DOANE COLLEGE SPRING 2014 GRADUATE EDUCATION COURSE SCHEDULE
All courses listed in this publication are contingent upon enrollment.

TUITION E-BILLING AND E-PAYMENTS

***PLEASE NOTE THESE Policies for BILLING AND PAYMENTS
Tuition for graduate courses for students is $210.00 per credit hour for Curriculum and Instruction courses (EDC, EDS, EDU and COE prefixes), $225.00 per credit hour for Educational Leadership courses (EDL prefixes), $255.00 per credit hour for Education Specialist courses (ESD prefixes) and $340.00 for Counseling courses (COU prefixes).

Student bills are exclusively online! At Doane College, student billing is a simple, convenient, secure and paperless process.

Why has Doane College moved to e-bills and e-payments?

- It saves you time – no more waiting for the bill in the mail and you control who receives it.
- 24/7 access from anywhere with an Internet connection
- **Automatic e-mail notifications are sent to the student and authorized users when a new bill is issued – the Business Office will ONLY use students’ Doane e-mail accounts.**
- Student user IDs and passwords are validated to ensure security and privacy of information
- Students can easily review bills and make payments for them
- Students can easily access prior statements (and also print a copy of payments posted for employers or for tax purposes)
- Students already accept financial aid online, schedule classes, and check grades via wa.doane.edu. This is one more process that you can do online

HOW TO PAY YOUR TUITION CHARGES

- **By Check:** Mail checks payable to Doane College, 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.

- **By e-check or by credit card online:** On WebAdvisor, wa.doane.edu - log in with your user id and password. On the Student Menu under “Financial Information” select “View Your Account/Make a Payment.” You can view your account if you wish to check your balance. Then, click on “Make a Payment” and when “Student Account” is displayed, select “Pay.” Enter the payment amount and select either e-check or credit card. Click “Continue” and follow the directions for the pay method you selected. 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.

If you choose the credit card option, there will be a 2.75% convenience fee added to the amount you pay. MasterCard, Discover, Visa and American Express are accepted.

- **Other payment types include:** Federal Stafford Loans, Alternative Loans, Payment Plans (discussed below) or any combination thereof. Please contact the Financial Aid Office (FAOffice@doane.edu) to discuss loan options. Please note all Financial Aid forms must be completed to determine eligibility for Federal loans.

- **Payment plans are available online, via Nelnet.** Short-term plans (one to six months) are available for a one-time charge of $25. Long-term plans (seven to twelve months) are $45. Both plans are interest free. Payments are charged on the 5th or the 20th of each month, and you can choose either free e-check withdrawals from your checking/savings account, or pay with a MasterCard, Discover, Visa or American Express credit card, subject to the 2.75% convenience fee. To set up a payment plan, go to WebAdvisor, wa.doane.edu - log in with your user id and password. Select "FACTS/NBS Payment Plan" under the Student menu – Financial Information section. Select “Tuition Payment Plan – for LINC, GI, & Grad 2013/12.” Proceed, following the instructions to set up a payment plan that automatically deducts the amount selected from your checking or savings account for the length of time you select.

- If you do not know your user id and password, please e-mail helpdesk@doane.edu and they will assist you. If you have other questions about your account, please call Student Accounts at 1-800-333-6263. Please continue to call the Graduate Education Office at 888-803-6263 or 402-466-4774 if you have questions about your registration for spring semester.
DOANE COLLEGE

Founded in 1872, Doane College 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 Master of Education degree; the Education Specialist 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 Arts in Counseling with an Emphasis in School Counseling.

DOANE COLLEGE MISSION STATEMENT

The Doane College Mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world. LIVE Doane – Leadership – Inquiry – Values - Engagement

ACCREDITATION

The graduate programs at Doane College 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), 2013 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; 202/466-7496. This accreditation covers initial and advanced teacher preparation programs. Documentation of accreditation may be viewed upon request in the Doane College President's Office.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment or professional agreements with the College 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 College’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 College 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 College currently offers the Master of Education degree with emphases in Curriculum and Instruction, which is specifically designed for K-12 teachers, Educational Leadership, which prepares teachers for certification as school principals in Nebraska, the Education Specialist degree which prepares candidates who have principal certification for certification as a superintendents in Nebraska and the Master of Arts in Counseling with an Emphasis in School Counseling.

To enroll in any graduate course students must apply to the Office of Graduate Studies in Education. An application form is enclosed in this schedule, and additional application forms are available upon request from the Office of Graduate Studies in Education, Doane College, 303 North 52nd Street, Lincoln, NE 68504; 402.466.4774.

Students interested in the Educational Leadership or the Education Specialist programs should call the Graduate Office for information about application requirements. Students must complete their admission interview and have permission from the Graduate office to register for courses in either of these two 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 name, 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.
REGISTRATION

All graduate students must complete a Doane Application for Graduate Study before beginning their first 600, 700, 800 or 900 level course. There is a $30.00 application fee. All student tuition charges and any course fees must be paid electronically in a timely manner to avoid late charges.

Students are allowed to take a maximum of six credit hours each during spring and fall semesters, and twelve credit hours during the summer term.

If you are a current student, you can preregister for courses using our online registration system (WebAdvisor) at wa.doane.edu. The term code for SPRING is “Spring 2014 Graduate Education.” If you are a new student, you must complete the online application before you can be registered for any courses. You can apply online at wa.doane.edu. Information will be sent to you with your password and user identification. You can also e-mail leslie.harms@doane.edu or wilma.dalldorio@doane.edu with your registration requests. Please check the link at wa.doane.edu under MEC COURSE MATERIALS to order books from Specialty Books. You can go directly to Specialty Books’ web site at www3.s特色tly-books.com/doane. Their telephone number is 800.466.1365.

Books will NOT be available at Doane’s bookstores in Lincoln or Crete except for several COU prefixed courses.

Preregistration 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 402.466.4774 or 888.803.6263 if you have any questions.

If you are a student receiving financial aid OR you are a student with previous student loans that are in deferment, please be aware that registering late for courses can jeopardize your current financial aid and/or your loan deferment status. If you do not register for spring courses until after January 24, 2014, you are classified as a non-enrolled student. This information is reported to both the Financial Aid office and the holder of your student loans. Subsequently, if you are receiving financial aid to pay for your courses, your funds may be returned to your lender. If you have student loans in deferment due to your student status, your loans may go into repayment. In order to avoid these problems, you MUST register for ALL Spring semester courses by January 24, 2014.

TUITION CHARGES AND PAYMENT

Tuition for graduate courses for students is $210.00 per credit hour for Curriculum and Instruction courses (EDC, EDS, and EDU and COE prefixes), $225.00 per credit hour for Educational Leadership courses (EDL prefixes), $255.00 per credit hour for Education Specialist courses (ESD prefixes) and $340.00 for Counseling courses (COU prefixes).

Student bills are exclusively online! At Doane College, student billing is a simple, convenient, secure and paperless process. Students log in to Web Advisor wa.doane.edu with their user id and password to view their account and pay charges. If a student does not know their user id or password, they should contact helpdesk@doane.edu or call the Help Desk at 1-800-333-6263.

GRADUATE ATTENDANCE POLICY

Fall and Spring 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, parent-teacher conferences, Open Hours/Curriculum night, and a death in the family. If students know they will need to miss more than one class, they should take the class at another time.

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 web advisor.

Students registering for classes and requesting consideration for financial aid should complete the federal financial aid application process no later than April 15, 2014. Financial aid consists of federal loans that provide funds for students to assist them in paying for educational expenses. At Doane College, funds are awarded to students based on their financial need. Financial aid that is based on need must be applied for and reviewed annually. At the graduate level, the only funding available is Stafford loans. It is the general policy of Doane College to assist with tuition and books. Please note, in the graduate education program, books cannot be charged to your student account at Doane because students purchase their books from Specialty Books.

A new student applying for financial aid should:

1. Complete the application for admission and submit it along with the non-refundable application fee. You must be accepted for Graduate Education classes by January 24, 2014 to qualify for financial aid.
2. Complete the Free Application for Federal Student Aid (FAFSA). Doane’s Title IV code is 002544. Doane College encourages students to complete the FAFSA electronically. The web address is www.fafsa.ed.gov. In order to file electronically, the student needs to request a pin number (PIN) from the department of Education. (The PIN is the electronic signature when completing the FAFSA.) The web address to request a PIN is www.pin.ed.gov. The application is used to determine eligibility for all federal aid based upon financial need. Doane’s preferred date for filing is March 1. Students who file after this date cannot be assured the same availability of funds. This application must be completed annually. The final date for completing your FAFSA is April 15, 2014.

A continuing student applying for financial aid should:

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Doane’s Title IV code is 002544. This application must be completed annually.
2. Commitments for financial aid based upon financial need are made annually. Doane’s preferred date for filing is March 1. Students who file after this date cannot be assured the same availability of funds. The final date for filing your FAFSA is April 15, 2014.
3. Preregister for ALL spring classes by January 24, 2014. Registrations after that date will not be considered for financial aid.

For additional information, please call the Financial Aid Office at 402.466.4774. Federal regulations and Doane College require that any student receiving federal funds must maintain reasonable academic progress as determined by the college.
If you are a student receiving financial aid OR you are a student with previous student loans that are in deferment, please be aware that registering late for class can jeopardize your current financial aid and/or your loan deferment status. If you do not register for classes until after January 24, 2014, you are classified as a non-enrolled student. This information is reported to both the Financial Aid Office and the holder of your student loans. Subsequently, if you are receiving financial aid to pay for your classes, your funds may be returned to your lender. If you have student loans in deferment due to your student status, your loans may go into repayment. In order to avoid these problems, please register for spring semester courses by January 24, 2014.

**DROP, WITHDRAWAL AND REFUND POLICIES**

Please read the refund policy listed below for tuition charges applicable for drops or withdrawals after the course has started or after the January 27 registration deadline for online and "arranged" courses. Students dropping or withdrawing after a course begins or after online and arranged course registration has closed will owe tuition based on the schedule listed. Students must drop or withdraw from all courses through the Graduate Studies in Education office instead of by direct communication with an instructor. Call 1-888-803-6263 or e-mail leslie.harms@doane.edu or wilma.daddario@doane.edu.

*Tuition refunds are based on the beginning of the term, January 27, 2014, instead of the beginning and ending dates of education courses.* The refund is determined by the number of days that have passed from the official beginning of a term according to the schedule shown below. Refunds are based on the official withdrawal date when the student contacted the Graduate Studies in Education office. No refund will be made after the scheduled meetings for a week or two week course are completed.

<table>
<thead>
<tr>
<th>Days</th>
<th>Percentage</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 days</td>
<td>100%</td>
<td>Jan 27 – Feb 5</td>
</tr>
<tr>
<td>11-21 days</td>
<td>50%</td>
<td>Feb 6 – Feb 16</td>
</tr>
<tr>
<td>22-28 days</td>
<td>25%</td>
<td>Feb 17 – Feb 23</td>
</tr>
<tr>
<td>29-35 days</td>
<td>10%</td>
<td>Feb 24 – March 2</td>
</tr>
<tr>
<td>After 35 days</td>
<td>0%</td>
<td>March 3 or later</td>
</tr>
</tbody>
</table>

**NAME CHANGES**

If you wish to change your name on your records at Doane, you must mail a photocopy of your new social security card with the new name to the Registrar's Office. Mail this information to: Registrar, Doane College, 1014 Boswell, Crete, NE 68333. No name changes will be made without this verification.

**ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS**

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

**MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

**DEGREE REQUIREMENTS**

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. Core courses are listed below:

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

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

**MASTER OF ARTS IN COUNSELING WITH AN EMPHASIS IN SCHOOL COUNSELING**

**DEGREE REQUIREMENTS**

Forty-eight credit hours are required for the School Counseling degree and endorsement. EDU and COE prefix courses are offered as Doane's Curriculum and Instruction graduate education courses and COU prefix courses are offered as Doane's Master of Arts in Counseling courses.

- EDU-601 Critical Issues in Curriculum and Instruction 3 hrs.
- EDU-602 Assessment of Learning 3 hrs.
- EDU-603 Research Methods 3 hrs.
- EDU-604 Culminating Project 3 hrs.
- EDU-615 Counseling Skills & Crisis Intervention 3 hrs.
COU-635 Human Development Across the Life Span 3 hrs.
COU-618 Mental Health Ethics, Law and Professional Practice 3 hrs.
COE-650 Programming for School Counseling 3 hrs.
COE-610 Assessment Literacy in School Counseling 3 hrs.
COE-601 Counseling Theories & Methods for K-12 Schools 3 hrs.
COE-602 Practicum Lab in Counseling (150 hours in school-based activities) 3 hrs.
COU-634 Group Processes 3 hrs.
COE-691 Internship in Counseling (450 hours of school counseling internship) 3 hrs.
COE-640 Counseling for Gender & Diverse Populations 3 hrs.
COE-620 School Guidance Curriculum 3 hrs.
COE-630 Social and Cultural Awareness in School Counseling 3 hrs.
Please contact Graduate Studies in Education at 1-888-803-6263 or e-mail leslie.harms@doane.edu or wilma.daddario@doane.edu for more information or application materials.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

This 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. For information, please call the Graduate Office at 402-466-4774 or 888-803-6263.

DEGREE REQUIREMENTS

EDL 675 Foundations of Educational Leadership 6 hrs.
EDL 680 Elementary Field Experience/Practicum I 3 hrs.
EDL 681 Middle Schools Field Experience/Practicum I 3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I 3 hrs.
EDL 683 Elementary Field Experience/Practicum II 3 hrs.
EDL 684 Middle Schools Field Experience/Practicum II 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.
EDU 602 Assessment or EDU-614 Assessment of Literacy Development or 3 hrs.
EDL 676 Assessment for Student Leaders

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/MBd 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.

Program Design

The Education Specialist program will include 30 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 or practicum experiences approved in advance as part of the Leadership and Learning Plan of the candidate.

The required coursework of the Education Specialist program will be organized into two categories. One will be a cadre approach where candidates will complete the course work as a group. The second category will be stand-alone coursework that will be required of all candidates but may be taken at various times.

ESD 705 Issues in Leadership 3 hrs.
ESD 710 School Districts as Organizations 3 hrs.
ESD 715 School Community Communications 3 hrs.
ESD 820 Leading and Responding to Change 3 hrs.
ESD 725 Politics and Policy Leadership 3 hrs.
ESD 910 Ethics of Leadership 3 hrs.
ESD 920 Leadership Practicum 3 hrs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESD 930</td>
<td>Curriculum, Instruction &amp; Assessment Design</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ESD 830</td>
<td>Human Resource Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ESD 940</td>
<td>Leadership Internship</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ESD 755</td>
<td>Financial Frameworks</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ESD 810</td>
<td>Resource Development and Allocation</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**COURSEWORK REQUIRED FOR ENDORSEMENTS**

**Early Childhood Endorsement**
In addition to a transcript review to determine what courses were completed at the undergraduate level, these Donoe courses are required. Depending on the results from a transcript review, additional coursework may be required. Each course is 3 credit hours.

- 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 of Learning / EDU-645 Assessment of Literacy / EDU-614 Assessment of Literacy – Select one course to meet the Assessment course requirement.
- EDC-680 Practicum in Early Childhood

**ESL Endorsement**
This endorsement requires a minimum of 15 graduate semester hours of course work in English as a Second Language, including Linguistics, Cross-Cultural Communication, Curriculum Design for English as a Second Language, and Methods in Teaching English as a Second Language. EDU-682 and EDU-684 are required before student registers for EDU-621. Each course is 3 credit hours.

- EDU-729 ESL: Communicating in an Educational Environment
- EDU-683 Linguistics for ESL Teachers
- EDU-682 Curriculum for ESL Students
- EDU-684 Methods of Teaching & Assessing ESL Students
- EDU-621 Internship in ESL

**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.

**Required Courses**

- EDU-685 Critical Issues in Reading – 3 credits
- EDU-663 Reading/Writing in the Content Area – 3 credits
- EDU-686 Providing Leadership in Literacy – 3 credits
- EDU-690 Literature for Children and Youth – 3 credits
- EDU-697 Diagnosis, Assessment and Instruction in Reading – 3 credits
- EDU-698 Internship in Reading Instruction – 3 credits – 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 Primary Classroom – 3 credits
- EDU-706 Supporting Writers in the Writing Workshop Classroom – 3 credits

**Any One of the Following (3 credits)**

- EDU-688 Literature for Adolescents – 3 credits

**Any One of the Following (3 credits)**

- EDU-645 Assessment of Literacy – 3 credits
- EDU-614 Assessment Literacy Development – 3 credits
- EDU-602 Assessment of Learning – 3 credits

**Any One of the Following (3 credits)**

- EDU-634 Reading in the K-6 Classroom – 3 credits
- EDU-679 Reading in the 4 – 8 Classroom – 3 credits
- EDU-606 Improving Strategic Instruction in the Language Arts – 3 credits
- EDU-707 Supporting Readers in the Reading Workshop – 3 credits

**Any One of the Following (3 credits)**

- EDU-678 Reading in the K-3 Classroom – 3 credits
- EDC-612 Developing Literacy in the Primary Grades – 3 credits
### High Ability Education K-12 Endorsement

This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field. The endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12).

- **EDU-697 Education of High Ability Learners** — 3 hours
- **EDU-700 Differentiation and Strategies for High Ability Learners** — 3 hours
- **EDU-701 Critical and Creative Thinking in High Ability Education** — 3 hours
- **EDU-702 Social and Emotional Needs of the High Ability Learner** — 3 hours
- **EDU-703 Profiles of High Ability Learners** — 3 hours
- **EDU-704 Practicum (hours must be equally divided between K-6 and 7-12 settings)** — 3 hours

### Endorsement in Mild/Moderate Special Education - 4 Options

1. **Option 1 - Special Education K – 12 for Certified Teachers Adding a Special Ed Endorsement**
2. **Option 2 - Special Education 7 – 12 with a secondary content area endorsement for Accelerated Certification Students**
3. **Option 3 - Special Education K-8 with a secondary content area endorsement for Accelerated Certification Students (Contingent upon taking the EECIA prep course/passing exam.)**
4. **Option 4 - Special Education K-12 with no secondary content area endorsement for Accelerated Certification Students (Contingent upon taking the EECIA prep course/passing exam.)**

These courses make up the 22 hours of Required Courses for **ALL** SPED Certificate candidates – see below for Additional Requirements for each of the four options

*EDS-620 Exceptional Child – 3 credit hours
*EDS-622 School Programming for Exceptional Youth – 3 credit hours
*EDS-626 Advanced Instructional Modifications and Accommodations for Students – 3 credit hours
*EDS-631 Teaching Strategies for Exceptional Children – 3 credit hours
*EDS-621 Advanced Assessment – 3 credit hours
*EDS-621L Advanced Assessment Practicum - 1 credit hour
*EDS-610 Collaborative Teaching: An Inclusion Model – 3 credit hours
*EDS-632 Critical Issues in Special Education – 3 credit hours

1. **Option #1 - Additional 18 Hours required coursework for students who are certified teachers and wish to add a K-12 Special education endorsement to their certificate**
   - EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
   - EDS-680A Practicum for Special Education K-12 – 3 credit hours
   - EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
   - EDU-663 Reading/Writing in the Content Area- 3 credit hours
   - Graduate Elective (If secondary teacher, elementary course in Reading is required for this elective)
   - Graduate elective (If secondary teacher, elementary course in Math is required for this elective)

2. **Option #2 - Additional 18 Hours required for those Accelerated Certification students who wish to be endorsed SPED 7-12 with another Content Area**
   - EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
   - EDS-680C Practicum for Special Education in 7 - 12 – 3 credit hours
   - EDU-663 Reading & Writing in the Content Area- 3 credit hours
   - EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
   - Graduate 3 hour Elective
   - Graduate 3 hour Elective
   - *You must student teach in your Content Area.
   - *Complete Accelerated Certification Requirements.

3. **Option #3 - Additional 22 Hours required for those Accelerated Certification students who wish to be endorsed SPED K-8 with another Content Area**
   - EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
   - EDS-680B Practicum for Special Education in K-8 – 3 credit hours
   - EDU-663 Reading & Writing in the Content Area- 3 credit hours
   - EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
   - EDS-699 EECIA Examination Preparation Course – 1 credit hour
   - Two three-credit Language Arts graduate courses – one in reading and one in writing for K-8
   - Mathematics Methods for Elementary Education
   - * You must student teach in your Content Area.
   - * Complete Accelerated Certification requirements
4. Option #4 - Additional 30 Hours Required Coursework for those Accelerated Certification students wishing to be endorsed SPED K-12 only – no content area certification – Students must also complete Accelerated Certification Requirements
   EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
   EDS-680A Practicum for Special Education K-12 – 3 credit hours
   EDU-663 Reading in the Content Area – 3 credit hours
   EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
   EDS-655 Student Teaching in Special Education – 8 credit hours
   EDS-699 EECIA Examination Preparation Course – 1 credit hour
   Two three-credit Language Arts graduate courses – one in reading and one in writing for K-8
   Mathematics Methods for Elementary Education – 3 credit hours

TRANSCRIPTS & GRADE REPORTS

Transcripts - Transcripts are issued by the Registrar's Office in Crete. A written request, including Social Security number and signature, is needed to release a transcript – see the request form in this schedule. Requests should be sent to: Registrar's Office, Doane College, 1014 Boswell Ave., Crete, NE 68333-2430. Please include payment of $7.00 for each transcript requested. Transcripts will only be issued for students who do not have outstanding balances.

Students who complete work for the Master of Education degree during the spring semester and want the degree notation to appear on the transcript should state that they will be a May 2014 graduate when requesting the transcript. Diplomas will be presented at Commencement on May 18, 2014 and mailed after that date to graduates who are not able to attend the ceremony.

Grade Reports – Grade Reports are no longer mailed to students. Students will access their grades via Web Advisor. To view your grades online go to: wa.doane.edu. You will need your user id and password to access the Grades section on Web Advisor for Students.

GRADUATION IN MAY 2014

May 2014 Graduates – Please read — Students MUST have completed their ENTIRE program before they can participate in the graduation ceremony on May 18, 2014. After Spring registration closes, prospective May 2014 Curriculum and Instruction graduates will receive a letter from Lyn Forester with the portfolio meeting dates and times. Students will select a time that fits their schedule and make an appointment with Dr. Forester.

Prospective graduates – Curriculum and Instruction, Educational Leadership, Education Specialist, and Master of Arts in Counseling with an emphasis in School Counseling - will receive an “Application for Degree” and information about the graduation ceremony scheduled for 10:00 a.m. May 18th on the Doane-Crete campus. This information will include instructions for ordering cap, gown, and hood. Deadlines for ordering regalia and for returning the Application for Degree will be listed in the letter. For questions, please call 1-888-803-6263, 402-466-4774 or e-mail wilma.daddario@doane.edu. A luncheon for graduates and their guests will be provided free of charge after the morning ceremony.

To request an official transcript for your school district or the State Department of Education, please see the Transcript Request form in this schedule.

WEB ADVISOR - REGISTRATION AND BOOK ORDERS

- CONTINUING STUDENTS Registration for classes will begin on November 11, 2013.
- Go to wa.doane.edu. Log in using your student user id and password.
- After you log in, click on "Students" to pull up the WebAdvisor for Student menu. With this menu you can search for classes, register for classes, drop and add classes, and check your grades, financial aid, program, account balance, transcript and schedule.
- At the bottom of this menu on the right side under “Course Materials” there is a link to Specialty Books at “MED Book Orders.” Be sure to check this link to see if your course requires a textbook you need to order. Doane will NOT stock graduate education books in the Lincoln bookstore except for COU prefixed courses. Specialty Books phone number is 800.466.1365. The direct web site is www3.specialty-books.com/doane.
- If you have trouble with your user id or password, please contact helpdesk@doane.edu for assistance.
- The term code for Spring registration for all graduate education classes is “Spring 2014 Graduate Education.” Do not use the Spring or Winter II terms listed for Lincoln or Grand Island. These term codes apply to the undergraduate programs or other graduate programs offered in Lincoln and Grand Island, but NOT graduate education classes offered at those sites.
- If you have not been enrolled for several terms, you may need to contact Wilma or Leslie in the graduate office to reactivate your student record before you can register. You can e-mail wilma.daddario@doane.edu or leslie.harms@doane.edu.

If you are a student receiving financial aid OR you are a student with previous student loans that are in deferment, please be aware that registering late for class can jeopardize your current financial aid and/or your loan deferment status. If you do not register for classes until after January 24, 2014, you are classified as a non-enrolled student. This information is reported to both the Financial Aid office and the holder of your student loans. Subsequently, if you are receiving financial aid to pay
for your classes, your funds may be returned to your lender. If you have student loans in deferment due to your student status, your loans may go into repayment. In order to avoid these problems, please register for ALL SPRING semester courses by January 24, 2014. Classes added after that date will not be eligible for federal financial aid.

NEW STUDENTS

- We must receive an application for graduate study before you can register for any classes. If you are applying for federal financial aid, you must apply and be accepted by January 24, 2014.
- You can apply online at www.doane.edu by selecting “Apply Today” on the upper right side of the web page and then select “Graduate Education Program Application.” You can apply as either a degree-seeking student in Curriculum and Instruction, Educational Leadership, Education Specialist, Master of Arts in Counseling with an Emphasis in School Counseling, or as an endorsement-seeking student or a non-degree-seeking student. If you prefer, there is an application for graduate study inside the back cover of this schedule you can complete and mail to the graduate office.
- After we receive your application, you will receive a letter with your user id and password and information about your Doane e-mail account. You can then register for classes as listed above under “Continuing Students.”
- Be sure to note the information about ordering books. Books for graduate education classes are NOT stocked at the Lincoln Doane bookstore except for books required for COU prefixed courses. Please call Specialty Books at 800.466.1365 or go to www3.specialty-books.com/doane to order all books.

If you are a student applying for financial aid OR you are a student with previous student loans that are in deferment, please be aware that registering late for class can jeopardize your current financial aid and/or your loan deferment status. If you do not register for classes until after January 24, 2014, you are classified as a non-enrolled student. This information is reported to both the Financial Aid office and the holder of your student loans. Subsequently, if you are receiving financial aid to pay for your classes, your funds may be returned to your lender. If you have student loans in deferment due to your student status, your loans may go into repayment. In order to avoid these problems, please register for ALL SPRING semester courses by January 24, 2014. Classes added after that date will not be eligible for federal financial aid.

Registration for spring classes will begin November 11, 2013.

### Payment Instructions for SPRING 2014

- **STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS** in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information. Tuition is $210 for C & I courses (EDU, EDC, EDS, COE), $224 for Ed Leadership courses (EDL), $255 for Ed Specialist courses (ESD) and $340 for Master of Arts in Counseling with an emphasis in School Counseling courses (COU).
- **STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.**
- **E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”**
- **NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.**
**Transcript Order Form**

For Graduate Study in Education Students

Submit by **Mail** to Registrar’s Office, Doane College, 1014 Boswell Avenue, Crete, NE 68333-2430
Submit by **FAX** to 402-826-8600 *(no cover sheet needed)*
If you have any questions regarding your transcript request, please call 402-826-6745.

<table>
<thead>
<tr>
<th>Name</th>
<th>SS/ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Last)</td>
<td>(First)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Street)</td>
<td>(City)</td>
</tr>
</tbody>
</table>

*If we have questions, please list below:*

Email ___________________ Daytime Phone ______________ Circle type: Home Cell Work

Please answer the question below.

<table>
<thead>
<tr>
<th>Are You A Current Student?</th>
<th>Please Mail My Transcript(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Yes, I am an actively enrolled student. I plan to graduate (month) __________, (year) __________</td>
<td>___ Immediately <em>(I may have courses in progress)</em></td>
</tr>
<tr>
<td>___ I already graduated on (month) __________, (year) __________ but still take courses.</td>
<td>___ At the End of Term <em>(Transcripts for the spring semester will not be mailed until May even if your classes are finished earlier in the semester.)</em></td>
</tr>
<tr>
<td>___ No, I graduated from the graduate education program or stopped taking classes. My last year of attendance was __________.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Copies ___ X $7.00</th>
<th>Total Due = $ _______</th>
</tr>
</thead>
</table>

Mail to: ___________________ Mail to: ___________________ Mail to: ___________________

If submitting this form via mail, please enclose a check payable to Doane College for $7.00 per transcript. If submitting this form via fax, please list a credit card number and expiration date below.

Circle one: MasterCard Credit Card Number ____________________________
Discover Expiration Date __________ Security Code __________

3 digit # on the back of your card

I agree to have Doane College release my academic transcripts to the addresses listed above, and to charge my credit card if applicable.

(Signature) ___________________ (Date) ___________________

Transcripts will not be released without the student’s signature.
Transcripts will not be issued if any financial hold exists.
Payment Instructions for SPRING 2014

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOWSWELL AVE., CRETE, NE 68333. See page 1 for information. Tuition is $210 for C & I courses (EDU, EDC, EDS, COE), $224 for Ed Leadership courses (EDL), $255 for Ed Specialist courses (ESD) and $340 for Master of Arts in Counseling with an emphasis in School Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WEB.DOANE.EDU.
- E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT www.DOANE.EDU UNDER “CURRENT STUDENTS.”
- NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.

COURSES AND LOCATIONS

Adding Creative Activities to K-8 Scripted Curriculum (EDU-699) - Online
Assessment of Learning (EDU-602) – Grand Island, Lincoln, Omaha
Behavior Management (EDU-699) – Omaha
Brain Compatible Learning Strategies (EDU-712) - Hastings
Building Communities within the Classroom (EDU-607) – Omaha
Building Social Relationships for Students with Autism Spectrum Disorders (EDU-699) – Online
Classroom Connections (EDU-733) - Lincoln
Classroom Management (EDU-670) – Online
Collaborative Teaching – An Inclusion Model (EDU-610) - Online
Cooperative Learning (EDU-669) – Lincoln
Counseling for Gender & Diverse Populations (COE-640) – Lincoln
Critical & Creative Thinking in High Ability Education (EDU-701) - Lincoln
Critical Issues in Curriculum and Instruction (EDU-601) – Lincoln, Omaha, Online
Critical Issues in Early Childhood Education (EDC-616) – Online
Critical Issues in Reading (EDU-685) – Online, Omaha
Critical Issues in Special Education (EDS-632) – Online
Culminating Project (EDU-604) – Online, Grand Island, Lincoln, Omaha
Curriculum for ESL Students (EDU-682) – Online
Developing Literacy in the Primary Classroom (EDC-612) – Online
Developing Positive Learning Environments (EDU-714) – Online
Developmentally Appropriate Practices: The Primary Program (EDC-614) – Online
Differentiation, Collaboration & Co-Teaching Strategies (EDU-699) - Online
Digital Media in the Classroom using iPads (EDU-699) - Omaha
Directed Individual Study (EDU-671) – Lincoln
Elementary Field Experience/Practicum II (EDU-683) – Lincoln, Omaha
Enhancing Learning by Developing Peaceful Classrooms (EDU-718) – Omaha
ESL: Communicating in the Educational Environment (EDU-729) – Online
Gender Differences in Reading in the Classroom (EDU-699) - Online
Google Apps in the Classroom (EDU-699) – Online
Historical Analysis & Innovative Pedagogy in History (EDU-699) - Online
Human Development across the Lifespan (COU-635) - Lincoln
Improvement of Instruction (EDU-600) – Grand Island, Lincoln, Omaha
Integrating Children’s Literature in the General Curriculum to Promote Social Emotional Learning (EDU-699) – Online
Integrating Technology in the Classroom (EDU-638) – Online
Internship for ESL (EDU 621) – Online
Internship in Reading Instruction (EDU-689) – Lincoln, Omaha
iPads in the Classroom (EDU-699) – Omaha, Online
Leadership Internship (ESD-940) - Lincoln
Linguistics for ESL Teachers (ESU-683) – Online
Literature for Children and Youth (EDU-640) – Omaha
Meeting Learner Needs through Multiple Intelligences (EDU-627) – Online
Mental Health Ethics, Law and Professional Practice (COU-618) - Lincoln
Methods of Teaching & Assessing the ESL Student (EDU 684) – Online
Methods of Teaching Mild, Moderate Special Education (EDS-625) - Online
Middle Grades Field Experience/Practicum II (EDU-684) – Lincoln, Omaha
Models of Teaching (EDU-613) – Online
Motivating & Inspiring Learners (EDU-699) – Online

11
Politics and Political Leadership (ESD-725) - Lincoln
Practicum for Early Childhood (EDC-680) - Grand Island, Lincoln, Omaha
Practicum for Middle Grades (EDU680) - Grand Island, Lincoln, Omaha
Practicum for Recertification (EDU-681) - Grand Island, Lincoln, Omaha
Practicum for Special Education (EDS-680) – Lincoln, Omaha
Profiles of High Ability Students (EDU-703) – Lincoln
Reading & Writing in the Content Areas (EDU-663) – Online
Reading in the 4 – 8 Classroom (EDU-679) - Online
Real-Life, Student-Centered Math in the K-5 Classroom (EDU-609) - Omaha
Research/Project Implementation (EDL-695) – Lincoln, Omaha
Research Methods (EDU-603) - Lincoln, Omaha
Resource Development and Allocation (ESD-810) - Lincoln
School Guidance Curriculum (COE-620) - Online
Safe Space: Empowering Students to Confront Social Cruelty, Bullying and Injustice in Schools (EDU-699) - Lincoln
Secondary Field Experience/Practicum II (EDL-685) – Lincoln, Omaha
Student Teaching (EDU-655) – Lincoln
Study Strategies for Struggling Middle & High School Students (EDU-622) – Online
Teaching in the iPad Classroom (EDU-699) – O’Neill
Teaching Strategies for Exceptional Children (EDS-631) - Lincoln
Technology as an Instructional Tool (EDU-636) – Online
Web 2.0 Tools for the Classroom (EDU-699) - Online
Wellness II: Well-Being Essentials (EDU-699) - Omaha
Writing in the Primary Classroom (EDU-690) – Omaha
ONLINE COURSES

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL), $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.
- E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”
- NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.
- BE SURE TO CHECK THE REFUND POLICY AND NOTE THE LAST DAY TO DROP FOR TUITION REFUNDS. YOU MUST PAY TUITION CHARGES IF YOU DROP THE COURSE AFTER THE DEADLINES LISTED.
- Please call 1-888-803-6263, Graduate Studies in Education if you have questions about the online courses.

Students MUST use Blackboard for all online courses. Students access Blackboard through www.doane.edu – “Current Students” or directly at http://bb2.doane.edu. A current user id and password are required for access. Please e-mail helpdesk@doane.edu if you need assistance with your user id and password.

Students wishing to drop or withdraw from an online course must contact the Graduate Office. NO tuition bills will be mailed to you. Failure to go online and pay for your course DOES NOT constitute “dropping” the course and you may be charged a late fee in addition to tuition if you do not pay in a timely manner.

REGISTRATION FOR ONLINE COURSES WILL OPEN ON NOVEMBER 11, 2013 AND CLOSE ON JANUARY 27, 2014. STUDENTS CANNOT ADD AN ONLINE COURSE AFTER THAT DATE. IF A STUDENT WITHDRAWS FROM AN ONLINE COURSE AFTER MARCH 31, THE COURSE GRADE WILL BE “F” INSTEAD OF A “W” GRADE. Tuition charges for students withdrawing will be based on the refund schedule posted in this schedule.

Please note that online courses will require weekly assignments and prompt responses on Blackboard. In most instances, online courses usually require more hours of work than attendance at a traditional course. Please keep this in mind, as you will have to pay a penalty if you withdraw from the course past the deadlines listed in the tuition refund policy posted in this schedule of courses.

Students are limited to a total of 15 credit hours of online courses that can be applied to an endorsement or a degree program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE-620-1</td>
<td>School Guidance Curriculum</td>
<td>Ellen Ridolfi</td>
</tr>
<tr>
<td></td>
<td>Required course for the Master of Arts in Counseling with an Emphasis in School Counseling. A textbook may be required for this course. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDU-601-1</td>
<td>Critical Issues in Curriculum &amp; Instruction</td>
<td>Linda Kalbach</td>
</tr>
<tr>
<td></td>
<td>Students must have permission of the Graduate Office to register for this course. E-mail <a href="mailto:wilma.daddario@doane.edu">wilma.daddario@doane.edu</a> or <a href="mailto:leslie.harms@doane.edu">leslie.harms@doane.edu</a> or call 888-803-6263. Students from a location where the course is not offered will have preference. A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDU-604-3</td>
<td>Culminating Project</td>
<td>Kay Hegler</td>
</tr>
<tr>
<td></td>
<td>Registration restricted to students completing EDU-603 Research Methods with Hegler online during Fall 2013.</td>
<td></td>
</tr>
<tr>
<td>EDS-610-1</td>
<td>Collaborative Teaching – An Inclusion Model</td>
<td>Jaime Messinger</td>
</tr>
<tr>
<td></td>
<td>Required course for the Special Education endorsement A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDC-612-1</td>
<td>Developing Literacy in the Primary Program</td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td>EDU-613-1</td>
<td>Models of Teaching</td>
<td>Tom King</td>
</tr>
<tr>
<td></td>
<td>This course will substitute for EDU-600 Improvement of Instruction, a required course for both Curriculum and Instruction and Educational Leadership students. Registration preference will be given to students from a location where EDU-600 Improvement of Instruction is not offered. Students must have permission of the Graduate Office to register for this course. E-mail <a href="mailto:wilma.daddario@doane.edu">wilma.daddario@doane.edu</a> or <a href="mailto:leslie.harms@doane.edu">leslie.harms@doane.edu</a> or call 888-803-6263. A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDC-614-1</td>
<td>Developmentally Appropriate Practices: The Primary Program</td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td></td>
<td>Required course for an Early Childhood endorsement. A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDC-616-1</td>
<td>Critical Issues in Early Childhood Education</td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td></td>
<td>Required course for an Early Childhood endorsement. A textbook is required for this class. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
<tr>
<td>EDU-621-1</td>
<td>Internship for ESL</td>
<td>Dana Martin</td>
</tr>
<tr>
<td></td>
<td>Students must have completed EDU-682 Curriculum for ESL Students and EDU-684 Methods of Teaching &amp; Assessing ESL students before they can register for Internship. Required course for the ESL endorsement.</td>
<td></td>
</tr>
</tbody>
</table>
**On-line course — Students must register by January 27, 2014.**

**EDU-622-1** Study Strategies for Struggling Middle & High School Students
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

Tere Francis

**EDS-625-1** Methods of Teaching Mild, Moderate Special Education
Required course for the Special Education endorsement
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

Jaime Messinger

**EDU-627-1** Meeting Learner Needs through Multiple Intelligences
Nicole Bishop

**EDS-632-1** Critical Issues in Special Education
Required course for the Special Education endorsement. A textbook is required. Please check www3.specialty-books.com/doane to order your book.

Cindy Serfass

**EDU-636-1** Technology as an Instructional Tool
Lisa Vargas
Lyn Forester

**EDU-638-1** Integrating Technology in the Classroom
Matt Flynn

**EDU-663-1** Reading & Writing in the Content Area
Gina Pospichal
A textbook is required for this course. Please check www3.specialty-books.com/doane to order the book. Required course for the ESL and Mild, Moderate Disabilities endorsements.

**EDU-670-1** Classroom Management
Tom King
A textbook is required for this course. Please check www3.specialty-books.com/doane to purchase your book.

**EDU-679-1** Reading in the 4 – 8 Classroom
Michelle Rezek
No textbook is required.

**EDU-682-1** Curriculum for ESL Students
Dana Martin
Required course for the ESL endorsement. A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**EDU-683-1** Linguistics for ESL Teachers
Tere Francis
Required course for an ESL endorsement. A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book.

**EDU-684-1** Methods of Teaching & Assessing the ESL Student
Dana Martin
This course is required for the ESL endorsement.
A textbook is required for this class. Please check www3.specialty-books.com/doane to order your book.

**EDU-685-1** Critical Issues in Reading
Michelle Rezek
Required course for the Reading Specialist endorsement.
Online course – Students must register by January 27, 2014.
EDU-699-1 Adding Creative Activities to K-8 Scripted Curriculum
A textbook is required. Please check www3.specialty-books.com/doane to order your book.
Scot Moore

Online course – Students must register by January 27, 2014.
EDU-699-2 Building Social Relationships for Students with Autism Spectrum Disorders
A textbook is required. Please check www3.specialty-books.com/doane to order your book.
Rhonda Josten

Online course – Students must register by January 27, 2014.
EDU-699-3 Gender Differences in Reading in the Classroom
A textbook is required. Please check www3.specialty-books.com/doane to order your book.
Sue Pieper
Dawn Spurck

Online course – Students must register by January 27, 2014.
EDU-699-4 Google Apps in the Classroom
Karen Dux

Online course – Students must register by January 27, 2014.
EDU-699-5 Historical Analysis & Innovative Pedagogy in History
A textbook may be required. Please check www3.specialty-books.com/doane to order your book.
Mark Orsag

Online course – Students must register by January 27, 2014.
EDU-699-6 Integrating Children’s Literature in the General Curriculum to Promote Social Emotional Learning (Integ Lit for Soc & Emot Lrng)
A textbook is required. Please check www3.specialty-books.com/doane to order your book.
Mary Schlieder

Online course – Students must register by January 27, 2014.
EDU-699-7 iPads in the Classroom
Josh Allen

Online course – Students must register by January 27, 2014.
EDU-699-8 Motivating & Inspiring Learners
A textbook is required for this class. Please check www3.specialty-books.com/doane to order your book.
Kim Jacobson

Online course – Students must register by January 27, 2014.
EDU-699-9 Web 2.0 Tools for the Classroom
Karen Dux

Online course – Students must register by January 27, 2014.
EDU-714-1 Developing Positive Learning Environments
A textbook is required for this class. Please check www3.specialty-books.com/doane to order your book.
Mary Schlieder

Online course – Students must register by January 27, 2014.
EDU-729-1 ESL: Communicating in the Educational Environment
A textbook is required. Please check www3.specialty-books.com/doane to order your book. Required course for the ESL endorsement
Dana Martin

Online course – Students must register by January 27, 2014.
EDU-734-1 Differentiation, Collaboration & Co-Teaching Strategies
Kristin Fangmeyer
GRAND ISLAND

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, wa.doane.edu.
- E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT www.doane.edu UNDER “CURRENT STUDENTS.”
- NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.

Spring registration on web advisor wa.doane.edu opens on November 11.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Classes will meet at College Park, 3180 West Highway 34. Please check www3.specialty-books.com/doane to see if a book is required for each class. If a book is required, you must order it on-line from Specialty Books.

<table>
<thead>
<tr>
<th>Wednesdays, January 29 – April 23</th>
<th>5:30-9:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-600-1 Improvement of Instruction</td>
<td>Sue Rasmussen</td>
</tr>
<tr>
<td>A $35.00 fee for materials will be charged with tuition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursdays, January 30 – April 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-604-4 Culminating Project</td>
</tr>
<tr>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td>Registration is restricted to students who completed EDU-603 Research Methods with Rasmussen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday, January 25, February 8, February 22, March 22, April 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-602-1 Assessment of Learning</td>
</tr>
<tr>
<td>8:30am-3:30pm</td>
</tr>
<tr>
<td>A materials fee of $35.00 will be added to tuition charges for course handouts. No textbook is required.</td>
</tr>
</tbody>
</table>

| EDC-680-1 Practicum for Early Childhood | Arranged | Jackie Florendo |
|----------------------------------|-----------|
| The deadline to register for this class is January 27. This class is required for an Early Childhood endorsement. |  

| EDU-680-1 Practicum for Middle Grades | Arranged | Jackie Florendo |
|----------------------------------|-----------|
| The deadline to register for this class is January 27. This class is required for a Middle Grades endorsement. |  

| EDU-681-1 Practicum for Recertification | Arranged | Jackie Florendo |
|----------------------------------|-----------|
| The deadline to register for this class is January 27. |  

17
• STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
• Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
• STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.
• E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”
• NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.

Spring registration on web advisor wa.doane.edu opens on November 11.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

ADVISING FOR DEGREE AND/OR ENDOREMENT PROGRAMS

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Tuesdays, January 28 – April 22
ESU 9, 1117 E. South Street
EDU-712-1 Brain Compatible Learning Strategies 5:30-9:00pm Laurie Lofquist

A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book
LINCOLN

- **STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS** in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- **STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.**
- **E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”**
- **NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.**

Spring registration on web advisor wa.doane.edu opens on November 11.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

**ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS**

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Classes will meet at Doane College-Lincoln campus, 303 North 52nd Street.

Students must be accepted into an Educational Leadership Cadre or the Education Specialist program to register for EDL or ESD courses. Please check www3.specialty-books.com/doane to see what book is required for each class.

**Educational Leadership Courses**

| January 12, February 9, March 2, April 6, May 4 | EDL-683-1 | Elementary Field Experience/Practicum II | Arranged | Sue Rasmussen |
| EDL-684-1 | Middle Grades Field Experience/Practicum II | Arranged | Sue Rasmussen |
| EDL-685-1 | Secondary Field Experience/Practicum II | Arranged | Sue Rasmussen |


| January 5, February 2, February 23, March 16, April 27 | EDL-695-1 | Research/Project Implementation | Arranged | Jed Johnston |
| | | | | Sue Rasmussen |

**Education Specialist Courses**

| January 19, February 16, March 16, April 27, May 18 | ESD-725-1 | Politics and Political Leadership | Arranged | Doug Christensen |
A $25.00 fee for materials will be added to tuition charges for all EDL and ESD courses.

Please check www3.speclalty-books.com/doane to see if a book is required for each class. If a book is required, you can order it on-line from Specialty Books.

### Curriculum & Instruction and School Counseling Courses

**Mondays, January 27 – April 21**  
**Education Building – South Classroom**

- **EDU-600-2** Improvement of Instruction  
  5:30-9:00pm  
  Sue Rasmussen

A $35.00 fee for materials will be charged with tuition.

**Monday, January 27 – April 21**  
**Education Building – North Classroom**

- **EDU-703-1** Profiles of High Ability Students  
  5:30-9:00pm  
  Joan Jacobs

A textbook is required for this course. Please check www3.speclalty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

**Tuesdays, January 14 – March 11**  
**Fred Brown Center – Note early start and completion dates.**

- **COU-618-1** Mental Health Ethics, Law and Professional Practice  
  6:00-10:30pm  
  Gianene Prentice

Tuition for this course will be the COU rate, $340/credit hour. Any required textbooks WILL be available at the Doane-Lincoln Bookstore and not at Specialty Books.

**Tuesdays, January 28 – April 22**  
**Education Building – South Classroom**

- **EDU-604-5** Culminating Project  
  5:30-9:00pm  
  Sue Rasmussen

Registration is restricted to students completing EDU-603 Research Methods with Rasmussen

**Wednesdays, January 29 – April 23**  
**Education Building – South Classroom**

- **EDU-601-2** Critical Issues in Curriculum & Instruction  
  5:30-9:00pm  
  Marilyn Johnson-Farr

A textbook is required for this course. Please check www3.speclalty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

**Wednesdays, January 29 – April 23**  
**Education Building – North Classroom**

- **COE-640-1** Counseling for Gender & Diverse Populations  
  5:30-9:00pm  
  Jeanne Stec

A textbook may be required. Please check www3.speclalty-books.com/doane to order your book.

**Thursdays, January 16 – March 13**  
**Fred Brown Center – Note early start and completion**

- **COU-635-1** Human Development across the Lifespan  
  6:00-10:30pm  
  Gianene Prentice

Tuition for this course will be the COU rate, $340/credit hour. Any required textbooks WILL be available at the Doane-Lincoln Bookstore.

**Thursdays, January 9 – May 1**  
**Education Building – South Classroom**

- **EDU-603-1** Research Methods  
  5:30-9:00pm  
  Linda Kalbach

Students MUST register for BOTH EDU-603- and EDU-604-. This is a combined 6 hour course block. A textbook is required for this course. Please check www3.speclalty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores. All students will attend an informational meeting the first week of December before the course begins on January 6th.

**Thursdays, January 30 – April 24**  
**Fred Brown Center**

- **EDS-631-1** Teaching Strategies for Exceptional Children  
  5:30-9:00pm  
  Carmen Westphal

A textbook is required for this course. Please check www3.speclalty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.
**Thursday, January 30 – April 24 – Fred Brown Center, Room**

**EDU-699-11**
Safe Space: Empowering Students to Confront Social Cruelty, Bullying and Injustice in Schools

5:30-9:00pm   Karla Cooper

A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

---

**Thursday, January 30 – April 24 – Education Building – North Classroom**

**EDU-701-1**
Critical & Creative Thinking in High Ability Education

5:30-9:00pm   Joan Jacobs

A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

---

**Saturday, January 25 – additional 4 Saturdays to be selected at the first class meeting. – Fred Brown Center –**

**EDU-602-2**
Assessment of Learning

8:00am-5:00pm   Deb Stuto

Registration is restricted to students in the Initial Certification at the Advanced Level program.

A textbook is required. Please check www3.specialty-books.com to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

---

**Saturdays, January 25, February 15, March 8, March 29, April 26. – Fred Brown Center –**

**EDU-602-3**
Assessment of Learning

8:00am-5:00pm   Tim Muggy

Registration is restricted to students in the Curriculum & Instruction, School Counseling, Educational Leadership or endorsement programs. Initial Certification at the Advanced level students should complete Assessment with Deb Stuto.

A materials fee of $35.00 will be added to tuition charges.

---

**Saturday, January 25 – additional 4 Saturdays to be selected at the first class meeting. – Fred Brown Center –**

**EDU-669-1**
Cooperative Learning

8:00am-5:00pm   Amber Cownie

A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

---

**Saturday, January 25 – additional 4 Saturdays to be selected at the first class meeting. – Fred Brown Center –**

**EDU-733-1**
Classroom Connections

8:00am-5:00pm   Amber Tiefenthaler Becker

A textbook is required. Please check www3.specialty-books.com to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores.

---

Class dates and times to be arranged. Registration deadline is January 27.

**EDU-604-6**
Culminating Project

Arranged   Kay Hegler

Registration is restricted to students who completed EDU 603 Research Methods with Kay Hegler.

---

Class dates/times to be arranged. Registration deadline is January 27.

**Registration restricted to Initial Certification at the Advanced Level Students**

**EDU-655-1**
Student Teaching

Arranged   Emily Griessch   Deb Stuto

A $50.00 course fee will be added to tuition charges.

---

Registration deadline is January 27. *If you are an Accelerated Certification Student with SPED ONLY or a Certified teacher completing your SPED endorsement – register for THIS Practicum course.*

**EDS-680A-1**
Practicum for Special Education K-12

Arranged   Denee Wehrs

This course is required for the Special Education Endorsement K-12.

---

Registration deadline is January 27.

**EDS-680B-1**
Practicum for Special Education K-8

Arranged   Denee Wehrs

This course is required for the Special Education Endorsement K-8 with a secondary content area.

---

Registration deadline is January 27.

**EDS-680C-1**
Practicum for Special Education 7-12

Arranged   Denee Wehrs

This course is required for the Special Education Endorsement 7-12 with a secondary content area.

---

Registration deadline is January 27.

**EDC-680-2**
Practicum for Early Childhood

Arranged   Jackie Florendo

This course is required for an Early Childhood endorsement.
Registration deadline is January 27.
EDU-680-2 Practicum for Middle Grades
This course is required for a Middle Grades endorsement.  
Arranged  Jackie Florendo

Registration deadline is January 27.
EDU-681-2 Practicum for Recertification
Arranged  Jackie Florendo

Registration deadline is January 27.
EDU-689-1 Internship in Reading Instruction
This course is required for the Reading Specialist endorsement  
Arranged  Sue Pieper  
Dawn Spurck

EDU-671-1 Directed Individual Study
Students must have their directed study application completed, approved, and paid for by January 27, 2014 for credit during the spring semester. Directed study applications received after that date will be held for summer semester registration. Please e-mail leslie.harms@doane.edu or wilma.daddario@doane.edu for application and registration.
Arranged  Denese Wehrs

NORFOLK

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.
- E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”
- NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Please check www3.specialty-books.com/doane to see if a book is required for each class. If a book is required, you must order it on-line from Specialty Books.

Spring registration on web advisor wa.doane.edu opens on November 11.

Please check the listing for online courses in this bulletin for spring semester or contact Graduate Studies in Education for directed study course registration information.
NORTH PLATTE

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.
- E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”
- NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Please check www3.specialty-books.com/doane to see if a book is required for each class. If a book is required, you must order it on-line from Specialty Books.

Spring registration on web advisor wa.doane.edu opens on November 11.

Please check the listing for online courses in this bulletin for spring semester or contact Graduate Studies in Education for directed study course registration information.

OMAHA

- STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.
Spring registration on web advisor wa.doane.edu opens on November 11.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student's registration.

**ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS**

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doune.edu or jed.johnston@doane.edu.

Please check www3.specialty-books.com/doane to see if a book is required for each class. If a book is required, you can order it on-line from Specialty Books.

<table>
<thead>
<tr>
<th>January 12, February 9, March 2, April 6, May 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL-683-2 Elementary Field Experience/Practicum II</td>
</tr>
<tr>
<td>EDL-684-2 Middle Grades Field Experience/Practicum II</td>
</tr>
<tr>
<td>EDL-685-2 Secondary Field Experience/Practicum II</td>
</tr>
<tr>
<td>A $25.00 course fee will be charged for all EDL courses with tuition charges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January 5, February 2, February 23, March 16, April 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL-695-2 Research/Project Implementation</td>
</tr>
<tr>
<td>A $25.00 course fee will be charged for all EDL courses with tuition charges.</td>
</tr>
</tbody>
</table>

Spring registration on web advisor wa.doane.edu opens on November 11.

**Mondays, January 27 – April 28 – no classes on February 17 or April 14**
Westside High School, 8701 Pacific Street
EDU-602-4 Assessment of Learning 5:30-9:00pm  Mark Hawkins
A textbook is required for this class. Please check www3.specialty-books.com/doane to order your book.

**Mondays, January 27 – April 21**
Omaha Home for Boys, Wurteman Education Building, 5190 Sprague Plaza
EDU-607-1 Building Communities in the Classroom 5:30-9:00pm  Marty Fetch
A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book.

**Mondays, January 27 – April 28 – no classes on February 17 or April 14**
Westside High School, 8701 Pacific
EDU-690-1 Writing in the Primary Classroom 5:30-9:00pm  Nancy Christensen
This course will substitute for the writing classes required for the Reading Specialist endorsement. A $15.00 materials fee will be charged with tuition.
<table>
<thead>
<tr>
<th>Days</th>
<th>Dates</th>
<th>Locations</th>
<th>Courses</th>
<th>Time</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays, January 27</td>
<td>April 28 - no classes on Feb. 17 or April 14</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-699-12 i-Pads in the Classroom</td>
<td>5:30-9:00 pm</td>
<td>Jeff Ingraham</td>
</tr>
<tr>
<td>Tuesdays, January 28</td>
<td>April 29 - no class on April 15</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-601-3 Critical Issues in Curriculum &amp; Instruction</td>
<td>5:30-9:00 pm</td>
<td>Deb Stuto</td>
</tr>
<tr>
<td>Tuesdays, January 28</td>
<td>April 29 - no class on April 15</td>
<td>Westside High School, 8701 Pacific Street</td>
<td>EDU-699-13 Behavior Management</td>
<td>5:30-9:00 pm</td>
<td>Cindy Serfass</td>
</tr>
<tr>
<td>Tuesdays, January 28</td>
<td>April 29 - no class on April 15</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-699-14 Digital Media in the Classroom using iPads</td>
<td>5:30-9:00 pm</td>
<td>Jeff Ingraham</td>
</tr>
<tr>
<td>Tuesdays, January 28</td>
<td>April 22</td>
<td>Papillion-LaVista Schools Administration, 420 S. Washington, Papillion</td>
<td>EDU-699-15 iPads in the Classroom</td>
<td>5:30-9:00 pm</td>
<td>Josh Allen</td>
</tr>
<tr>
<td>Wednesdays, January 29</td>
<td>April 30 - no class on April 16</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-604-7 Culminating Project</td>
<td>5:30-9:00 pm</td>
<td>Kathy Ryan</td>
</tr>
<tr>
<td>Wednesdays, January 29</td>
<td>April 30 - no class on April 16</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-609-1 Real-Life, Student-Centered Math in the K-5 Classroom</td>
<td>5:30-9:00 pm</td>
<td>Deb Fetch</td>
</tr>
<tr>
<td>Wednesdays, January 29</td>
<td>April 30 - no class on April 16</td>
<td>Westside High School, 8701 Pacific</td>
<td>EDU-685-2 Critical Issues in Reading</td>
<td>5:30-9:00 pm</td>
<td>Michelle Rezek</td>
</tr>
<tr>
<td>Thursdays, January 30</td>
<td>April 24</td>
<td>Omaha Home for Boys Wurdeman Education Building, 5190 Sprague Plaza</td>
<td>EDU-600-3 Improvement of Instruction</td>
<td>5:30-9:00 pm</td>
<td>Marty Fetch</td>
</tr>
<tr>
<td>Thursdays, January 16</td>
<td>May 1 - no class on April 17</td>
<td>Westside High School, 8701 Pacific Street</td>
<td>EDU-603-2 Research Methods and EDU-604-2 Culminating Project</td>
<td>5:30-9:00 pm</td>
<td>Sue Schlichtemeier-Nutzman</td>
</tr>
<tr>
<td>Thursdays, January 30</td>
<td>May 1 - no class on April 17</td>
<td>Westside High School, 8701 Pacific Street</td>
<td>EDU-640-1 Literature for Children and Youth</td>
<td>5:30-9:00 pm</td>
<td>Barb Wallingford</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Instructor</td>
<td>Dates</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>EDU-718-1</td>
<td>Enhancing Learning by Developing Peaceful Classrooms</td>
<td>Joyce Swanson</td>
<td>Fri 5:45-9:15pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sat 8:00am-4:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A textbook is required for this course. Please check www3.specialty-books.com/doane to order your book.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-699-16</td>
<td>Wellness II: Well-Being Essentials</td>
<td>Joyce Swanson</td>
<td>Fri 5:45-9:15pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sat 8:00am-4:00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A NEW textbook is required for this course. Used books will not have the code needed to access the online resources. Please check www3.specialty-books.com/doane to order your book.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680A-2</td>
<td>Practicum for Special Education K-12</td>
<td>Arranged</td>
<td></td>
<td>Denée Wehrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is required for the Special Education Endorsement K-12 only – no secondary content area or teachers certified in elementary.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680B-2</td>
<td>Practicum for Special Education K-8</td>
<td>Arranged</td>
<td></td>
<td>Denée Wehrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is required for the Special Education Endorsement K-8 with a secondary content area.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680C-2</td>
<td>Practicum for Special Education 7-12</td>
<td>Arranged</td>
<td></td>
<td>Denée Wehrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is required for the Special Education Endorsement 7-12 with a secondary content area.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC-680-3</td>
<td>Practicum for Early Childhood</td>
<td>Arranged</td>
<td></td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This class is required for an Early Childhood endorsement.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-680-3</td>
<td>Practicum for Middle Grades</td>
<td>Arranged</td>
<td></td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This class is required for a Middle Grades endorsement.</td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-681-3</td>
<td>Practicum for Recertification</td>
<td>Arranged</td>
<td></td>
<td>Jackie Florendo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Registration deadline is January 27.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-689-2</td>
<td>Internship in Reading Instruction</td>
<td>Arranged</td>
<td></td>
<td>Sue Pieper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dawn Spurck</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is required for the Reading Specialist endorsement.</td>
</tr>
</tbody>
</table>

**O’NEILL**

- **STUDENTS MUST PAY ALL CHARGES ONLINE OR DIRECTLY TO STUDENT ACCOUNTS in the DOANE BUSINESS OFFICE – 1014 BOSWELL AVE., CRETE, NE 68333. See page 1 for information.**
- Tuition is $210 for C & I courses (EDC, EDU, EDS, COE), $225 for Ed Leadership courses (EDL) $255 for Ed Specialist courses, (ESD) and $340 for Counseling courses (COU).
- **STUDENTS MUST USE THEIR DOANE E-MAIL ACCOUNT FOR COURSEWORK AND THEIR USER ID AND PASSWORD TO ACCESS THEIR TUITION BILLS AND THE STUDENT MENU ON WEB ADVISOR, WA.DOANE.EDU.**
**E-MAIL helpdesk@doane.edu IF YOU NEED ASSISTANCE WITH YOUR USER ID AND PASSWORD. SET UP YOUR DOANE E-MAIL AT WWW.DOANE.EDU UNDER “CURRENT STUDENTS.”**

**NO TUITION BILLS WILL BE MAILED AND NO PAYMENTS WILL BE ACCEPTED IN CLASS MEETINGS OR AT THE GRADUATE OFFICE IN LINCOLN.**

Spring registration on web advisor wa.doane.edu opens on November 11.

Students cannot drop or withdraw from a course on WebAdvisor after the starting date of the course. The refund policy listed in this schedule will be used to calculate the amount of tuition due for all students dropping or withdrawing from a course after the starting date of the class. Failure to attend or to pay for a course does not mean the course will be automatically dropped from the student’s registration.

**ADVISOR FOR DEGREE AND/OR ENDORSEMENT PROGRAMS**

If you have any questions about your Curriculum & Instruction degree program, your school counseling program, or your endorsement program, please e-mail lyn.forester@doane.edu or wilma.daddario@doane.edu or call 1-800-333-6263 for Lyn Forester or 1-888-803-6263 for Wilma Daddario. We will be glad to help you plan a sequence of courses and provide information for your Curriculum & Instruction portfolio requirement. If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu. For questions about your Education Specialist program, please e-mail doug.christensen@doane.edu or jed.johnston@doane.edu.

Spring registration on web advisor wa.doane.edu opens on November 11.

**EDL 685 Secondary Field Experience/Practicum II**

This course continues bridging the learning from the Foundations of Educational Leadership course, the first field experience and the school site. Students will use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students’ school experiences will focus on programmatic problem solving, including developing and implementing support programs for faculty and staff, and curricular issues; recommending adjustments to communication and public relations plans; designing a meeting that focuses on appropriate group process skills and strategies; and/or developing a process for reviewing the school’s discipline plan. Students will also develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings. Students must obtain leave time for at least 2 full days to spend in schools other than their own. The class sessions will provide an opportunity for processing the field experiences of the students and promoting new problem solving techniques and decision-making strategies. Students will develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom; and closing of school activities. Students will also develop a plan for their summer internship.

**EDL 695 Research and Project Implementation**

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

**ESD 725 Politics and Policy Leadership**

**Education Specialist Courses ESD prefix**

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

ESD 810 Resource Development and Allocation 3 Credits
This course is a complement to Course ESD-755. It will investigate the strategies of building capacity that include all assets of the district including those that are non-monetary but have both financial as well as educational impact. Students will learn and apply the basic tenets of school finance which will be reviewed within the context of the budget being a document of resource identification, allocation and management. Students will investigate the strategies for identifying other non-monetary assets of the district and schools, including how to maximize and allocate these assets. Students will evaluate the use of non-monetary assets as a benefit to the work of the schools and district.

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 implementation of the curriculum across the district, and the process of assessment. State and national requirements for 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.

Counseling (COU) Courses 3 Credits

COU 618 Mental Health Ethics, Law and Professional Practice
An examination of the mission, goals, and objectives of professional mental health organizations. Students learn and apply codes of ethics, laws, and regulations pertaining to counseling and professional standards of performance.

COU 635 Human Development across the Lifespan 3 Credits
This course examines human development throughout the lifespan with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Students will examine critical domains that serve as risk factors for psychopathology (i.e. temperament, attachment, parenting style, socioeconomic status) and explore current intervention strategies. Psychoneuroimmunology (PNI) is an interdisciplinary area of research that examines the interactions between the brain, behavior and the immune system and expands our understanding of how psychosocial factors can protect or damage our health. PNI is based on a systemic model of operates through their thoughts, feelings, and behaviors. Students will examine the interaction of psychosocial stress, contextual change and health outcomes and the implications for mental health professionals. At the conclusion of this course, students will be able to: demonstrate knowledge of major theories of human development across the lifespan, including life transitions; demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual change factors that affect both normal and abnormal development; demonstrate knowledge of current theories of optimal development and wellness over the lifespan; and read and critically review foundational research in the field and demonstrate ability to apply the process to current research.

Curriculum and Instruction Courses - School Counseling COE Prefix 3 Credits

COE 620 School Guidance Curriculum
The 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, students will work 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 640 Counseling for Gender and Diverse Populations 3 Credits
This course provides an overview of the issues in gender and diverse population counseling. This course assists all counselors to become aware of personal biases in counseling; understand cultural and economic conditions and their impact on both counselor, group and client problem solving; and to manage communication issues in the area of counseling.

Curriculum and Instruction Courses - Early Childhood Prefix EDC Prefix 3 Credits

EDC 612 Developing Literacy in the Primary Classroom
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 614 Developmentally Appropriate Practices: The Primary Program 3 Credits
Recent research on best practice in the early years has developed into a framework called developmentally appropriate practices. It builds on the knowledge base of child development, suggesting effective strategies for working with young children. Developmentally appropriate materials and methods of instruction in the content areas along with techniques for facilitating communication with parents and communities about such practices are also addressed.
EDC 616 Critical Issues in Early Childhood Education 3 Credits
This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on, but will not be limited to, curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, and law, multicultural and special education, educational philosophy, current research guiding educational practice such as brain research, and topics selected by class members. At the conclusion of the course, students develop a personal early childhood philosophy based on their understanding of the issues that will guide their future educational practices.

EDC 680 Practicum for Early Childhood 3 Credits
This course is required for an Early Childhood Endorsement in Nebraska. Students must teach 150 hours in an early childhood classroom plus complete the assigned reading and journaling requirements.

Curriculum and Instruction Courses - Special Education Prefix EDS

EDS-610 Collaborative Teaching – An Inclusion Model 3 Credits
Collaborative teaching models, team planning, curriculum, adaptations, behavior management.

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.

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.

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.

EDS 680A, B, & C Practicum for Special Education 3 Credits
This course is required for a Special Education Endorsement in Nebraska. Students must teach 150 hours in special education settings plus complete the assigned reading and journaling requirements.

Curriculum and Instruction Courses – EDU Prefix

EDU 600 Improvement of Instruction 3 Credits
The class centers on a treatment of the forces influencing instructional planning and emergent instructional practices. The current research base will serve as a foundation for the examination of topics such as models of teaching, peer coaching, and reflectivity. Also included will be an emphasis on current trends/issuers in the student’s area of teaching.

EDU 601 Critical Issues in Curriculum and Instruction 3 Credits
This course considers current social, political, and economic issues affecting curriculum and schooling. Course discussions and readings focus on, but will not be limited to, curriculum reform, alternative teaching and learning paradigms, classroom management, public school finance and law, multicultural education, educational philosophy, and topics selected by class members. At the conclusion of the course students develop a personal curriculum platform based on their understanding of the issues and how these issues affect the school environment.

EDU 602 Assessment of Learning 3 Credits
This course provides an examination of authentic assessment procedures used in K-12 classrooms. Attention is given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in areas of the K-12 curriculum. Students will move from theory to practice as they develop an evaluation plan with an emphasis on using portfolios and authentic assessment measures in the classroom. (Note: EDU 602 Assessment of Learning and EDU 645 Assessment of Literacy may not both be presented for completion of the Master of Education degree program for an individual student.)

EDU 603 Research Methods 3 Credits
The course includes a comparative examination of qualitative and quantitative research methods. 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 either the Master of Education-Curriculum and Instruction program or the School Counseling program. Students must complete EDU-603 Research Methods the semester before you register for EDU-604. The courses cannot be completed during the same semester unless both EDU-603 and EDU-604 are offered as a 6 hour block.

EDU 604 Culminating Project 3 Credits
An individual experience for graduate students choosing a non-thesis program of study that includes implementing an educational innovation selected in EDU 603. Upon completion, the graduate student presents a synthesis and evaluation of the project, identifies on going questions for further examination, submits a final copy of the culminating project abstract and presents a portfolio. The project adviser is typically the same faculty member with whom the graduate students completed Research Methods. Students must
complete EDU-603 Research Methods the semester before you register for EDU-604. The courses cannot be completed during the same semester.

**EDU 607 Building Communities within the Classroom**
3 Credits
The participants learn to promote K–12 students' independence and social responsibility. Programs to be introduced and discussed include collaborative learning, student-led and early-bird conferencing, T.R.I.B.E.S., parents as partners, business buddies, and shadow-learning. Teachers will be able to apply current trends and formulate strategies to use in their learning environments.

**EDU 609 Real-Life, Student-Centered Math in the K-5 Classroom**
3 Credits
Teachers will expand their content and pedagogy knowledge and learn additional 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 students' lives. This course links math to all subject areas through the use of children's literature, manipulatives (Ten-Frames, colored tiles, pentominoes, pattern block, base-ten blocks, Cuisenaire Rods, etc.) and real-life tools (graphs, graphs, menus, maps, sporting events, etc.). The techniques and strategies will bring the Nebraska and Common Core Standards alive in the classroom. Participants will be able to apply the ideas to differentiate instruction and help all students make sense of math, seeing math as a valuable tool for solving problems.

**EDU 613 Models of Teaching**
3 Credits
*This course will substitute for EDU 609 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 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 critical and creative thinking skills, master effective study skills, and maximize their learning.

**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 636 Technology as an Instructional Tool**
3 Credits
Technology can be an effective tool in the educational process. This course provides an awareness of many educational uses of technology, including multi-media computer applications, laser disks, CD-ROM, and the Internet. A basic level of competency and understanding is gained through the use of these technologies, followed by an exploration of how they can be integrated into the educational process. At the completion of the course, students will have an increased awareness of many types and uses of instructional technology; have an increased ability and confidence to use, understand, and evaluate various instructional technologies; and be able to effectively and appropriately integrate technologies into the educational process and assess their effectiveness.

**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 655 Student Teaching**
8 Credits
Student teaching is arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards. This is a 14-week full-time experience. Pre-requisites EDU-624, EDU-668, and EDS-620.

**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-669 Cooperative Learning
With the use of cooperative learning, one's classroom can change immensely. This course will explore the many elements of cooperative learning. It will focus on the theory, goals, and communication in regards to cooperative learning. It will also address how to structure one's classroom so that it can be successful when using cooperative learning. Skills will be taught in order to build relationships amongst and within teams in one's classroom. Plans will then be developed for implementation of cooperative structures in the classroom for each student.

EDU 670 Classroom Management
A review of research on academic and behavioral interventions and on school, teacher, and instructional effectiveness. Activities, management, and teacher organizational tasks in the classroom are also considered.

EDU 671 Directed Individual Study
An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instruction systems. A directed study application form needs to be completed by the student and signed by the study supervisor or the Dean of Graduate Education.

Note: This is the procedure for enrolling and completing a directed study.
1. Students should request a registration form and directed study application form from the Graduate Office in Lincoln.
2. Students complete the form and return it to the Graduate Office with a copy of the registration form and payment. The directed study application needs to be completed, approved, and tuition paid by the deadline for spring semester. Forms and payments received after this date will be held for the next semester.
3. The Graduate Office will send a copy of the form to the instructor and to the Dean, and will hold the student's payment and registration until the forms are signed and returned to the Graduate Office. A copy of the signed form will be filed in the student's folder.
4. The Graduate Office will forward the registration form and payment to the Business Office and Registrar's Office. The student is then officially enrolled in the directed study.
5. It is the student's responsibility to maintain contact with the instructor and forward materials to complete the study to the instructor.

The instructor will not initiate mailings or phone calls to check on the student's progress in the directed study.

EDU 679 Reading in the 4-8 Classroom
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 680 Practicum for Middle Grades
This course is required for a Middle Grades Endorsement in Nebraska. Students must teach 150 hours in a middle grades classroom plus complete the assigned reading and journaling requirements.

EDU-681 Practicum for Recertification
This course is designed for former teachers needing to renew their Nebraska teaching certificate if the certificate expired several years ago. Students must teach 150 hours in a K-12 classroom plus complete the assigned reading and journaling requirements.

EDU 682 Curriculum for ESL Students
This course is designed to assist teachers in working with English Language Learners in the standard mainstream classroom or ESL classroom. Teachers will learn to apply strategies that increase comprehension and language usage for the English language learner. Sheltered Instruction will be presented as a means for making grade-level academic content (e.g., science, social studies, math) more accessible for English Language Learners while at the same time promoting language development. At the conclusion of this course, the student will be able to: apply sheltered instruction approaches to second language teaching; apply sheltered instruction approaches to academic settings; experiment with strategies for the negotiation of meaning in the classroom; use the sheltered instruction model as a framework for designing and delivering instruction in a way that complements other instructional approaches.

EDU 683 Linguistics for ESL Teachers
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
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 assessment plans.

EDU 685 Critical Issues in Reading
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 689 Internship in Reading Instruction

3 Credits
Internship is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in reading instruction to meet the Nebraska K-12 student standards.

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.

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 701 Critical & Creative Thinking in High Ability Education 3 Credits
Critical and creative thinking concerns the importance of creativity, critical thinking, and problem solving for the high ability learner. Classes will address definitions and theories of creativity, methods of increasing creative behaviors and productivity in individuals, and the role of creativity in human endeavors. Students will understand the link between creativity and student affect and motivation.

EDU 703 Profiles of High Ability Students 3 Credits
This special populations course will focus on the unique needs of particular groups within the gifted population who are not typically well represented. Students will learn about the unique needs and characteristics of these groups, including racial/cultural/ethnic backgrounds, socio-economic, twice exceptional, English language learners, underachievers, and highly gifted students, as well as others. In particular, we will focus on the experiences of gifted students with learning disabilities; students will consider those children whose gifts are in domains not traditionally addressed by school systems. The course will examine concerns that affect each of these groups, as well as counseling, programing, and strategies that tend to be successful in identifying and accommodating these learners. The participants will plan activities and lessons to address issues affecting the gifted.

EDU 712 Brain Compatible Learning Strategies 3 Credits
This course is designed to examine the latest findings in neuroscience and apply them to practical classroom strategies to engage all students. Emphasis will be placed on brain-compatible learning environments that address the physical, emotional, and cognitive needs of the learner to optimize student engagement.

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 718 Enhancing Learning by Developing Peaceful Classrooms 3 Credits
This experiential course is designed to assist teachers in improving the educational achievement of students by increasing the amount of time and energy spent in learning. Students will clarify classroom stressors in their setting and explore tools and techniques that can build peaceful classrooms. Participants will be able to: use classroom management and motivational strategies to create a positive learning environment; identify specific factors that disrupt learning in their setting; list specific interventions that fit their learning style, and develop personal and professional competencies as evidenced by a personal plan to be implemented in the classroom or other educational setting.

EDU 720 ESL: Communicating in an Educational Environment 3 Credits
Language and culture are two multidimensional and constantly changing phenomena that are integrally connected to everything that happens in the world. As any language is culturally conditioned, any culture is linguistically defined. The main goal of this course is to examine the relationship between language and culture, their influence on each other as well as their effect on community, identity, beliefs, and values. Participants will develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately and promote effective communication as it pertains to ESL classrooms.

EDU 730 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 their students, staff and others in their lives. 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 734 Differentiation, Collaboration & Co-Teaching Strategies 3 Credits
Co-teaching is a new and creative way of educating students with disabilities. It can be a successful solution for meeting the guidelines for inclusive practices while still providing the least restrictive environment for students. This course will provide a foundation of what co-teaching is and is not and address collaboration topics. Participants will develop a plan suitable for their current teaching situation to begin to implement this teaching style.

EDU 699 Selected Topics
Elective courses for the Master of Education degree. Please see specific course descriptions listed below in alphabetical order.
EDU 699 Adding Creative Activities to K-8 Scripted Curriculum

As curriculum is ever expanding and testing moves to the forefront of educational debates, many buildings have lost elective courses like Creative Writing or Critical Thinking that foster a student's ability to have an outlet for the creative process. If you teach in a K-8 setting you may notice that teaching is becoming more scripted and caters explicitly to the test. The purpose of this course is to find ways in which we can inject creative thought processes into the overflowing curriculum. Participants will prepare a plan for increasing opportunities for creativity in their classroom.

EDU 699 Behavior Management

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.

EDU 699 Building Social Relationships for Students with Autism Spectrum Disorders

Building Social Relationships addresses the need for social skills programming for students with autism spectrum disorders (ASD) and other social difficulties. Students will learn the five fundamental steps for practical application of social skills programming including: assessing social functioning, distinguishing between skill acquisition and performance deficits, selecting strategies for intervention, implementing interventions, and monitoring and evaluating progress. Ways to organize and make sense of the myriad of social skills programs and resources available to educators of students with ASD and other social difficulties will be addressed.

EDU 699 Digital Media in the Classroom using iPads

Participants will learn the tools and skills to integrate multimedia software and resources into their curricular areas. This course will focus on apple's iLife Suite (Movie, iTunes, iPhoto, iDVD, Garageband etc.) as well as other tools such as Photoshop elements, Keynote, Quicktime Pro, and Audacity sound editing software. All these tools will be utilized to facilitate technology integration in the K-12 classroom.

EDU 699 Gender Differences in Reading in the Classroom

This course will examine why many boys lag behind their female classmates in the area of literacy. Research confirms a pattern of gender differences in reaching achievement favoring females. Participants will learn how to motivate boys to successfully read and write, discuss literature that interests boys, and learn how to understand gender differences and how these differences affect learning.

EDU 699 Google Apps in the Classroom

Google apps offers schools many tools to utilize within their K-12 classrooms. Learn the basics of these tools to move your classroom into the future.

EDU 699 Historical Analysis & Innovative Pedagogy in History

This course is designed to provide an introduction to several innovative methods and strategies designed to facilitate varied and high quality instruction in the field of history. The central focus of these strategies is to allow the student to analytical skills that are relevant both to the field of history and to overall intellectual development for instructors and students.

EDU 699 Integrating Children's Literature in the General Curriculum to Promote Social Emotional Learning

Social Emotional Learning (SEL) is a process for helping children develop fundamental proficiencies required for life effectiveness. SEL teaches skills students need to handle themselves, their relationships, and their work effectively and ethically. In this course participants will explore children's literature for use in the development of lessons which address the five major SEL skill areas.

EDU 699 iPads in the Classroom

The iPad is an amazing educator 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-ivity exploration. Participants will examine several iOS applications and discuss their use in the curriculum. Part 3. App-ivity 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 iPads in their classroom or who anticipates getting them soon. It is recommended that participants have their own iPad, although this is not a requirement. There will be a couple for students to check out.

EDU 699 Motivating and Inspiring Learners

This course investigates the proven qualities and practices of "great" teachers that motivate and inspire learners. The course offers the opportunity for educators to dig deeply into the inner core that impacts their teaching — their beliefs, attitudes, and behaviors. Educators will develop and implement action plans for battling negativity and embracing these qualities to foster safe, supportive, and productive classroom and school environments.

EDU 699 Safe Space: Empowering Students to Confront Social Cruelty, Bullying, and Injustice in School

This course is designed to support teachers, administrators, and school counseling personnel in understanding bullying from the perspective of the bully, the bullied, and the bystander (witness). As our pedagogical practices move from teacher-centered to student-centered the classroom, school, and school community must remain safe places for students. This course provides the participants an opportunity to reflect on current practices and integrate new strategies to more effectively support students and their families. Content areas covered are the bully, the bullied, the bystander, cyber-bullying, indicators of bullying (and safety issues), social cruelty, injustices and information specific to elementary, middle, and high school students.

EDU 699 Teaching with iPads in the Classroom

3 Credits
This course will provide educators with a wide range of resources for leveraging the iPad to improve instruction and engage students. Topics will range from device and app management tips to the ever-growing number of educational apps. Attendees are strongly encouraged to bring their own iPad.

**EDU 699 Web 2.0 Tools for the Classroom**
Technology skills are the foundational skills for our students' futures. The ISTE Educational Technology Standards for students will be the cornerstone of this course. Students will explore teaching with technology in the areas of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making, digital citizenship and technology operations and concepts. Participants will design technology curriculum for their classroom.

**EDU 699 Wellness II: Well-Being Essentials**
The relationship between student well-being and improved student achievement is well documented. This experiential class will expand the foundation of wellness provided in the course Wellness Matters in the Classroom. Participants will explore Gallup's holistic view of wellbeing. Emphasis will be placed on ways to integrate this information into your classroom. Participants will develop a wellness plan for their setting and demonstrate how this program can improve academic achievement and well-being.

**FACULTY**

*Amber Tiefenthaler Benton*, teacher, Lincoln Public Schools  
*Nicole Bishop*, teacher, Norris Public Schools  
*Doug Christensen*, professor of practice, Doane College  
*Nancy Christensen*, teacher, Fremont Public Schools  
*George Conrad*, educational consultant  
*Amber Cowule*, teacher Lincoln Public Schools  
*Karen Dux*, curriculum specialist, Fairbury Public Schools  
*Kristen Fangmeyer*, teacher, Ashland-Greenwood Public Schools  
*Debra Fetch*, elementary teacher, Council Bluffs Public Schools  
*Marty Fetch*, middle grades teacher, Council Bluffs Public Schools  
*Jackie Florendo*, educational consultant  
*Lyn C. Forester*, dean of graduate studies in curriculum and instruction and associate professor of education, Doane College  
*Tere Franch*, ESL instructor, Doane College  
*Emily Grisell*, initial certification at the advanced level director and EDL instructor, Doane College  
*Kay Hegler*, professor of education, Doane College  
*Joan Jacobs*, High Ability Education, Lincoln Public Schools  
*Kim Jacobson*, educational consultant  
*Marilyn A. Johnson-Farr*, Dwight E. Porter Professor of Education, Doane College  
*Jed Johnston*, dean of graduate studies in educational leadership, assistant professor of education, Doane College  
*Rhonda Josten*, teacher, Westside Public Schools  
*Linda Kalbach*, associate professor of education, Doane College  
*Thomas N. King*, professor of education, Doane College  
*Laurie Lafquen*, adjunct instructor, Doane College  
*Dana Martin*, administration, Millard Public Schools, Omaha  
*Julie Martin*, principal, Grand Island Public Schools  
*Jaime Messinger*, educational consultant  
*Katie Morrow*, teacher, O’Neill Public Schools  
*Mark Orsag*, professor of history, Doane College  
*Sue Pieper*, teacher, Papillion-La Vista Public Schools  
*Gina Pospisil*, teacher, Chambers Public Schools  
*Gianene Prentice*, adjunct instructor in counseling  
*Sue Rasmussen*, assistant professor of education, Doane College  
*Michelle Rezek*, teacher, Papillion-La Vista Public Schools  
*Ellen Ridolfi*, principal, Gretna Public Schools  
*Kathy Ryan*, assistant principal, Millard Public Schools  
*Susan Schlichtemeier-Nutzman*, training consultant, Omaha  
*Cindy Serfass*, teacher, Westside Public Schools  
*Mary Schlieder*, teacher, Norris Public Schools  
*Dawn Spurk*, teacher, Papillion-La Vista Public Schools  
*Jeanne Stec*, school counselor, Crete Public Schools  
*Deb Stato*, initial certification at the advanced level director and EDL instructor, Doane College  
*Joyce Swanson*, counselor and consultant, Omaha  
*Lisa Vargason*, adjunct instructor, Doane College  
*Barb Wallingford*, teacher, Lincoln Public Schools  
*Denee Wehrs*, instructor in education, Doane College  
*Carmen Westphal*, teacher, Lincoln Public Schools
APPLICATION FOR ADMISSION TO GRADUATE STUDIES IN EDUCATION

Full Legal Name

Last
First
Middle Name
Former

Preferred Name
Title - Please circle: Miss Mrs. Ms. Mr. Other

Address

Street and Number

City
State
Zip

Phone _______ ( ) _______ Soc. Security
Home or Cell
Work

E-mail Address

Birthdate
School District where Employed

Ethnicity __ Hispanic or Latino __ Not Hispanic or Latino
Race - Mark one or more races listed below.
White __ Black or African American __ Asian __ American Indian or Alaska Native
Native Hawaiian or Other Pacific Islander

U.S. Citizen: Yes No If, no what country is your citizenship? Visa Status

Institution Granting Undergraduate Degree
Date Undergraduate Degree Awarded

I have completed graduate courses at another institution: Yes No
If Yes, please provide the name of the institution(s) and, if you are degree-seeking, request that official transcripts be sent for all institutions if you wish the credit to be evaluated for possible transfer to your Doane program of study.

Will you apply for financial aid? Yes No (Non-degree-seeking students are not eligible for financial aid.)

Fee
$30.00

Please check one:

Please process my application for admission as a non-degree-seeking student.

Please process my application for admission as a degree-seeking AND/OR an endorsement-seeking student.

I am applying for: (Please check.)

Curriculum & Instruction __ Educational Leadership __ Education Specialist __
Early Childhood Endorsement __ ESL Endorsement __ Special Ed Endorsement __
Middle School Endorsement __ Reading Specialist __ Initial Secondary Certification __
Master of Arts in Counseling with an emphasis in School Counseling __

Circle one. The term I intend to begin my graduate studies is: Fall Spring Summer

RETURN APPLICATION AND FEE TO: Graduate Studies in Education; Doane College; 303 North 52nd Street; Lincoln, NE 68504

Doane College continues its policy of nondiscrimination on the basis of race, color, religion, gender, national origin, disability, age, marital status, or sexual orientation.
Doane College
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.

By submitting my admissions application I acknowledge that I have read and understand the above information about Disclosure of Academic Records within FERPA.