES (asynchronous)

**ALL ONLINE COURSES will run June 7 through July 19, 2021.
Students must register by the first day of class, no later than Sunday, June 6th.**

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

***Please note: online courses will require weekly assignments and prompt responses on Canvas. In most instances, online courses require more hours of work than attendance at a traditional course. Please keep this in mind, as withdrawal from the course after the deadline may result in additional fees. Failure to pay for or complete the work for the course does not mean a student will be dropped from the course – see page 4 for additional information.*

Summer Registration in [Student Planning](#) opens March 15 and closes June 6, 2021 for online sections.

All textbooks can be found here www.doaneuniversityshop.com

COE 601-1	Counseling Theories and Methods for K-12 Schools	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 605-1	Critical Issues in School Counseling	Online	Jodie Green
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 610-1	Interpreting Data in School Counseling	Online	Sally Carlson
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 620-1	School Guidance Curriculum	Online	Rachel Catlett
*Required course for School Counseling degree – Tier 2. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 622-1	Counseling Practices	Online	Rick Richards
~HYBRID - Course will meet via Zoom from 5:00-8:00pm Central Time: June 8, 22, 24, 29, July 1 & 6~ *Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 625-1	Social Justice in School Counseling	Online	Rachael Kluck-Spann
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 630-1	Social and Cultural Awareness in School Counseling	Online	Kim Jacobson
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 633-1	Human Development K-12	Online	Janet Schwager
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 635-1	School Counseling and Special Populations	Online	Erlinda Amen
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			
COE 655-1	Ethics, Law & Professional Practice for School Counselors	Online	Jennifer Bass
*Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDC 612-1	Developing Literacy in the Primary Classroom	Online	Jennifer Sturgeon
*Required course for Early Childhood Endorsement + fills requirement for Reading Specialist Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDC 616-1	Critical Issues in Early Childhood	Online	Jena Deaver
*Required course for Early Childhood Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 605-1	Behavior Intervention Strategies	Online	Rudi Wolfe
*Required course for Special Education Endorsement (prev. EDS 699) Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 610-1	Collaborative Teaching: An Inclusion Model	Online	Mindy Roberts
*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.			
EDS 625-1	Methods of Teaching Mild/Moderate Special Education	Online	Alisha Bollinger
*Required course for Special Education Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 631-1	Teaching Strategies for Exceptional Children	Online	Brent Cain
*Required course for Special Education Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDS 632-1	Critical Issues in Special Education	Online	Marylou Schlieder
*Required course for Special Education Endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 600-1	Improvement of Instruction	Online	Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 601-1	Critical Issues in Curriculum and Instruction	Online	Deb Stuto
*Required course for C&I and EDL programs + School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 602-1	Assessment for Learning	Online	Holly David
*Required course for Curriculum & Instruction program and endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-1	Research Methods	Online	Jeanna Burrell-Thomas
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2021 following completion of EDU 603. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 603-2	Research Methods	Online	Jeanna Burrell-Thomas
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken online with same instructor in Fall 2021 following completion of EDU 603. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 605-1	Self-Care for Educators	Online	Amber Cownie
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 613-1	Models of Teaching	Online	Matt Flynn
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600. *Also required for School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 622-1	Study Strategies for Struggling Middle/High Students	Online	Tere Francis
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 623-1	Growth Mindset in the Classroom	Online	Jena Deaver
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 625-1	Integrating Technology with Purpose	Online	Matt Flynn
*Required course for Fast Track + Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 627-1	Meeting Learner Needs through Multiple Intelligences	Online	Nicole Bishop
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 637-1	iPads in the Classroom	Online	Josh Allen
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 640-1	Literature for Children and Youth	Online	Ashley Rockey
*Required course for Reading Specialist and PK-6 Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 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.			
EDU 668-1	Sparking Student Curiosity	Online	Angie Sandy
* Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 670-1	Classroom Management	Online	Cara Heminger
*Required course for School Counseling 'Tier 0' for those not certified to teach. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 673-1	3 R's of Effective Instruction	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 674-1	Meeting the Needs of At-Risk Students	Online	Anita Harkins
*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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EDU 678-1	Reading in the K-3 Classroom	Online	Jennifer Sturgeon
*Course meets requirement within Early Childhood + Reading Specialist Endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 682-1	Curriculum for ESL Students	Online	Dana Martin
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 683-1	Linguistics for ESL Teachers	Online	Tere Francis
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 684-1	Methods of Teaching & Assessing ESL Students	Online	Dana Martin
*Required course for ESL endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 685-1	Critical Issues in Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 686-1	Providing Leadership in Literacy	Online	Sue Pieper Dawn Spurck
*Required course for Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 687-1	Diagnosis, Assessment, and Instruction of Reading	Online	Chandra Myers Sara Robinson
*Required course for Reading Specialist and Reading & Writing endorsements. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-1	The Five Love Languages in the Elementary Classroom	Online	Leigh Dunn
*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	Social Media in the Classroom	Online	Josh Allen
*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	Openly Licensed Educational Resources	Online	Josh Allen
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-5	Reading Strategies for Every Reader	Online	Kelsey Halverson
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 699-6	Practical Behavior Interventions for Gen. & Special Ed Class.	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 699-7	Motivating Readers	Online	Casey Klein
*Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 706-1	Supporting Writers in the Writing Workshop	Online	Kelsey Halverson
*Required course for Reading & Writing and elective within Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.			

All courses listed in this publication are contingent upon enrollment.

EDU 707-1	Supporting Readers in the Reading Workshop	Online	Jennifer Johnson
*Required course for PK-6 Reading and Writing + meets requirement for Reading Specialist Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 714-1	Developing Positive Learning Environments	Online	Marylou Schlieder
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 729-1	ESL: Communicating in the Educational Environment	Online	Dana Martin
*Required course for ESL Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 738-1	Children, Youth and Family	Online	Katie Reisdorff
*Required course for Fast Track Elementary students. Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 740-1	Google Chrome and Apps in the Classroom	Online	Deb Masker
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			
EDU 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.			
MUS 620-1	Instructional Technology in Music Education	Online	Lance Nielsen
*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.

CRETE

Classes will meet at Doane University, 1014 Boswell Ave, Crete, NE.

*** REGISTRATION FOR CRETE COURSES LIMITED TO MAY 2021 DOANE GRADUATES! ***

All textbooks can be found here www.doaneuniversityshop.com

» **May 24 – June 4:**

May 24-28, June 1-4 – <i>Chab-Weyers Education Building, Room 236-242</i>		
EDU 645-C1 Assessment of Literacy +	8:00am-5:30pm	Julie Martin
EDU 602-C1 Assessment of Learning		
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

» **June 7 – June 11:**

June 7-June 11 – <i>Chab-Weyers Education Building, Room 236-242</i>		
EDU 628-C1 Reading and Writing for Second Language Learners	8:00am-5:30pm	Kristi Mulliner Paulvince Obuon
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Chab-Weyers Education Building, Room 321</i>		
EDS 620-C1 Exceptional Children	8:00am-5:30pm	Denee Wehrs
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11 – <i>Chab-Weyers Education Building, Rm 312</i>		
EDS 622-C1 School Programming for Exceptional Youth	8:00am-5:30pm	Marylou Schlieder
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

» **June 14 – June 25:**

June 14-18, June 21-25 – <i>Chab-Weyers Education Building, Room 236-242</i>		
EDU 664-C2 Beginning Teacher Seminar - ELEMENTARY	8:00am-5:30pm	Nikki Piper
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

June 14-18, June 21-25 – <i>Chab-Weyers Education Building, Room 312</i>		
EDU 665-C2 Beginning Teacher Seminar – SECONDARY/MS	8:00am-5:30pm	Cara Heminger
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

June 14-18, June 21-25 – <i>Chab-Weyers Education Building, Room 321</i>		
EDS 665-C2 Beginning Teacher Seminar – SPECIAL ED	8:00am-5:30pm	Denee Wehrs
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

» **June 28 – July 2:**

June 28-July 2 – <i>Chab-Weyers Education Building, Rm 236-242</i>		
EDU 663-C4 Reading and Writing in the Content Area	8:00am-5:30pm	Gina Pospichal
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

June 28-July 2 – <i>Chab-Weyers Education Building, Rm 321</i>		
EDS 626-C4 Advanced Instructional Modifications	8:00am-5:30pm	Denee Wehrs
*Registration limited to May 2021 Doane graduates. Please check www.doaneuniversityshop.com to see if a text is required.		

All courses listed in this publication are contingent upon enrollment.

GRAND ISLAND

Classes will meet at Doane University, College Park, 3180 West Highway 34, Grand Island – unless otherwise noted.

Summer Registration in [Student Planning](#) opens March 15, 2021. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

» Week 1: June 7 – June 11

June 7-June 11– Doane University – College Park, Room 105

EDU 600-G1 Improvement of Instruction 8:00am-5:30pm Scott Phillips

* 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.

June 7-June 11– Doane University – College Park, Room 106

EDU 729-G1 ESL: Comm. In an Educational Environment 8:00am-5:30pm Amanda Levos

* Required course for ESL endorsement.

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

» Week 2: June 14 – June 18

June 14-June 18– Doane University – College Park, Room 105

EDU 603-G2 Research Methods 8:00am-5:30pm Julie Martin

* Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Grand Island with same instructor in Fall 2021 following completion of EDU 603.

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

June 14-June 18– Doane University – College Park, Room 106

EDU 683-G2 Linguistics for ESL Teachers 8:00am-5:30pm Tere Francis

* Required course for ESL endorsement.

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

» Week 3: June 21 – June 25

June 21-June 25 – Doane University – College Park, Room 105

EDU 646-G3 Teaching K-8 Science with Everyday Things 8:00am-5:30pm Russ Souchek

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

A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

» Week 4: June 28 – July 2

June 28-July 2– Doane University – College Park, Room 106

EDU 682-G4 Curriculum for ESL Students 8:00am-5:30pm Amanda Levos

* Required course for ESL endorsement.

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

» Week 5: July 5 – July 9

July 5-July 9 – Doane University – College Park, Room 105

EDU 632-G5 Unleash Creativity in Math 8:00am-5:30pm Scott Phillips

* 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.

July 5-July 9 – Doane University – College Park, Room 106			
EDU 660-G5 Blended Learning: Student-Centered Classroom	8:00am-5:30pm		Sara Fjell Erica Kohout
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

» Week 6: July 12 – July 16

July 12-July 16 – Doane University – College Park, Room 105			
EDU 634-G6 Reading in the K-6 Classroom	8:00am-5:30pm		Chandra Myers Sara Robinson
*Required course for PK-6 Reading & Writing + meets req. for Reading Specialist endorsement.			
A \$20 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.			

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

NORRIS SCHOOL DISTRICT

Classes will meet at Norris High School, 25211 S 68th St, Firth, NE 68358.

Summer Registration in [Student Planning](#) opens March 15, 2021. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

» May 24 – May 28

May 24-May 28 – Norris High School, 25211 S 68th St, Firth			
EDU 666-A1 Top Tech Tools for Teachers	8:00am-5:30pm		Noel Erskine
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

» June 1 – June 5 (Tuesday-Saturday)

June 1-June 5 – Norris High School, 25211 S 68th St, Firth			
EDU 740-A1 Google Chrome and Apps in the Classroom	8:00am-5:30pm		Noel Erskine
*Elective course for C&I program or non-degree seeking students.			
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.

LINCOLN

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

Summer Registration in [Student Planning](#) opens March 15, 2021. See front of schedule for registration deadlines and late registration 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 7th, 2021 to avoid late registration charges.

EDL 621-L1	Leadership Internship	Arranged	Bess Scott
<i>Monday-Friday, June 7- June 25 – Fred Brown, Room 303 (course modality will be communicated by instructor)</i>			
EDL 675-L1	Foundations of Educational Leadership		Bess Scott
<i>Monday-Friday, July 6- July 22 – Fred Brown, Room 303 (course modality will be communicated by instructor)</i>			
EDL 686-L1	Advanced Educational Leadership		Bess Scott

A \$25.00 course fee will be added to tuition charges for EDL coursework.

Education Specialist (EdS) Courses –

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

Students must register by June 7th, 2021 to avoid late registration charges.

<i>June 13-15 (Sun-Tues), July 15-16 (Th-Fri) – Admin. Building, Room 116 (modality will be communicated by instructor)</i>			
ESD 715-L1	School-Community Communications		Trudy Clark John Neal Doug Christensen
<i>June 12-13, June 26, July 24-25 – Administration Building, Room 116 (modality will be communicated by instructor)</i>			
ESD 910-L1	Ethics of Leadership		Josh Fields Cindy Gray Doug Christensen
<i>June 6, June 19-20, July 10-11 – Administration Building, Room 116 (modality will be communicated by instructor)</i>			
ESD 850-L1	Finance, Resource Management, Board Relations		Melissa Poloncic Mitchell Kubicek Doug Christensen
<i>Arranged – June-July</i>			
ESD 920-L1	Leadership Internship I	Arranged	Doug Christensen
ESD 940-L1	Leadership Internship II	Arranged	Doug Christensen

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 7th, 2021 to avoid late registration charges.

<i>June 5-6, July 17-18, August 7 - Administration Building, Room 117 (modality will be communicated by instructor)</i>			
EDU 925-L1	Professional Learning Community III		Cate Sommervold
<i>June 12-13, July 10-11, July 24 - Administration Building, Room 117 (modality will be communicated by instructor)</i>			
EDU 945-L1	Qualitative Research Design		Tiffany Young Debbie Miller
<i>Hybrid – May 16 (2-3:30pm), July 9 (5-8pm) - Admin Bld., Room 117 (modality will be communicated by instructor)</i>			
EDU 930-L1	Survey Research	Hybrid/Arranged	Debbie Miller
EDU 985-L1	Dissertation	Arranged	Cate Sommervold

All courses listed in this publication are contingent upon enrollment.

» June 1 – June 5 (Initial Certification Students ONLY)

Initial Certification (Fast Track) students ONLY		
June 1- June 4 – <i>Doane University – Administration Building, Room 116</i>		Emily Griesch Deb Stuto
EDU 661-L1 Foundations of Teaching	8:00am-5:30pm	
Please check www.doaneuniversityshop.com to see if a text is required.		

Initial Certification (Fast Track) students ONLY		
June 4- June 18 – <i>Doane University – Fred Brown Center, Room TBD</i>		Emily Griesch
EDU 665-L1 Beginning Teacher Seminar - Secondary	8:00am-5:30pm	
Please check www.doaneuniversityshop.com to see if a text is required.		

Initial Certification (Fast Track) students ONLY		
June 4- June 18 – <i>Doane University – Fred Brown Center, Room TBD</i>		Tracy Nelson
EDS 665-L1 Beginning Teacher Seminar – Special Education	8:00am-5:30pm	
Please check www.doaneuniversityshop.com to see if a text is required.		

» Week 1: June 7 – June 11

Initial Certification (Fast Track) students ONLY		
June 7-June 11 – <i>Doane University – Fred Brown Center, Room TBD</i>		Rod Diercks
EDU 644-L1 Methods of Teaching Sci. and Soc. Studies for Elem.	8:00am-5:30pm	
Please check www.doaneuniversityshop.com to see if a text is required.		

Initial Certification (Fast Track) students ONLY		
June 7-June 11 – <i>Doane University – Fred Brown Center, Room TBD</i>		Alissa Hinz
EDS 620-L1 Exceptional Children	8:00am-5:30pm	
Please check www.doaneuniversityshop.com to see if a text is required.		

EVENINGS June 7-10 + 14-17 (note: 2 week course) – Doane University – Fred Brown Center, Room TBD		
COE 601-L1 Counseling Theories and methods for K-12 Schools	5:30-9:30pm	Jennifer Bass
*Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Doane University – Fred Brown Center, Room TBD</i>		
COE 610-L1 Data Literacy in School Counseling	8:00am-5:30pm	Jodie Green
*Required course for School Counseling degree – Tier 2.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Doane University – Fred Brown Center, Room TBD</i>		
COE 615-L1 Counseling Skills and Crisis Intervention	8:00am-5:30pm	Kim Jacobson
*Required course for School Counseling degree – Tier 1.		
A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Doane University – Fred Brown Center, Room TBD</i>		
COE 616-L1 College and Career Readiness	8:00am-5:30pm	Tami Wegener
*Required course for School Counseling degree – Tier 1.		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Doane University – Fred Brown Center, Room TBD</i>		
EDS 632-L1 Critical Issues in Special Education	8:00am-5:30pm	Brent Cain
*Required course for Special Education Endorsement		
Please check www.doaneuniversityshop.com to see if a text is required.		

June 7-June 11– <i>Doane University – Fred Brown Center, Room TBD</i>		
EDU 601-L1 Critical Issues in Curriculum and Instruction	8:00am-5:30pm	Marilyn Johnson-Farr
*Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.		
Please check www.doaneuniversityshop.com to see if a text is required.		

All courses listed in this publication are contingent upon enrollment.

June 7-June 11– *Doane University – Fred Brown Center, Room TBD*
EDU 603-L1 Research Methods 8:00am-5:30pm Linda Kalbach
***Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Lincoln with same instructor in Fall 2021 following completion of EDU 603.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 7-June 11 – *Doane University – Fred Brown Center, Room TBD*
EDU 646-L1 Teaching K-8 Science with Everyday Things 8:00am-5:30pm Russ Soucek
 *Elective course for C&I program or non-degree seeking students.
 A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

» **Week 2: June 14 – June 18**

****Initial Certification (Fast Track) students ONLY****
 June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
EDU 692-L2 Fine Arts for Elementary Teachers 8:00am-5:30pm Sarah Cal
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
COE 630-L2 Social and Cultural Awareness in School Counseling 8:00am-5:30pm Dwight Brown
*** Required course for School Counseling degree – Tier 1.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
COE 635-L2 School Counseling and Special Populations 8:00am-5:30pm Erlinda Amen
*** Required course for School Counseling degree – Tier 1.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
EDL 712-L2 Leadership of Ed-based Sec. Activities & Athletics 8:00am-5:30pm JJ Toczek
 *Elective course for Educational Leadership.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18– *Doane University – Fred Brown Center, Room TBD*
EDU 601-L2 Critical Issues in Curriculum and Instruction 8:00am-5:30pm JL Vertin
***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.

June 14-June 18– *Doane University – Fred Brown Center, Room TBD*
EDU 603-L2 Research Methods 8:00am-5:30pm Marilyn Johnson-Farr
***Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Lincoln with same instructor in Fall 2021 following completion of EDU 603.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
EDU 628-L2 Reading and Writing for Second Language Learn. 8:00am-5:30pm Paulvince Obuon
***Course meets a requirement for Reading & Writing endorsement; also meets requirement for ESL endorsement (meets same requirement as EDU 682 or EDU 691 for ESL).**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 14-June 18 – *Doane University – Fred Brown Center, Room TBD*
EDU 674-L2 Meeting the Needs of At-Risk Students 8:00am-5:30pm Karla Cooper
 *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.

» Week 3: June 21 – June 25

Initial Certification (Fast Track) students ONLY			
June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 738-L3	Children, Youth, and Family	8:00am-5:30pm	Katie Reisdorff
Please check www.doaneuniversityshop.com to see if a text is required.			

Initial Certification (Fast Track) students ONLY			
June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 739-L3	PE Methods for Elementary Teachers	8:00am-5:30pm	Kara Graham
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
COE 605-L3	Critical Issues in School Counseling	8:00am-5:30pm	Jim Larson
* Required course for School Counseling degree – Tier 1.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
COE 620-L3	School Guidance Curriculum	8:00am-5:30pm	Jennifer Bass
* Required course for School Counseling degree – Tier 2.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
COE 625-L3	Social Justice in School Counseling	8:00am-5:30pm	Susie Mahoney
* Required course for School Counseling degree – Tier 1.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 613-L3	Models of Teaching	8:00am-5:30pm	Cara Heminger
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.			
*Also required for School Counseling ‘Tier 0’ for those not certified to teach.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 647-L3	Exploring Nature with Children	8:00am-5:30pm	Rod Diercks
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 699-L3	Literacy Strategies for Today’s Learner	8:00am-5:30pm	Mairin Wehrbein
*Elective course for C&I program or non-degree seeking students.			
Please check www.doaneuniversityshop.com to see if a text is required.			

June 21-June 25 – Doane University – Fred Brown Center, Room TBD			
EDU 729-L3	ESL: Comm. in the Educational Environment	8:00am-5:30pm	Kristi Mulliner
* Required course for ESL Endorsement.			
Please check www.doaneuniversityshop.com to see if a text is required.			

» Week 4: June 28 – July 2

Initial Certification (Fast Track) students ONLY			
June 28-July 2 – Doane University – Fred Brown Center, Room TBD			
EDU 641-L4	Language Arts & Reading I	8:00am-5:30pm	Holly David
Please check www.doaneuniversityshop.com to see if a text is required.			

June 28-July 2 – Doane University – Fred Brown Center, Room TBD			
COE 633-L4	Human Development K-12	8:00am-5:30pm	Sally Carlson
* 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.

June 28-July 2 – Doane University – Fred Brown Center, Room TBD
COE 634-L4 Group Counseling for School Counselors 8:00am-5:30pm Tami Wegener
 * **Required course for School Counseling degree – Tier 2.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 28-July 2 – Doane University – Fred Brown Center, Room TBD
EDL 710-L4 Special Education for Leaders 8:00am-5:30pm Cindy Brunken
 *Elective course for Educational Leadership.
 Please check www.doaneuniversityshop.com to see if a text is required.

June 28-July 2 – Doane University – Fred Brown Center, Room TBD
EDU 606-L4 Improving Strategic Instruction in Language Arts 8:00am-5:30pm Carol Mack
 ***Required course for 7-12 Reading & Writing and elective within Reading Specialist endorsement.**
 Please check www.doaneuniversityshop.com to see if a text is required.

June 28-July 2 – Doane University – Fred Brown Center, Room TBD
EDU 699-L4 Pract. Behavior Interventions for Gen. & Special Ed 8:00am-5:30pm 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.

» **Week 5: July 5 – July 9**

July 5-July 9 – Doane University – Fred Brown Center, Room TBD
COE 650-L5 Programming for School Counseling 8:00am-5:30pm Rick Richards
 * **Required course for School Counseling degree – Tier 2.**
 Please check www.doaneuniversityshop.com to see if a text is required.

July 6-July 9 – Doane University – Fred Brown Center, Room TBD
EDL 716-L5 Teacher Sup. & Eval.: Improve. Instruct. For Leaders 8:00am-5:30pm Jadi Miller
 *Elective course for Educational Leadership.
 Please check www.doaneuniversityshop.com to see if a text is required.

July 5-July 9 – Doane University – Fred Brown Center, Room TBD
EDS 631-L5 Teaching Strategies for Exceptional Children 8:00am-5:30pm Michelle Reinke
 ***Required course for Special Education Endorsement.**
 Carmen Westfahl
 Please check www.doaneuniversityshop.com to see if a text is required.

July 5-July 9 – Doane University – Fred Brown Center, Room TBD
EDU 601-L5 Critical Issues in Curriculum and Instruction 8:00am-5:30pm JL Vertin
 ***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 5-July 9 – Doane University – Fred Brown Center, Room TBD
EDU 602-L5 Assessment for Learning 8:00am-5:30pm Emily Wiebeck
 ***Required course for Curriculum & Instruction program and endorsements.**
 Please check www.doaneuniversityshop.com to see if a text is required.

July 5-July 9 – Doane University – Fred Brown Center, Room TBD
EDU 603-L5 Research Methods 8:00am-5:30pm Linda Kalbach
 ***Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Lincoln with same instructor in Fall 2021 following completion of EDU 603.**
 Please check www.doaneuniversityshop.com to see if a text is required.

July 5-July 9 – Doane University – Fred Brown Center, Room TBD
EDU 706-L5 Supporting Writers in the Writing Workshop 8:00am-5:30pm Kelsey Halverson
 ***Required course for Reading & Writing and elective within Reading Specialist endorsement.**
 Please check www.doaneuniversityshop.com to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

» Week 6: July 12 – July 16

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

July 12-July 16 – Doane University – Fred Brown Center, Room TBD

EDU 664-L6 Beginning Teachers Seminar – Elementary 8:00am-5:30pm Nikki Piper

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

July 12-July 16– Doane University – Fred Brown Center, Room TBD

EDU 602-L6 Assessment for Learning 8:00am-5:30pm Julie Martin

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

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

July 12-July 16– Doane University – Fred Brown Center, Room TBD

EDU 609-L6 Student Centered K-5 Math 8:00am-5:30pm Mariah Schroder

***Course meets an elective requirement within Early Childhood endorsement.**

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

July 12-July 16– Doane University – Fred Brown Center, Room TBD

EDU 652-L6 Teaching and Assessing Writing 8:00am-5:30pm Carol Mack

***Required for Fast Track Special Education students. Elective course for C&I program or non-degree seeking students.**

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

July 12-July 16– Doane University – Fred Brown Center, Room TBD

EDU 663-L6 Reading and Writing in the Content Area 8:00am-5:30pm Gina Pospichal

***Required course for Reading Specialist and Special Education endorsements.**

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

» Week 7: July 19 – July 23

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

July 19-July 23 – Doane University – Fred Brown Center, Room TBD

EDU 624-L7 Multicultural Education & Practices 8:00am-5:30pm Paulvince Obuon

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

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

July 19-July 23 – Doane University – Fred Brown Center, Room TBD

EDU 625-L7 Integrating Technology with Purpose 8:00am-5:30pm Staff

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

July 19-July 23– Doane University – Fred Brown Center, Room TBD

EDU 603-L7 Research Methods 8:00am-5:30pm Marilyn Johnson-Farr

***Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken in Lincoln with same instructor in Fall 2021 following completion of EDU 603.**

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

July 19-July 23– Doane University – Fred Brown Center, Room TBD

EDU 611-L7 Methods for Teaching Middle School Math 8:00am-5:30pm JL Vertin

***Required for Fast Track Special Education students. Elective course for C&I program or non-degree seeking students.**

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

July 19-July 23– Doane University – Fred Brown Center, Room TBD

EDU 690-L7 Writing in the Primary Classroom 8:00am-5:30pm Emily Wiebeck

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

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.

OMAHA

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

Summer Registration in [Student Planning](#) opens March 15, 2021. See front of schedule for registration deadlines and late registration 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 7th, 2021 to avoid late registration charges.

EDL 621-O2	Leadership Internship	Arranged	Teresa Perkins
<i>Monday-Friday, June 7- June 25 – Omaha Campus, 4020 S. 147th St. (modality will be communicated by instructor)</i>			
EDL 675-O2	Foundations of Educational Leadership		Teresa Perkins
<i>Monday-Friday, July 6- July 22 – Omaha Campus, 4020 S. 147th St. (modality will be communicated by instructor)</i>			
EDL 686-O2	Advanced Educational Leadership		Teresa Perkins

A \$25.00 course fee will be added to tuition charges for EDL coursework.

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 7th, 2021 to avoid late registration charges.

<i>June 13, July 11, August 8 – Omaha Campus, 4020 S. 147th St. (modality will be communicated by instructor)</i>			
ECC 710-O1	Systems as Organizations		Cate Sommervold

» Week 1: June 7 – June 11

****EVENINGS**** June 7-10 + 14-17 (note: 2 week course) – Doane University, 4020 S. 147th St.

COE 650-O1	Programming for School Counseling	5:30-9:30pm	Rick Richards
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***Required course for School Counseling degree – Tier 2.**

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

June 7-June 11– Doane University, 4020 S. 147th St.

COE 605-O1	Critical Issues in School Counseling	8:00am-5:30pm	Jim Larson
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***Required course for School Counseling degree – Tier 1.**

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

June 7-June 11 – Doane University, 4020 S. 147th St.

EDU 634-O1	Reading in the K-6 Classroom	8:00am-5:30pm	Maureen Soto
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***Required course for PK-6 Reading & Writing + meets req. for Reading Specialist endorsement.**

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

June 7-June 11 – Doane University, 4020 S. 147th St.

EDU 708-O1	Center-Based Activities for the Primary/Elem Class.	8:00am-5:30pm	Mandy Muller
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***Required course for PK-6 Reading & Writing + meets req. for Reading Specialist endorsement.**

A \$25 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

» Week 2: June 14 – June 18

June 14-June 18 – Doane University, 4020 S. 147th St.

EDU 616-O2	Best Strategies for Engaging Parents	8:00am-5:30pm	Libby Dreier
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***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.

June 14-June 18 – <i>Doane University, 4020 S. 147th St.</i> EDU 646-O2 Teaching K-8 Science with Everyday Things 8:00am-5:30pm Russ Souchek *Elective course for C&I program or non-degree seeking students. A \$10 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

» Week 3: June 21 – June 25

June 21-June 25– <i>Doane University, 4020 S. 147th St.</i> EDU 601-O3 Critical Issues in Curriculum and Instruction 8:00am-5:30pm 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.
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June 21-June 25 – <i>Doane University, 4020 S. 147th St.</i> EDU 660-O3 Blended Learning: Student-Centered Classroom 8:00am-5:30pm Sara Fjell *Elective course for C&I program or non-degree seeking students. Please check www.doaneuniversityshop.com to see if a text is required.

June 21-June 25 – <i>Doane University, 4020 S. 147th St.</i> EDU 699-O3 Building Relationships for Classroom Success 8:00am-5:30pm Sara Rogers *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 4: June 28 – July 2

June 28-July 2– <i>Doane University, 4020 S. 147th St.</i> COE 615-O4 Counseling Skills and Crisis Intervention 8:00am-5:30pm 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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June 28-July 2– <i>Doane University, 4020 S. 147th St.</i> COE 630-O4 Social and Cultural Awareness in School Counseling 8:00am-5:30pm Dwight Brown *Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.
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June 28-July 2– <i>Doane University, 4020 S. 147th St.</i> EDU 601-O4 Critical Issues in Curriculum and Instruction 8:00am-5:30pm 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.

June 28-July 2– <i>ESU 3, 6949 S. 110th St., LaVista, NE</i> EDU 706-O4 Supporting Writers in the Writing Workshop 8:00am-5:30pm Paula DeVol *Required course for Reading & Writing and elective within Reading Specialist endorsement. Please check www.doaneuniversityshop.com to see if a text is required.
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June 28-July 2– <i>Doane University, 4020 S. 147th St.</i> EDU 746-O4 SEL: Building a Classroom into a Community 8:00am-5:30pm Marty Fetch *Required course for SEL Specialization; elective course for C&I program or non-degree students. Please check www.doaneuniversityshop.com to see if a text is required.
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» Week 5: July 5 – July 9

July 5-July 9– <i>Doane University, 4020 S. 147th St.</i> COE 601-O5 Counseling Theories and Methods for K-12 Schools 8:00am-5:30pm Jodie Green *Required course for School Counseling degree – Tier 1. Please check www.doaneuniversityshop.com to see if a text is required.
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July 5-July 9– <i>Doane University, 4020 S. 147th St.</i> COE 634-O5 Group Counseling for School Counselors 8:00am-5:30pm Tami Wegener *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.

July 5-July 9– *ESU 3, 6949 S. 110th St., LaVista, NE*
EDU 653-O5 Teaching Critical Thinking 8:00am-5:30pm 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.

July 5-July 9– *Doane University, 4020 S. 147th St.*
EDU 743-O5 Building a Mindful Classroom: Personal Practices 8:00am-5:30pm David Fringer
*Required course for SEL Specialization; elective course for C&I program or non-degree seeking students.
A \$20 course fee will be added to tuition. Check www.doaneuniversityshop.com to see if a text is required.

» **Week 6: July 12 – July 16**

July 12-July 16– *Doane University, 4020 S. 147th St.*
COE 610-O6 Interpreting Data in School Counseling 8:00am-5:30pm Sally Carlson
*Required course for School Counseling degree – Tier 2.
Please check www.doaneuniversityshop.com to see if a text is required.

July 12-July 16– *Doane University, 4020 S. 147th St.*
COE 616-O6 College and Career Readiness 8:00am-5:30pm Tami Wegener
*Required course for School Counseling degree – Tier 1.
Please check www.doaneuniversityshop.com to see if a text is required.

July 12-July 16– *ESU 3, 6949 S. 110th St., LaVista, NE*
EDU 616-O6 Best Strategies for Engaging Parents 8:00am-5:30pm 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.

July 12-July 16– *ESU 3, 6949 S. 110th St., LaVista, NE*
EDU 733-O6 Classroom Connections 8:00am-5:30pm Amber Becker
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 12-July 16– *Doane University, 4020 S. 147th St.*
EDU 744-O6 Building a Mindful Classroom: Classroom Practices 8:00am-5:30pm Marty Fetch
*Required course for SEL specialization; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

» **Week 7: July 19 – July 23**

July 19-July 23 – *Doane University, 4020 S. 147th St.*
EDU 600-O7 Improvement of Instruction 8:00am-5:30pm Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613.
A \$20 course fee will be added to tuition charges. Check www.doaneuniversityshop.com to see if a text is required.

July 19-July 23– *Doane University, 4020 S. 147th St.*
EDU 674-O7 Meeting the Needs of At-Risk Students 8:00am-5:30pm Anita Harkins
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com to see if a text is required.

July 19-July 23– *Doane University, 4020 S. 147th St.*
EDU 699-O7 Closing the Gap with Struggling Readers 8:00am-5:30pm Dani Woodman
*Elective course for C&I program or non-degree seeking students.
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.

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.****

Summer Registration in [Student Planning](#) opens March 15, 2021. See front of schedule for registration deadlines and late registration policies.

All textbooks can be found here www.doaneuniversityshop.com

*These remote courses will meet daily via Zoom anytime between 8:00am and 5:30pm. Just as with our face-to-face courses, students are expected to be available at any time between these hours for the duration of the weeklong class. Please consult with the instructor or your advisor with any questions about class meetings.

» **Week 1: June 7 – June 11**

June 7-June 11– **Remote via Zoom**

EDU 603-R1 Research Methods

8:00am-5:30pm

Chloe Fox-Healy

***Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken with same instructor in Fall 2021 following completion of EDU 603.**

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

June 7-June 11– **Remote via Zoom**

EDU 618-R1 Strategies to Enliven the Classroom – Active Learning 8:00am-5:30pm

Angie Sandy

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

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

June 7-June 11– **Remote via Zoom**

EDU 631-R1 Techniques to Help Brain Regulation

8:00am-5:30pm

Joyce Swanson

Laurie Lofquist

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

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

June 7-June 11– **Remote via Zoom**

EDU 638-R1 Integrating Technology in the Classroom

8:00am-5:30pm

Alli Pontious

Dustin Carlson

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

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

June 7-June 11– **Remote via Zoom**

EDU 688-R1 Literature for Adolescents

8:00am-5:30pm

John Kalkowski

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

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

June 7-June 11– **Remote via Zoom**

EDU 693-R1 Multicultural Art in the Classroom

8:00am-5:30pm

Connie Schouboe

*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 7-June 11– **Remote via Zoom**

EDU 746-R1 SEL: Building a Classroom into a Community

8:00am-5:30pm

Marty Fetch

Erin Eckholt

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

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

All courses listed in this publication are contingent upon enrollment.

» Week 2: June 14 – June 18

June 14-June 18– Remote via Zoom
COE 634-R2 Group Counseling for School Counselors 8:00am-5:30pm Tami Wegener
*Required course for School Counseling degree – Tier 2.
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

June 14-June 18 – Remote via Zoom
EDU 600-R2 Improvement of Instruction 8:00am-5:30pm Marty Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 601-R2 Critical Issues in Curriculum and Instruction 8:00am-5:30pm Alex Egger
*Required course for C&I and EDL programs + School Counseling ‘Tier 0’ for those not certified to teach.
Please check www.doaneuniversityshop.com under location ‘Grand Island’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 605-R2 Self-Care for Educators 8:00am-5:30pm Leigh Dunn
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 618-R2 Strategies to Enliven the Classroom – Active Learning 8:00am-5:30pm Angie Sandy
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 635-R2 Visual Phonics 8:00am-5:30pm Carre Klein
*Elective course for C&I program or non-degree seeking students.
There will be a \$35.50 charge via Venmo for materials on first day of class.

June 14-June 18– Remote via Zoom
EDU 666-R2 Top Tech Tools for Teachers 8:00am-5:30pm Noel Erskine
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Norris’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 699-R21 Personalized Learning Strategies 8:00am-5:30pm Alli Pontious
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 699-R22 Music and Movement to Engage the Brain 8:00am-5:30pm Tom Michalek
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Grand Island’ to see if a text is required.

June 14-June 18– Remote via Zoom
EDU 717-R2 Elements and Principles of Art in the Classroom 8:00am-5:30pm Connie Schouboe
*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 14-June 18– Remote via Zoom
EDU 743-R2 Building a Mindful Classroom: Personal Practices 8:00am-5:30pm Chantelle Fitzgerald
*Required course for SEL specialization; elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

» Week 3: June 21 – June 25

June 21-June 25– Remote via Zoom

COE 635-R3 School Counseling and Special Populations 8:00am-5:30pm Erlinda Amen
*Required course for School Counseling degree – Tier 1.

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

June 21-June 25– Remote via Zoom

EDS 622-R3 School Programming for Exceptional Youth 8:00am-5:30pm Marylou Schlieder
*Required course for Special Education endorsement.

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

June 21-June 25– Remote via Zoom

EDU 602-R3 Assessment for Learning 8:00am-5:30pm Julie Martin
*Required course for Curriculum & Instruction program and endorsements.

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

June 21-June 25– Remote via Zoom

EDU 603-R3 Research Methods 8:00am-5:30pm S. Schlichtemeier-Nutzman
*Required course for Curriculum & Instruction program. Should be taken toward end of program; EDU 604 must be taken with same instructor in Fall 2021 following completion of EDU 603.

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

June 21-June 25– Remote via Zoom

EDU 616-R3 Best Strategies for Engaging Parents 8:00am-5:30pm Melissa Frans
*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 21-June 25– Remote via Zoom

EDU 657-R3 Strat. for Teaching Special Edu. Students in Gen Ed. 8:00am-5:30pm Angie Eberle
*Elective course for C&I program or non-degree seeking students.

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

June 21-June 25– Remote via Zoom

EDU 721-R3 Lives of Famous Artists 8:00am-5:30pm Connie Schouboe
*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 21-June 25– Remote via Zoom

EDU 744-R3 Building a Mindful Classroom: Classroom Practices 8:00am-5:30pm Marty Fetch
*Required course for SEL specialization; elective course for C&I program or non-degree seeking students.

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

June 21-June 25– Remote via Zoom

EDU 745-R3 Trauma: Educating Through Experiences 8:00am-5:30pm Sydney Jensen
*Required course for SEL specialization; 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.

» Week 4: June 28 – July 2

June 28-July 2– Remote via Zoom

EDS 626-R4 Advanced Instructional Modifications and Accommodations 8:00am-5:30pm Marylou Schlieder
*Required course for Special Education endorsement.

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.

June 28-July 2– Remote via Zoom
EDU 600-R4 Improvement of Instruction 8:00am-5:30pm Deb Fetch
*Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 613.
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 28-July 2– Remote via Zoom
EDU 635-R4 Visual Phonics 8:00am-5:30pm Carre Klein
*Elective course for C&I program or non-degree seeking students.
There will be a \$35.50 charge via Venmo for materials on first day of class.

June 28-July 2– Remote via Zoom
EDU 660-R4 Blended Learning: A Student-Centered Classroom 8:00am-5:30pm Sara Fjell
Erica Kohout
*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 28-July 2– Remote via Zoom
EDU 678-R4 Reading in the K-3 Classroom 8:00am-5:30pm Chandra Myers
Sara Robinson
*Course meets a requirement within Reading Specialist and Early Childhood endorsements.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

June 28-July 2– Remote via Zoom
EDU 690-R4 Writing in the Primary Classroom 8:00am-5:30pm Dani Woodman
*Course meets a requirement within Reading Specialist and Early Childhood endorsements.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

June 28-July 2– Remote via Zoom
EDU 691-R4 ELL Curriculum for Primary Students 8:00am-5:30pm Kristi Mulliner
*Course meets a requirement for Early Childhood endorsement; also meets requirement for ESL endorsement (meets same requirement as EDU 628 or EDU 682 for ESL).
Please check www.doaneuniversityshop.com under location 'Lincoln' to see if a text is required.

June 28-July 2– Remote via Zoom
EDU 699-R4 Implementing Art Across the Curriculum 8:00am-5:30pm Connie Schouboe
*Elective course for C&I program or non-degree seeking students.
No text required. Students will be required to purchase some basic materials; can be found at any general store.

June 28-July 2– Remote via Zoom
EDU 745-R4 Trauma: Educating Through Experiences 8:00am-5:30pm Sydney Jensen
*Required course for SEL specialization; 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.

» Week 5: July 5 – July 9

July 5-July 9– Remote via Zoom
COE 615-R5 Counseling Skills and Crisis Intervention 8:00am-5:30pm 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.

July 5-July 9– Remote via Zoom
EDU 699-R51 Engaging/Motivating Students to Read Independently 8:00am-5:30pm Dani Woodman
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location 'Omaha' to see if a text is required.

July 5-July 9– Remote via Zoom
EDU 699-R52 Best Teaching Strategies for Middle School 8:00am-5:30pm Melissa Frans
*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.

All courses listed in this publication are contingent upon enrollment.

» Week 6: July 12 – July 16

July 12-July 16– Remote via Zoom
EDU 601-R6 Critical Issues in Curriculum and Instruction 8:00am-5:30pm 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 under location ‘Omaha’ to see if a text is required.

July 12-July 16– Remote via Zoom
EDU 602-R6 Assessment for Learning 8:00am-5:30pm Deb Fetch
***Required course for Curriculum & Instruction program and endorsements.**
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 12-July 16– Remote via Zoom
EDU 613-R6 Models of Teaching 8:00am-5:30pm Cara Heminger
***Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.**
***Also required for School Counseling ‘Tier 0’ for those not certified to teach.**
Please check www.doaneuniversityshop.com under location ‘Lincoln’ to see if a text is required.

July 12-July 16– Remote via Zoom
EDU 635-R6 Visual Phonics 8:00am-5:30pm Carre Klein
*Elective course for C&I program or non-degree seeking students.
There will be a \$35.50 charge via Venmo for materials on first day of class.

July 12-July 16– Remote via Zoom
EDU 699-R6 Growing Writers and Readers in a Workshop Model 8:00am-5:30pm Dani Woodman
*Elective course for C&I program or non-degree seeking students.
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

» Week 7: July 19 – July 23

July 19-July 23– Remote via Zoom
COE 620-R7 School Guidance Curriculum 8:00am-5:30pm Katie Hecht-Weber
***Required course for School Counseling degree – Tier 2.**
Please check www.doaneuniversityshop.com under location ‘Omaha’ to see if a text is required.

July 19-July 23– Remote via Zoom
EDU 613-R7 Models of Teaching 8:00am-5:30pm Julie Martin
***Required course for Curriculum & Instruction and EDL programs. Fills same requirement as EDU 600.**
***Also required for School Counseling ‘Tier 0’ for those not certified to teach.**
Please check www.doaneuniversityshop.com under location ‘Grand Island’ to see if a text is required.

All courses listed in this publication are contingent upon enrollment.

COURSE DESCRIPTIONS

Master of Education in School Counseling – COE prefix

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

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

COE 605: Critical Issues in School Counseling (3 Credits)

Critical issues in school counseling introduces students to the changes that have occurred in the past 40 years with the introduction of the American School Counselors Association's national model. In addition, the course will cover trends that have impacted the role of the school counselor in the 21st century such as accountability, technology, mental health issues, gender issues, bullying, equity and inclusion, immigration and burnout in the educational setting. At the conclusion of this course, students will have a platform from which to navigate their role as a school counselor in an educational setting in the 21st century.

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

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

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

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

COE 616: College and Career Readiness (3 Credits)

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

COE 620: School Guidance Curriculum (3 Credits)

This course presents a variety of methods appropriate for the K – 12 schools for the guidance-counseling curriculum. Both elementary and secondary areas in instruction, interdisciplinary, group activities and collaborative work for the classroom will be explored. In addition, working with parents and the community focusing on instruction for this population in a variety of settings will be introduced. Through collaborative work, case studies, development of lessons for counseling and simulation activities, students will develop skills for a school guidance program.

COE 622: Counseling Practices (3 Credits)

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

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

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

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

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

All courses listed in this publication are contingent upon enrollment.

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 635: School Counseling and Special Populations (3 Credits)

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

COE 650: Programming for School Counseling (3 Credits)

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

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

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

Curriculum and Instruction Courses - Early Childhood EDC prefix

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

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

EDC 616: Critical Issues in Early Childhood Education (3 Credits)

This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on, but will not be limited to, curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, and law, multicultural and special education, educational philosophy, current research guiding educational practice such as brain research, and topics selected by class members. At the conclusion of the course, students develop a personal early childhood philosophy based on their understanding of the issues that will guide their future educational practices.

Curriculum and Instruction Courses - Special Education EDS prefix

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

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

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

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

EDS 620: Exceptional Children (3 Credits)

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

All courses listed in this publication are contingent upon enrollment.

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 622: School Programming for Exceptional Youth (3 Credits)

An examination of a variety of techniques for instruction in academic, social, and vocational curricula to youth with exceptionalities in today's schools is the central focus of this course. This course also considers classroom settings ranging from self-contained classrooms for students with learning disabilities, mental handicaps, or behavioral disorders to regular classes with collaborative teaching. **Prereq: EDS 620 Exceptional Children**

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.

All courses listed in this publication are contingent upon enrollment.

EDU 602: Assessment for Learning (3 Credits)

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

EDU 603: Research Methods (3 Credits)

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

EDU 605: Self-Care for Educators to Thrive in the Classroom (3 Credits) – previously EDU 699

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 606: Improving Strategic Instruction in the Language Arts (3 Credits)

Participants learn a variety of approaches that help to develop strategic readers and writers. The emphasis is on exploring instructional approaches such as guided reading, shared reading, literature groups, mini-lessons focusing on phonics and word recognition strategies, and enhancing comprehension, vocabulary, spelling and grammar. Participants move from theory to practice as they design and implement strategies for their classroom.

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

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

EDU 611: Teaching Strategies for Middle School Mathematics (3 Credits)

Teachers will learn many instructional strategies to enhance their curriculum and assessment of mathematics in middle level classrooms (grades 4 – 9). Problem solving strategies and real-life applications along with strategies to help students reason and make mathematical connections are important components in this class. Nationally written NCTM principles and standards will be analyzed and applied along with the current research for best practice. Teachers will design and share their own problem based instructional tasks and lessons. Teachers enrolled in this class will gain many ready-to-use activities for their classrooms.

EDU 613: Models of Teaching (3 Credits)

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

EDU 616: Best Strategies for Engaging Parents (3 Credits) – prev. EDU 699

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

All courses listed in this publication are contingent upon enrollment.

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

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

EDU 621: Internship for ESL (3 Credits)

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

EDU 622: Study Strategies for Struggling Middle and High School Students (3 Credits)

This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their 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 "things" that good learners believe and do. By guiding students to adopt these principles and tools, educators can empower them to become effective partners in their own education, giving them the outer behaviors and inner qualities to create greater success in school and in life.

EDU 623: Growth Mindset in the Classroom (3 Credits) – previously EDU 699

"Neurons are brain cells; synapses are the connections between neurons." Do you know that when a new learning takes place a new synapse is formed? Similar to how a muscle grows in strength, neural passageways in your brain grow in size and density the more you use it! How do we foster a mindset in students that helps them build neural networks? How do we foster a mindset in our teaching that encourages growth versus fixed mindset? In this class, you will learn to identify growth versus fixed mindset. We will learn about building relationships with students that challenge them to grow in their skills and abilities. We will learn to look beyond intelligence and natural ability and carry a message that values process, strategy, effort, focus and persistence. We're not there YET!

EDU 624: Multicultural Education and Practice (3 Credits)

Fulfills the requirement of Nebraska State Law LB 250 for Human Relations training for Nebraska.

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

EDU 625: Integrating Technology with Purpose (3 Credits)

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

EDU 627: Meeting Learner Needs Through Multiple Intelligences (3 Credits)

Using Howard Gardner's method of mapping capabilities into multiple "intelligences," this course explores strategies for encouraging children's full development by identifying and promoting multiple intelligences, designing challenging curriculum using all the intelligences, and developing assessments to demonstrate what students know and what they can do.

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

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

EDU 631: Techniques to Help Brain Regulation (3 Credits) – prev. EDU 699

While self-control is often placed in the same category as self-regulation, there are some significant differences that impact learning. This experiential class will explore those differences and discuss specific techniques to help students recognize their state/zone and to develop tools they can use to shift into a state that is more conducive to learning. The "Zones of Regulation" is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. This program reinforces self-awareness and self-regulation techniques.

All courses listed in this publication are contingent upon enrollment.

EDU 632: Unleash Creativity in Math (3 Credits) – prev. EDU 699

Participants will learn how to generate engaging and purposeful instruction while bringing a fresh twist to past teaching strategies in math. Discover a collection of ways to incorporate movement, music, and real life application to inspire your students to achieve further levels of success. The course will explore methods of adapting your current school curriculum and State NCTM Standards to maintain meaningful interest and collaboration among your students. Redefine what it means to challenge yourself and unleash your creativity in your math instruction.

EDU 634: Reading in the K-6 Classroom (3 Credits)

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. A variety of strategies for fiction and informational text is presented, as well as the use of focus groups on specific areas of concern. The assessment component includes training on the use of Individual Reading Inventories, observation surveys and other reading diagnostic tools.

EDU 635: Visual Phonics (3 Credits) – prev. EDU 699

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 637: iPads in the Classroom (3 Credits)

The iPad is arming educators and students everywhere with mobile tools that have the potential to transform the way we teach and learn. This course will be divided into 3 parts. Part 1: Using the device as a personal learning device. Part 2. App-tivity exploration. Participants will examine several iOS applications and discuss their use in the curriculum. Part 3. App-tivity development. During this phase, participants will develop lessons that incorporate the use of the iPad in the classroom. This course would be beneficial for anyone with iPads and iPods in their classroom or who anticipates getting them soon. It is recommended that participants have their own iPad, although this is not a requirement.

EDU 638: Integrating Technology in the Classroom (3 Credits)

This course expands on the competencies and understandings developed in other technology courses by enhancing participants' effectiveness in applying technology to K-12 classroom curriculum and instruction. At the completion of the course, students will have increased their ability and confidence to use various instructional technologies and be able to appropriately integrate technologies into the educational process and assess their effectiveness.

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

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

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

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

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

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

EDU 646: Teaching Science with Everyday Things – K-8 (3 Credits)

This course is designed as a methods and content course in science for K-8 teachers. The course includes many interdisciplinary techniques for teaching earth science, environmental science, and biology. Project Learning Tree and other materials will be used. Opportunities to enhance lessons and current practice will be presented. Students will design developmentally appropriate learning experiences with integration of curriculum and assessment of student outcomes. This course is based upon the Nebraska State Science Standards and the National Science Education Standards.

All courses listed in this publication are contingent upon enrollment.

EDU 647: Exploring Nature with Children (3 Credits)

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

EDU 652: Teaching and Assessing Writing in the K-8 Classroom (3 Credits)

An introduction to the Six Trait Analytical Model using voice, ideas, organization, word choice, sentence fluency, and conventions. Discussion of the writing process, the modeling and planning of instructional lessons, learning how to recognize and encourage the emergence of these traits, integrating writing across curricular areas, and learning how to assess the traits is emphasized.

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 657: Strategies for Teaching Special Education Students in a General Education Classroom (3 Credits)

This course is designed to provide educators the knowledge, strategies, and instructional modifications required to support the complex and diverse needs of students within the general education classroom. With an emphasis on practical application, students will examine the spectrum of disabilities, understand the educational impact, and investigate appropriate instructional strategies to reach and teach each student. Upon completion of the course, students will have a practical tool kit of effective strategies to apply within the classroom.

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 660: Blended Learning: Student-Centered Classroom (3 Credits) – prev. EDU 699

Implement a Blended Learning model and incorporate more active learning and project-based opportunities and lesson plans into the classroom. Through the study of Blended Learning, teachers will learn more strategies that can be used in student-centered classroom environments. By studying the benefits of “inverted teaching,” flexible seating, stations rotations, etc., teachers will be able to understand new ways to engage students in more active learning applications, rather than using lectures alone. We will study strategies and go over research that shows the many benefits students receive when teachers implement more project-based learning opportunities, inverted planning, and choice assessments.

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. Prerequisite: Admission in Initial Certification at the Advanced Level Program.

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.

All courses listed in this publication are contingent upon enrollment.

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

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

EDU 666: Top Tech Tools for Teachers (3 Credits) – prev. EDU 699

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

EDU 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 670: Classroom Management (3 Credits)

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

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

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

EDU 674: Meeting the Needs of the At-Risk Child in the Classroom (3 Credits)

What is it that allows some “at risk” children raised in difficult circumstances to make it, even to thrive, while others do not? Research suggests that resiliency, the ability to bounce back, is an important factor. This course brings together the best ideas from several schools of thought on providing a classroom environment, which works effectively with at-risk students. Studies offer evidence that more than any other institution than the family, the school can provide the environment and conditions that foster resiliency. The resiliency model offers an important message - that adversity does not automatically lead to dysfunction. This class will define the factors involved in resiliency, discuss the research base, describe what a resilient classroom/school looks like, and provide specific tools and activities that can build resiliency for both students and educators. Teachers will develop plans of intervention, resource guides for classroom use, and read and report on current literature appropriate for building resiliency in the classroom. The class gives particular attention to providing a school/classroom climate in which all students have the best opportunity to develop a positive self-concept.

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.

All courses listed in this publication are contingent upon enrollment.

EDU 683: Linguistics for ESL Teachers (3 Credits)

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

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

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

EDU 685: Critical Issues in Reading (3 Credits)

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

EDU 686: Providing Leadership in Literacy (3 Credits)

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

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

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

EDU 688: Literature for Adolescents (3 Credits)

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

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

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

EDU 691: ELL Curriculum for Primary Students (3 Credits)

This course focuses on a variety of techniques to help the K-3 mainstream classroom teachers help their English Language Learners (ELL students) to be successful in the classroom. Students will develop an understanding on how ELL students learn and will receive hand-on opportunities to actively teach language learners. Participants will design curriculum materials to take back to their classrooms to provide support for their ELL 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. Prerequisite EDU-737 Elementary School Practicum II.

All courses listed in this publication are contingent upon enrollment.

EDU 693: Multicultural Art for the Elementary Classroom (3 Credits)

This course is designed to provide multicultural art experiences suitable for the K-8 classroom. This course will offer a wide variety of creative multicultural ideas appropriate for different age levels. Students will design multicultural art lessons appropriate for their classroom and be able to use their art as an instructional tool in the classroom setting. Students will have time to make examples for their classroom. This is a "hands-on" class.

EDU 699: Building Relationships for Classroom Success (3 Credits)

Today's classrooms are changing. Students are coming to school with more needs than ever before. This course will lay a foundation for strategies on how to build a meaningful relationship with teachers, students, and family members to help reach the needs of all students. The movement of #IWISHMYTEACHERKNEW will help give a practical guide on how to overcome challenges utilizing an array of teaching styles

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

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

EDU 699: Growing Writers and Readers in a Workshop Model (3 Credits)

A workshop is a powerful and authentic setting in which to grow readers and writers. This course will define the structure of Reading and Writing Workshops in its truest form. The reciprocity of strategies that readers and writers use will be the foundation of this course. Educators will learn how to design and deliver effective mini-lessons and implement strategic on-on-one conferences that are responsive to students not only as readers, but also as writers. This course is designed to not only support teachers in understanding all angles and decisions that build an effective Reading Workshop, but to ultimately nurture children's meaning making and joyful engagement as readers and as writers. Numerous research-based, practical tips will be provided in order for teachers to nurture, instruct, and grow readers and writers inside a Reading Workshop.

EDU 699: Implementing Art Across the Curriculum (3 Credits)

This course is designed to broaden the knowledge base in the area of art for elementary and secondary teachers. The lessons will provide instruction in techniques for non-art teachers who want to include art in their units of study. The course will focus on art applications that do not require extensive space and expensive equipment and is designed to help both elementary and secondary teachers. There is not a book required for this class; however, the student will have to purchase some basic materials. Materials can be purchased at any Walmart.

EDU 699: Literacy Strategies for Today's Learner (3 Credits)

Teaching middle schoolers is not for the faint of heart. Teaching them reading is even more of a challenge. In this course, we will discuss strategies that help middle schoolers engage in a variety of texts, while also supporting the unique social and emotional needs of today's middle schoolers.

EDU 699: Motivating Readers (3 Credits)

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

EDU 699: Music and Movement to Engage the Brain (3 Credits)

Active music participation stimulates unique areas of the brain, and prepares students to deepen their understanding of other academic concepts. This course, for K-12 classroom teachers as well as music teachers, will explore a variety of music activities (singing games, music listening activities, structured and creative movement, and more) to fully engage students' brains and increase their motivation in the classroom. All musical backgrounds are welcome - no music experience required!

EDU 699: Openly Licensed Educational Resources (3 Credits)

Instructional resources can be found anywhere on the internet, but many cost money or are copyrighted. As content creators crack down on illegal use of their materials, the use of quality "open" content is increasing. This course will help you navigate the world of Openly-Licensed Educational Resources (OER) to find everything from single assignments to fully textbooks that are free to reuse, retain, revise, remix and retain.

EDU 699: Personalized Learning Strategies in the Classroom (3 Credits)

Personalized Learning Strategies in the Classroom helps educators utilize tools effectively and efficiently in their classrooms. This class personalizes learning based on the needs of each teacher in the class. It is a great way to refine how educators teach students and differentiate their lessons to best meet the needs of their students.

All courses listed in this publication are contingent upon enrollment.

EDU 699: The Positive Power of Differences (3 Credits)

This course provides ways to recognize polarities within schools and classrooms, tools for working through those polarities, polarity mapping, and using polarities in the classroom to increase student engagement while providing higher-level thinking. Attention is given to channeling wasted energy on disagreement toward a greater common purpose. Students will improve processes for leading change and creating buy-in by creating a solid plan built on diverse wisdom.

EDU 699: Practical Behavior Interventions for any Classroom (3 Credits)

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

EDU 699: Social Media in the Classroom (3 Credits)

Social media isn't going away. Educators should embrace it for their own professional learning, enhanced communication with parents, and to tell the story of their classrooms to the greater community. This class will explore the research behind social media usage and tools educators can use to build a stronger social media presence.

EDU 706: Supporting Writers in the Writing Workshop (3 Credits)

This course will focus on effective instruction in writing. Participants will be introduced to the writing workshop, view and discuss examples from classrooms, and determine and assess levels of student support necessary in developing writers. Participants will explore topics such as using a writer's notebook; sharing writer's talks, interactive writing, conferring with writers, using mentor texts and providing effective mini-lessons throughout the writing process, from exploration through final draft stage. Participants will utilize and field test a variety of writing activities in their classroom.

EDU 707: Supporting Readers in the Reading Workshop K-3 (3 Credits)

This course will focus on effective instruction in reading. Participants will study the components of reading workshop, view and discuss examples from classrooms, and determine and assess levels of student support necessary in developing readers. Participants will explore topics such as guided reading, comprehension, literature study, mini-lessons, independent reading, and assessment practices. Participants will implement reading strategies in their classroom.

EDU 708: Center Based Activities in the Primary or Elementary Classroom (3 Credits)

This class will review and discuss best practices and current research of center-based activities used in the primary or elementary classroom. Participants will be able to design center-based activities within their classroom. This design will include classroom management, developmentally appropriate practices and accountability.

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 717: Elements and Principles of Art in the Classroom (3 Credits)

When a piece of artwork is created, the ingredients are the elements of art: line, color, shape/form, texture and value. How they are used makes up the principles of art: balance, emphasis, proportion, movement, rhythm, repetition and pattern, variety and unity. In this class, students will gain a better understanding of the artworks of the great masters by analyzing how they handled the elements and principles of art. Through class critiques, they will create their own examples of lesson plans and artwork consciously using the elements, and principles of art.

EDU 721: Lives of Famous Artists (3 Credits)

Art is a broad subject, including all forms of images. This class will touch on a small selection of artistic images. Students will be presented with lessons pertaining to artists' lives and their work. Students will also prepare examples and lesson plans to share and to take back to their classroom.

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

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

All courses listed in this publication are contingent upon enrollment.

EDU 733: Classroom Connections (3 Credits)

Student achievement is essential in today's schools. In order for students to be as successful as possible, we as teachers have to form bonds, links, and connections to help our students learn. This course will help participants discover fun and creative ways to connect with your students, staff and others in your life. In this class, participants will learn ways to establish a positive learning environment that is encouraging. The course will discuss infusing additional information on respect, responsibility, kindness, hope, positive choices, work ethic and integrity while teaching curriculum. Participants will develop a plan for using this information in their classroom.

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. **Prerequisite EDU-737 Elementary School Practicum II.**

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

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

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

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

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

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

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.

All courses listed in this publication are contingent upon enrollment.

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.

MUS 620: Instructional Technology in Music (3 Credits)

This course is designed for practicing music teachers to learn and develop their skills in using technology that enhances the teaching and learning of music. A primary emphasis of the course will be to develop students' Musical Technological Pedagogy and Content Knowledge (M-TPACK) in the use of both laptops and in using mobile devices such as iPads. The technology focus will include personal learning networks (PLNs), music notation software, MIDI, digital media, online resources, technology-assisted assessment tools and mobile devices. Students will identify a myriad of technological tools available for instruction and assessment in music education. Students will develop an awareness of their current strengths and weakness with regards to M-TPACK. Students will be able to create unit lesson plans that will incorporate a variety of technology-assisted tools that will enhance student learning and assessment. Students will be able to demonstrate uses of technology for creating personal learning networks (PLN) and music compositions/arrangements.

Educational Leadership Courses - EDL Prefix

EDL 621: Leadership Internship (3 credits)

An opportunity for students to use the learning of the past year and prepare for the final experiences of the cadres. Prior to beginning the internship, students complete their philosophy of education based on their own observations and experiences over the previous year. Through three weeks of full-time work at a school or district with a principal, superintendent, or other leader, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. A systematic exploration of school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning occurs as the site closes one academic year and begins planning for the next year. Using this information, students reflectively examine the ethical base that drives programs, decisions, and communication. They develop an understanding of the complex mix of activities that defines the work of the school leaders. Students will seek to develop a mentoring relationship with their supervisors for long-term help and assistance.

EDL 675: Foundations of Educational Leadership (6 Credits)

A development of foundation skills for school leadership. Students begin to develop an understanding of the knowledge, skills, and processes needed by principals in today's schools. The class focuses on team building, group processes, and facilitation skills. It also investigates the research and literature base for school leadership, creating collective vision and common goals as well as developing an ethical base for decisions, supporting innovations in the school's community, understanding the change process, and understanding a variety of teaching and learning styles. Students identify a personal philosophy of education that considers sociological, cultural, and historical foundations; develop leadership strategies for improving the school curriculum; study school finance and implications for schools; acquire skills in working collaboratively with multiple stakeholders; and expand multicultural awareness, gender sensitivity, and racial and ethnic understanding. In addition, students develop an individual plan for the field experience that follows this class to further develop their knowledge and skills.

EDL 686: Advanced Educational Leadership I (6 Credits)

The focus of this course is on reflection about, and the application of, the knowledge and skills developed in previous courses and field-based experiences. Students will be involved in a variety of activities, including collaboratively planning and designing curricular and staff development activities, developing an interactive staff communication plan and public relations program, facilitating multicultural understanding, organizing the school calendar, analyzing the school's disciplinary system, and planning to meet technological needs. Students will propose a plan for a school building, create a school profile, and build a budget for the school. In addition, students will review their resumes, develop interviewing techniques, and establish networks to organize what they have to offer as leaders and to prepare for positions as assistant principals and principals.

EDL 710: Special Education for Leaders (3 Credits) – prev. EDL 699

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

EDL 712: Leadership of Education-based Secondary Activities & Athletics (3 Credits) – prev. EDL 699

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

All courses listed in this publication are contingent upon enrollment.

EDL 716: Teacher Supervision and Evaluation: Improvement of Instruction for Leaders (3 Credits) – prev. EDL 699

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.

Education Specialist Courses - ESD prefix

ESD 715: School-Community Communications (3 Credits)

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

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

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

ESD 910: Ethics of Leadership (3 Credits)

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

ESD 920: Leadership Practicum (3 Credits)

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

ESD 940: Leadership Internship (3 Credits)

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

Doctorate of Education Courses – ECC & EDU prefix

ECC 710: Systems as Organizations (3 Credits)

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

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-946 Advanced Qualitative Research (3 Credits)

This course continues foundational knowledge of qualitative methods providing students experience with qualitative designs and techniques used in education research. Students should have completed EDU-945 Qualitative Research or have permission of the instructors.

EDU 985: Dissertation (1-12 Credits)

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

All courses listed in this publication are contingent upon enrollment.

FACULTY

Josh Allen	<i>Technology</i>	Lewis Central Community Schools
Erlinda Amen	<i>School Counselor</i>	Grand Island Public Schools
Jennifer Bass	<i>School Counselor</i>	Lincoln Public Schools
Amber Becker	<i>Adjunct Instructor</i>	Doane University
Nicole Bishop	<i>Teacher</i>	Norris Public Schools
Alisha Bollinger	<i>Special Education Supervisor</i>	Lincoln Public Schools
Dwight Brown	<i>Adjunct Instructor</i>	Doane University
Cindy Brunken	<i>Adjunct Instructor</i>	Doane University
Jeanna Burrell-Thomas	<i>Adjunct Instructor</i>	Doane University
Brent Cain	<i>Adjunct Instructor</i>	Doane University
Sarah Cal	<i>Adjunct Instructor</i>	Doane University
Dustin Carlson	<i>Teacher</i>	Westside Public Schools
Sally Carlson	<i>Adjunct Instructor</i>	Doane University
Rachel Catlett	<i>School Counselor</i>	Grand Island Public Schools
Doug Christensen	<i>Professor of Practice, Director Education Specialist</i>	Doane University
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Karla Cooper	<i>Associate Professor of Practice</i>	Doane University
Amber Cownie	<i>School Counselor</i>	Lincoln Public Schools
Holly David	<i>Adjunct Instructor</i>	Doane University
Jena Deaver	<i>Teacher</i>	All Saints Catholic Schools
Paula DeVol	<i>Literacy Coach</i>	Papillion-LaVista Public Schools
Rod Diercks	<i>Assistant Professor of Practice</i>	Doane University
Libby Dreier	<i>Teacher</i>	Elkhorn Public Schools
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Erin Eckholt	<i>Adjunct Instructor</i>	Doane University
Alex Egger	<i>Teacher</i>	St. Paul Public Schools
Noel Erskine	<i>Technology Coordinator</i>	Norris School District
Deb Fetch	<i>Adjunct Instructor</i>	Doane University
Marty Fetch	<i>Teacher</i>	Council Bluffs Public Schools
Josh Fields	<i>Adjunct Professor</i>	Doane University
Chantelle Fitzgerald	<i>Adjunct Instructor</i>	Doane University
Sara Fjell	<i>Teacher</i>	Bellevue Public Schools
Matt Flynn	<i>Teacher and Technology Coordinator</i>	Ashland-Greenwood Public Schools
Chloe Fox-Healy	<i>Teacher</i>	Elkhorn Public Schools
Tere Francis	<i>Director of Academic Support Center</i>	Doane University
Melissa Frans	<i>Assistant Principal</i>	Crete Middle School
David Fringer	<i>Executive Director IT, Digital Learning, & Media</i>	Green Hills Area Education Agency
Kara Graham	<i>Assistant Athletic Director</i>	Lincoln Public Schools
Cindy Gray	<i>Adjunct Professor</i>	Doane University
Jodie Green	<i>Program Director School Counseling</i>	Doane University
Emily Griesch	<i>Assistant Professor, Certification Officer</i>	Doane University
Kelsey Halverson	<i>Teacher</i>	Lincoln Public Schools

All courses listed in this publication are contingent upon enrollment.

Anita Harkins	<i>Director of Student Support Services</i>	Doane University
Katie Hecht-Weber	<i>Adjunct Instructor</i>	Doane University
Cara Heminger	<i>Teacher</i>	Lincoln Public Schools
Alissa Hinz	<i>Special Education Teacher</i>	Millard Public Schools
Kim Jacobson	<i>School Counselor</i>	Lincoln Public Schools
Sydney Jensen	<i>Teacher</i>	Lincoln Public Schools
Jennifer Johnson	<i>Literacy Coach</i>	Papillion-LaVista Public Schools
Marilyn A. Johnson-Farr	<i>Dwight E. Porter Professor of Education</i>	Doane University
Linda Kalbach	<i>Professor of Education</i>	Doane University
John Kalkowski	<i>Teacher</i>	Millard Public Schools
Carre Klein	<i>Itinerant Teacher of the Deaf</i>	Northeast Regional Program
Casey Klein	<i>Adjunct Instructor</i>	Doane University
Rachael Kluck-Spann	<i>Adjunct Instructor</i>	Doane University
Erica Kohout	<i>Teacher</i>	York Public Schools
Mitchell Kubicek	<i>Adjunct Professor</i>	Doane University
Jim Larson	<i>Adjunct Instructor</i>	Doane University
Amanda Levos	<i>English Learner & Migrant Coordinator</i>	Grand Island Public Schools
Tassie Little	<i>Adjunct Instructor</i>	Doane University
Laurie Lofquist	<i>Adjunct Instructor</i>	Doane University
Carol Mack	<i>Adjunct Instructor</i>	Doane University
Susie Mahoney	<i>Adjunct Instructor</i>	Doane University
Dana Martin	<i>Principal</i>	Bellevue Public Schools
Julie Martin	<i>Adjunct Instructor (Principal, Retired GIPS)</i>	Doane University
Deb Masker	<i>Adjunct Instructor</i>	Doane University
Tom Michalek	<i>Teacher</i>	Hastings Public Schools
Debbie Miller	<i>Adjunct Instructor</i>	Doane University
Jadi Miller	<i>Director of Assessment</i>	Elkhorn Public Schools
Mandy Muller	<i>Adjunct Instructor</i>	Doane University
Kristi Mulliner	<i>Adjunct Instructor</i>	Doane University
Chandra Myers	<i>Teacher</i>	Grand Island Public Schools
John Neal	<i>Adjunct Instructor</i>	Doane University
Tracy Nelson	<i>Assistant Special Education Coordinator</i>	Lincoln Public Schools
Lance Nielsen	<i>Music Supervisor</i>	Lincoln Public Schools
Paulvince Obuon	<i>Adjunct Instructor</i>	Doane University
Teresa Perkins	<i>Assist. Professor of Practice, Co-Director Educational Leadership</i>	Doane University
Scott Phillips	<i>Teacher</i>	Aurora Public Schools
Sue Pieper	<i>Literacy Coach</i>	Papillion-LaVista Public Schools
Nikki Piper	<i>Instructor of Practice</i>	Doane University
Melissa Poloncic	<i>Adjunct Professor</i>	Doane University
Alli Pontious	<i>Teacher</i>	Westside Public Schools
Gina Pospichal	<i>Adjunct Instructor</i>	Doane University
Michelle Reinke	<i>Coordinator</i>	Lincoln Public Schools

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Clyde (Rick) Richards	<i>Adjunct Instructor (School Counselor, Retired OPS)</i>	Doane University
Mindy Roberts	<i>Adjunct Instructor</i>	Doane University
Sara Robinson	<i>Teacher</i>	Grand Island Public Schools
Ashley Rockey	<i>Teacher</i>	Lincoln Public Schools
Sara Rogers	<i>Adjunct Instructor</i>	Doane University
Angie Sandy	<i>Adjunct Instructor</i>	Doane University
Sue Schlichtemeier-Nutzman	<i>Leadership/Management Consultant</i>	Omaha
Marylou Schlieder	<i>Teacher</i>	Norris Public Schools
Connie Schouboe	<i>Teacher</i>	Fairbury Public Schools
Mariah Schroder	<i>Principal & Instructional Coach</i>	Council Bluffs Public Schools
Janet Schwager	<i>Adjunct Instructor</i>	Doane University
Bess Scott	<i>Assoc. Professor of Education, Co-Director Educational Leadership</i>	Doane University
Cate Sommervold	<i>Assoc. Professor of Practice, Director Doctorate of Education</i>	Doane University
Maureen Soto	<i>Adjunct Instructor</i>	Doane University
Russ Soucek	<i>Professor</i>	Doane University
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Jennifer Sturgeon	<i>Instructor of Education</i>	Doane University
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Dani Woodman	<i>Teacher</i>	Glenwood Public Schools
Tiffany Young	<i>Assistant Professor</i>	Doane University