Tuition for graduate courses for students is $207.00 per credit hour for Curriculum and Instruction courses (EDC, EDS, and EDU prefixes), $219.00 per credit hour for Educational Leadership courses (EDL prefixes), and $244.00 per credit hour for Education Specialist courses (ESD 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 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 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 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, 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 2012/13.” 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.
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; and the Master of Arts in Counseling degree, for students seeking state licensure as mental health practitioners.

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), 2012 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 and the Education Specialist degree which prepares principals for certification as a superintendent in Nebraska.
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 Act 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 money. 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.
All graduate students must complete a Doane Application for Graduate Study before beginning their first 600, 700 or 800 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 required to be in attendance for all class meetings. 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 House/Curriculum night, and a death in the family. If students know they will need to miss class on a consistent basis, they should take the course at another time.

Students registering for courses and requesting consideration for financial aid should complete the federal financial aid application process no later than April 15, 2013. 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. Students in the Curriculum and Instruction degree program, the Educational Leadership degree program, the Education Specialist degree program and the Accelerated Certification program can apply for federal financial aid. Federal financial aid is not available for non-degree-seeking students or students in an endorsement only program such as Early Childhood, Reading Specialist, etc. unless the student is also working toward a Curriculum and Instruction degree at the same time.

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 courses by January 21, 2013 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, 2013.

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, 2013.
3. Preregister for ALL spring courses by January 21, 2013. 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 courses can jeopardize your current financial aid and/or your loan deferment status. If you do not register for courses until after January 15, 2013, 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 21, 2013.

**REFUND POLICY**

Tuition refunds are based on the beginning of the term, January 28, 2013, instead of the beginning and ending dates of education class(es). The refund is determined by the number of days that have passed from the official beginning of a term according to the schedule shown below. Refunds are based on the official withdrawal date. No refund will be made after the scheduled meetings for a class are completed.

<table>
<thead>
<tr>
<th>Days</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 days</td>
<td>100%</td>
</tr>
<tr>
<td>11-21 days</td>
<td>50%</td>
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<tr>
<td>22-28 days</td>
<td>25%</td>
</tr>
<tr>
<td>29-35 days</td>
<td>10%</td>
</tr>
<tr>
<td>After 35 days</td>
<td>0%</td>
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</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 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.” Official transcripts should be mailed to: Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504.

**CURRICULUM SUPERVISOR ENDORSEMENT**

The Curriculum Supervisor Endorsement is designed for individuals preparing for leadership roles at the district levels of the education system. The specific emphasis is to assist in or supervise the development of curriculum programs for students in pre-kindergarten through grade 12. Completion of the program includes a Masters of Education in Curriculum & Instruction degree along with the Curriculum Supervisor Endorsement. There are two Modules required.

**Module One:** Masters of Education in Curriculum & Instruction

- EDU 601 Critical issues in Curriculum & Instruction 3 hrs.
- EDU 603 Research Methods 3 hrs.
- EDU 604 Culminating Project 3 hrs.
- EDU 624 Multicultural Education & Practice 3 hrs.
- EDU 659 Differentiated Curriculum in the Regular Classroom 3 hrs.
- EDU 686 Providing Leadership in Literacy 3 hrs.
- Select one – either EDU-600 Improvement of Instruction 3 hrs.
  OR EDU-613 Models of Teaching 3 hrs.
- Select one – either EDU-602 Assessment of Learning 3 hrs.
  OR EDU-614 Assessment Literacy Development 3 hrs.
  OR EDU-645 Assessment of Literacy 3 hrs.
- Select one – either EDU-636 Technology as an Instructional Tool 3 hrs.
  OR EDU-638 Integrating Technology in the Classroom 3 hrs.
  OR EDU-709 21st Century Learning 3 hrs.
Plus 9 hours of elective courses selected by the graduate student in consultation with the academic advisor.

**Module Two:** Curriculum Supervisor coursework
ESD 715 School-Community Communication 3 hrs.
ESD 820 Leading and Responding to Change 3 hrs.
ESD 835 Leadership Practicum 3 hrs.
EDS 840 Curriculum, Instruction and Assessment 3 hrs.
ESD 850 Leadership Internship 3 hrs.

**MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP**

This innovative program to prepare future school principals began in the summer of 1996. The program was developed collaboratively with practicing school administrators in Nebraska, and it utilizes recommendations from the National Policy Board for Educational Administration. Doane believes the central responsibility of school leaders is to support and enhance teaching and learning, and the program consists of a series of integrated courses and experiences focusing on the various dimensions of school leadership. Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today’s schools. Students will be part of a cadre, which provides continuity and support for its members. For information, please call the Graduate Education Office at 402-466-4774 or 888-803-6263.

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDL 675</td>
<td>Foundations of Educational Leadership</td>
<td>6 hrs</td>
</tr>
<tr>
<td>EDL 680</td>
<td>Elementary Field Experience/Practicum I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 681</td>
<td>Middle Schools Field Experience/Practicum I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 682</td>
<td>Secondary Schools Field Experience/Practicum I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 683</td>
<td>Elementary Field Experience/Practicum II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 684</td>
<td>Middle Schools Field Experience/Practicum II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 685</td>
<td>Secondary Schools Field Experience/Practicum II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 681</td>
<td>Leadership Internship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 686</td>
<td>Advanced Educational Leadership</td>
<td>6 hrs</td>
</tr>
<tr>
<td>EDL 687</td>
<td>Advanced Educational Leadership II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDL 695</td>
<td>Research/Project Implementation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDU 600</td>
<td>Improvement of Instruction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDU 601</td>
<td>Critical Issues in Curriculum and Instruction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDU 602</td>
<td>Assessment of Learning or EDU-814 Assessment</td>
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<tr>
<td></td>
<td>Literacy Development or EDU-814 Assessment</td>
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<tr>
<td>EDL 676</td>
<td>Assessment for Student Leaders</td>
<td>3 hrs</td>
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**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. For information, please call the Graduate Education Office at 402-466-4774 or 888-803-6263.

**Admission Requirements**

Completion of a MA/MS/Ed 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 holds 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ESD 705</td>
<td>Issues in Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 710</td>
<td>School Districts as Organizations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 715</td>
<td>School Community Communications</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 820</td>
<td>Leading and Responding to Change</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 725</td>
<td>Politics and Policy Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 730</td>
<td>Ethics of Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ESD 835</td>
<td>Leadership Practicum</td>
<td>3 hrs</td>
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</table>
EDUCATION SPECIALIST IN CURRICULUM LEADERSHIP DEGREE PROGRAM

The Education Specialist in Curriculum Leadership Degree Program is designed for individuals preparing for leadership roles at district levels. The specific emphasis is to assist in the development of curriculum programs and to supervise teachers and staff in the curriculum process in pre-kindergarten through grade 12. Completion of the program includes a Masters of Education in Curriculum & Instruction degree; Masters of Education in Educational Leadership degree; Principal endorsement; and Curriculum Supervisor endorsement. Completion earns an Education Specialist in Curriculum Leadership degree. There are three modules required.

Module One: Masters of Education in Curriculum & Instruction
EDU-601 Critical issues in Curriculum & Instruction 3 hrs.
EDU-603 Research Methods 3 hrs.
EDU-604 Culminating Project 3 hrs.
EDU-624 Multicultural Education & Practice 3 hrs.
EDU-659 Differentiated Curriculum in the Regular Classroom 3 hrs.
EDU-686 Providing Leadership in Literacy 3 hrs.
Select one – either EDU-600 Improvement of Instruction 3 hrs.
Or EDU-613 Models of Teaching 3 hrs.
Select one – either EDU-602 Assessment of Learning 3 hrs.
OR EDU-614 Assessment Literacy Development 3 hrs.
OR EDU-645 Assessment of Literacy 3 hrs.
Select one – either EDU-636 Technology as an Instructional Tool 3 hrs.
OR EDU-638 Integrating Technology in the Classroom 3 hrs.
OR EDU-709 21st Century Learning 3 hrs.
Plus 9 hours of elective courses selected by the graduate student in consultation with the academic advisor.

Module Two: Masters of Education in Educational Leadership
EDL-675 Foundations of Educational Leadership 6 hrs.
EDL-680, 681 or 682 Field Experience/Practicum I 3 hrs.
EDL-683, 684 or 685 Field Experience/Practicum II 3 hrs.
EDL-621 Leadership Internship 3 hrs.
EDL-686 Advanced Educational Leadership I 6 hrs.
EDL-687 Advanced Educational Leadership II 3 hrs.
EDL-695 Research/Project Implementation 3 hrs.
The following 9 hours of courses are also required: EDU-600 or EDU-613, EDu-601 and EDU-602,614 or 645.

Module Three: Education Specialist in Curriculum Leadership
ESD-715 School-Community Communication 3 hrs.
ESD-820 Leading and Responding to Change 3 hrs.
ESD-840 Curriculum, Instruction and Assessment 3 hrs.
ESD-850 Leadership Internship 3 hrs.
Completion of these 3 modules earns these endorsements: Principal Endorsement, Curriculum Supervisor Endorsement.

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 on the next page. Requests should be mailed to: Registrar’s Office, Doane College, 1014 Boswell Ave., Crete, NE 68333-2430. Please include payment of $5.00 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 2013 graduate when requesting the transcript. Diplomas will be presented at Commencement on May 19, 2013 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.
**Early Childhood Endorsement**
In addition to a transcript review to determine what courses were completed at the undergraduate level, these Doane 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 Literacy Development – 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 a 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. Each course is 3 credit hours.

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

**Any One of the Following (3 credits)**
- EDU-690 Writing in the Primary Classroom
- EDU-706 Supporting Writers in the Writing Workshop

**Any One of the Following (3 credits)**
- EDU-688 Literature for Adolescents

**Any One of the Following (3 credits)**
- EDU-645 Assessment of Literacy
- EDU-614 Assessment Literacy Development
- EDU-602 Assessment of Learning

**Any One of the Following (3 credits)**
- EDU-634 Reading in the K-6 Classroom
- EDU-679 Reading in the 4 – 8 Classroom
- EDU-606 Improving Strategic Instruction in the Language Arts
- EDU-707 Supporting Readers in the Reading Workshop

**Any One of the Following (3 credits)**
- EDU-678 Reading in the K-3 Classroom
- EDC-612 Developing Literacy in the Primary Grades
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 150 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12). Each course is 3 credit hours.

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

Endorsement in Mild/Moderate Special Education - 4 Options

1. Special Education K-12 for Certified Teachers Adding a Special Ed Endorsement
2. Special Education 7 – 12 with a secondary content area endorsement for Accelerated Certification Students
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. 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 3 hour elective (if secondary teacher, elementary course in Reading is required for this elective)
   - Graduate 3 hour elective (If secondary teacher, elementary course in Math is required for this elective)
   * You must student teach in your Content Area.
   * Complete Accelerated Certification Requirements.

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
   * 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

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**GRADUATION IN MAY 2013**

May 2013 Graduates – Please read --- Students MUST have completed their ENTIRE program before they can participate in the graduation ceremony on May 19, 2013. After Spring registration closes, prospective May 2013 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 – both Curriculum and Instruction and Educational Leadership - will also receive an “Application for Degree” and information about the graduation ceremony scheduled for 10:00 a.m. May 19th 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.

To request an official transcript for your school district or the State Department of Education, please see the form on the following page.
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.

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<th>Name</th>
<th>SS/ID #</th>
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Address
(Street)  (City)  (State)  (Zip)

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>
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<tbody>
<tr>
<td>__ Yes, I am an actively enrolled student.</td>
<td>___ Immediately (I may have courses in progress)</td>
</tr>
<tr>
<td>I plan to graduate (month) _______, (year) _______</td>
<td>___ At the End of Term (Transcripts for the summer term will not be mailed until August, even if your classes are finished Earlier in the summer.)</td>
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<tr>
<td>I already graduated on (month) _______, (year) _______</td>
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<td>but still take courses.</td>
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<tr>
<td>__ No, I graduated from the graduate education program or stopped taking classes. My last year of attendance was __________.</td>
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Number of Copies ____________ X $5.00  Total Due = $ __________

Mail to:  Mail to:  Mail to:

If submitting this form via mail, please enclose a check is due to Doane College for $5.00 per transcript. If submitting this form via fax, please list a credit card number and expiration date below.

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<th>Credit Card Number</th>
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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.
WEB ADVISOR - REGISTRATION AND BOOK ORDERS

- CONTINUING STUDENTS  Registration for spring courses will begin on November 12, 2012.
- 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 courses, register for courses, drop and add courses, 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 either the Crete or Lincoln bookstores. 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 courses is “Spring 2013 Graduate Education.” Do not use the Spring or Winter terms listed for Lincoln or Grand Island. These term codes apply to the undergraduate 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 staff 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 courses can jeopardize your current financial aid and/or your loan deferment status. If you do not register for courses until after January 15, 2013, 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, please register for ALL SPRING semester courses by January 21, 2013. Courses 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 courses. If you are applying for federal financial aid, you must apply and be accepted by January 21, 2013.
- You can apply online at www.doane.edu by selecting “Apply Today” on the upper right side of the web page and then select “Master of Education Program.” You can apply as either a degree-seeking student in Curriculum and Instruction, Educational Leadership, Education Specialist, as a non-degree-seeking student, as an endorsement-seeking student or an Accelerated Certification 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 courses 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 Crete or Lincoln Doane bookstores. 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 federal 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 classes until after January 15, 2013, 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, please register for ALL SPRING semester courses by January 21, 2013. Courses added after that date will not be eligible for federal financial aid.

Registration for SPRING classes will begin November 12, 2012.
Payment Instructions for SPRING 2013

- 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 $207 for C & I courses, $219 for Ed Leadership courses (EDL) and $244 for Ed Specialist courses, (ESD).
- 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 “MYDOANE-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

21st Century Learning (EDU-709) - Online
Assessment of Learning (EDU-602) – Grand Island, Lincoln, Omaha
Autism Spectrum Disorders (EDU-711) - Online
Behavior Management (EDU-699) – Omaha
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, Omaha
Classroom Management (EDU-670) – Online
Collaborative Teaching – An Inclusion Model (EDS-610) – Online
Cooperative Learning (EDU-669) – Lincoln
Creative Teaching in the K-8 Content Area (EDU-699) - Online
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
Critical Issues in Special Education (EDS-632) – Online
Critical Issues for School Leaders (EDL-699) - Omaha
Culminating Project (EDU-604) – Grand Island, Lincoln, North Platte, Omaha, Online
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
Developmentally Appropriate Practices in the Middle Grades (EDU-617) - Online
Directed Individual Study (EDU-671) – Lincoln
Elementary Field Experience/Practicum II (EDL-683) – Lincoln, Omaha
Enhancing Learning by Developing Peaceful Classrooms (EDU-718) - Omaha
ESL: Communicating in the Educational Environment (EDU-729) – Online
Ethics of Leadership (EDS-730) - Lincoln
First Year Teacher Seminar (EDU-699) – Online
Gender Differences in Reading in the Classroom (EDU-699) - Online
Google Apps in the Classroom (EDU-699) – Online
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 K-12 Classroom (EDU-638) - Online
Internship for ESL (EDU 621) – Online
Internship in Reading Instruction (EDU-689) – Lincoln, Omaha
iPads in the Classroom (EDU-699) – Lincoln, Omaha, Online
Leadership Practicum (EDS-730) - Lincoln
Linguistics for ESL Teachers (ESU-683) – Online
Literature for Adolescents (EDU-688) - Online
Literature for Children and Youth (EDU-640) – Lincoln
Making a Good Brain Better (EDU-722) - Omaha
Meeting Learner Needs through Multiple Intelligences (EDU-627) – Online
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 (EDL-684) – Lincoln, Omaha
Models of Teaching (EDU-613) – Online
Motivating & Inspiring Learners (EDU-699) – Online
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
Providing Leadership in Literacy (EDU-686) – Online
Reaching, Teaching & Motivating ALL Students in K-12 Classrooms (EDU-699) – Lincoln, Omaha
Reading & Writing in the Content Areas (EDU-663) – Online
Reading in the 4 – 8 Classroom (EDU-679) - Omaha
Reading in the K-6 Classroom (EDU-634) - Gothenburg
Real-Life Math for the K-6 Classroom (EDU-609) – Omaha
Research and Project Implementation (EDL-695) – Lincoln, Omaha
Research Methods (EDU-603) – Lincoln, Omaha
School Districts as Organizations (ESD-710) – Lincoln
School Law for Teachers (EDU-608) – Online
School Law for Administrators (EDL-699) - Online
Secondary Field Experience/Practicum II (EDL-685) – Lincoln, Omaha
SMART: Interactive Whiteboards in the K-12 Classroom (EDU-726) - Omaha
Social & Emotional Needs of the High Ability Learner (EDU-702) - Lincoln
Student Teaching – (EDU-655) – Lincoln
Study Strategies for Struggling Middle & High School Students (EDU-622) – Online
Teaching Strategies (EDU-672) - Online
Technology as an Instructional Tool (EDU-636) – Online
Using iPads in the K-12 Classroom (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 $207 for C & I courses, $219 for Ed Leadership courses (EDL) and $244 for Ed Specialist courses, (ESD).
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- 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 “MY DOANE-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.

Students MUST use Blackboard and their Doane e-mail for all online courses. Students access Blackboard through www.doane.edu – “Current Students” or direct 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 12 AND CLOSE ON JANUARY 28. STUDENTS CANNOT ADD OR DROP AN ONLINE COURSE AFTER THAT DATE. 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 class. 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.

ADVISING FOR DEGREE AND/OR ENDORSEMENT PROGRAMS

If you have any questions about your Curriculum & Instruction degree 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 jed.johnston@doane.edu or doug.christensen@doane.edu.
Students are limited to a total of 15 credit hours of online courses that can be applied to an endorsement or a degree program.

**On-line course – Students must register by January 28, 2013.**

EDU-601-1 Critical Issues in Curriculum & Instruction

Students must have permission of the Graduate Office to register for this course. E-mail wilma.daddario@doane.edu or leslie.harms@doane.edu or call 888-803-6263. Students from a location where the course is not offered will have preference. A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**On-line course – Students must register by January 28, 2013.**

EDU-604-1 Culminating Project

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

**On-line course – Students must register by January 28, 2013.**

EDU-608-1 School Law for Teachers

EDL-699-1 School Law for Administrators

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

**On-line course – Students must register by January 28, 2013.**

EDS-610-1 Collaborative Teaching – An Inclusion Model

Required course for the Special Education endorsement. A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**On-line course – Students must register by January 28, 2013.**

EDC-612-1 Developing Literacy in the Primary Program


**On-line course – Students must register by January 28, 2013.**

EDU-613-1 Models of Teaching

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 wilma.daddario@doane.edu or leslie.harms@doane.edu or call 888-803-6263. A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**On-line course – Students must register by January 28, 2013.**

EDC-614-1 Developmentally Appropriate Practices: The Primary Program

Required course for an Early Childhood endorsement. Students should choose one of the recommended books listed for this course. Please check www3.specialty-books.com/doane for your book.

**On-line course – Students must register by January 28, 2013.**

EDC-616-1 Critical Issues in Early Childhood Education

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

**On-line course – Students must register by January 28, 2013.**

EDU-617-1 Developmentally Appropriate Practices in the Middle Grades

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

**On-line course – Students must register by January 28, 2013.**

EDU-621-1 Internship for ESL

Students must have completed EDU-682 Curriculum for ESL Students and EDU-684 Methods of Teaching & Assessing ESL students before they can register for Internship. Required course for the ESL endorsement.

**On-line course – Students must register by January 28, 2013.**

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

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

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

EDU-636-1 Technology as an instructional Tool Lisa Vargason Lyn Forester

EDU-638-1 Integrating Technology in the K-12 Classroom Matt Flynn

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

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

EDU-672-1 Teaching Strategies Tom King
A textbook is required. Please check www3.specialty-books.com/doane to purchase your book.

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

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

EDU-684-1 Methods of Teaching & Assessing the ESL Student Dana Martin
Required course for the ESL endorsement.
A textbook is required. 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.

EDU-686-1 Providing Leadership in Literacy Sue Pieper Dawn Spurck
Classroom Required course for the Reading Specialist endorsement.
A textbook is required. Please check www3.specialty-books.com/doane to order your book.
<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EDU-688-1</td>
<td>Literature for Adolescents</td>
<td>Kelly Thielen</td>
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<td></td>
<td>Required course for the Reading Specialist endorsement. A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<tr>
<td>EDU-699-1</td>
<td>First Year Teacher Seminar</td>
<td>Julie Kozisek</td>
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<td>Course registration is restricted to students who received their undergraduate degree in education from Doane College in 2012.</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<td>EDU-699-3</td>
<td>Integrating Children's Literature in the General Curriculum to Promote Social Emotional Learning (Integ Lit for Soc &amp; Emot Lrng)</td>
<td>Mary Schlieder</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<td>EDU-699-4</td>
<td>Creative Teaching in the K-8 Content Area</td>
<td>Scot Moore</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<td>EDU-699-5</td>
<td>Gender Differences in Reading in the Classroom</td>
<td>Sue Pieper</td>
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<td>Dawn Spurck</td>
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<td>EDU-699-6</td>
<td>Google Apps in the Classroom</td>
<td>Karen Dux</td>
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<td>EDU-699-7</td>
<td>iPads in the Classroom</td>
<td>Josh Allen</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<td>EDU-6709-1</td>
<td>21st Century Learning</td>
<td>Karen Dux</td>
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<td>EDU-711-1</td>
<td>Autism Spectrum Disorders</td>
<td>Rhonda Josten</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to purchase your book.</td>
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<tr>
<td>EDU-714-1</td>
<td>Developing Positive Learning Environments</td>
<td>Mary Schlieder</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book.</td>
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<td>EDU-729-1</td>
<td>ESL: Communicating in the Educational Environment</td>
<td>Dana Martin</td>
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<td>A textbook is required. Please check www3.specialty-books.com/doane to order your book. Required course for the ESL endorsement</td>
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GOTHENBURG

• 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.
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Spring registration on web advisor wa.doane.edu opens on November 12.

<table>
<thead>
<tr>
<th>Gothenburg Secondary School, 1322 Avenue I</th>
<th>Tuesdays, January 22 – April 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-634-1  Reading in the K-6 Classroom</td>
<td>5:30-9:00pm  Erica Johnson</td>
</tr>
<tr>
<td></td>
<td>Ann Foster</td>
</tr>
</tbody>
</table>

A textbook is required. Please check www3.specialty-books.com/doane to order your book.
GRAND ISLAND

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Spring registration on web advisor wa.doane.edu opens on November 12.

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 23 – April 17 – College Park, Room 207/8</th>
<th>5:30-9:00pm</th>
<th>Sue Rasmussen</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-600-1 Improvement of Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A $35.00 fee for materials will be charged with tuition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursdays, January 24 – April 18 – College Park, Room 207/8</th>
<th>5:30-9:00pm</th>
<th>Sue Rasmussen</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-604-2 Culminating Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday, January 19 – other Saturday dates to be arranged at the first class meeting. College Park – Room 207/8</th>
<th>8:30am-3:30pm</th>
<th>Julie Martin</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-602-1 Assessment of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A $35.00 materials fee will be added to tuition charges.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDC-680-1 Practicum for Early Childhood</th>
<th>Arranged</th>
<th>Jackie Florendo</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deadline to register for this class is January 28. This class is required for an Early Childhood endorsement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDU-680-1 Practicum for Middle Grades</th>
<th>Arranged</th>
<th>Jackie Florendo</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deadline to register for this class is January 28. This class is required for a Middle Grades endorsement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDU-681-1 Practicum for Recertification</th>
<th>Arranged</th>
<th>Jackie Florendo</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deadline to register for this class is January 28.</td>
<td></td>
<td></td>
</tr>
</tbody>
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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 jed.johnston@doane.edu or doug.christensen@doane.edu.

**Spring registration on web advisor wa.doane.edu opens on November 12.**

*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.*

<table>
<thead>
<tr>
<th>Educational Leadership Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 13, February 10, March 10, April 7, April 28</strong></td>
<td></td>
</tr>
<tr>
<td>EDL-683-1 Elementary Field Experience/</td>
<td>Arranged</td>
</tr>
<tr>
<td>Practicum II</td>
<td></td>
</tr>
<tr>
<td>EDL-684-1 Middle Grades Field Experience/</td>
<td>Arranged</td>
</tr>
<tr>
<td>Practicum II</td>
<td></td>
</tr>
<tr>
<td>EDL-685-1 Secondary Field Experience/</td>
<td>Arranged</td>
</tr>
<tr>
<td>Practicum II</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>January 5, January 27, February 24, March 17, April 21</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL-695-1 Research &amp; Project Implementation</td>
<td>Arranged</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A $25.00 course fee will be added to tuition charges.
## Education Specialist Courses

*Dates to be arranged – Registration will close on January 28.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESD-710-1</td>
<td>School Districts as Organizations</td>
<td>Arranged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doug Christensen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barbara Jacobson</td>
</tr>
<tr>
<td>ESD-730-1</td>
<td>Ethics of Leadership</td>
<td>Arranged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doug Christensen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cynthia Wendell</td>
</tr>
<tr>
<td>ESD-835-1</td>
<td>Leadership Practicum</td>
<td>Arranged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doug Christensen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cynthia Wendell</td>
</tr>
</tbody>
</table>

A $25.00 course fee will be added to tuition charges for all ESD courses.

*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.*

## Curriculum and Instruction Courses

### Mondays, January 21 – April 15 - Education Building – South Classroom

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-600-2</td>
<td>Improvement of Instruction</td>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sue Rasmussen</td>
</tr>
</tbody>
</table>

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

### Mondays, January 7 – May 6 – Education Building - North Classroom

REGISTRATION FOR THIS COURSE WILL CLOSE ON DECEMBER 20. THERE MAY BE A READING ASSIGNMENT DUE BEFORE THE FIRST CLASS MEETING.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-603-3</td>
<td>Research Methods</td>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linda Kalbach</td>
</tr>
<tr>
<td>EDU-604-3</td>
<td>Culminating Project</td>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linda Kalbach</td>
</tr>
</tbody>
</table>

Students MUST register for Both EDU-603-3 and EDU-604-3. This is a combined 6 hour course block. A textbook is required for EDU-603-3. Please check www3.specialty-books.com to purchase your book. The book is NOT available at the Doane-Lincoln or Doane-Crete Bookstore.

** Registration for these courses will close on December 20.

### Tuesdays, January 22 – April 16 – Education Building – South Classroom

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-699-9</td>
<td>Reaching, Teaching &amp; Motivating</td>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td></td>
<td>ALL Students in K-12 Classrooms</td>
<td>Carla Osberg</td>
</tr>
</tbody>
</table>

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

### Tuesdays, January 22 – April 16 – Education Building – North Classroom

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-601-2</td>
<td>Critical Issues in Curriculum &amp; Instruction</td>
<td>5:30-9:00pm</td>
</tr>
</tbody>
</table>

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

### Wednesdays, January 23 – April 17 – Education Building – North Classroom

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-699-10</td>
<td>iPads in the Classroom</td>
<td>5:30-9:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Matt Kutscher</td>
</tr>
</tbody>
</table>

If you would like to register for this class but do not own an iPad, please contact Lyn Forester at lyn.forester@doane.edu to make arrangements for use of an iPad.
**Thursdays, January 24 – April 18 – Education Building, South Classroom**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-640-1</td>
<td>Literature for Children and Youth</td>
<td>5:30-9:00pm</td>
<td>Barb Wallingford</td>
</tr>
</tbody>
</table>

Required course for the Reading Specialist endorsement.

**Thursdays, January 24 – April 18 – Education Building, North Classroom**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-669-1</td>
<td>Cooperative Learning</td>
<td>5:30-9:00pm</td>
<td>Amber Cownie</td>
</tr>
</tbody>
</table>

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

**Saturdays, January 26, February 9, 23, March 9, 23 and April 6 – Fred Brown Center, Room TBA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-602-2</td>
<td>Assessment of Learning</td>
<td>8:00am-4:00pm</td>
<td>Deb Stuto</td>
</tr>
</tbody>
</table>

A textbook is required. Please check www3.specialty-books.com/doane to order your book. The book is NOT available at the Doane-Lincoln or Doane-Crete bookstores. Registration in this course is restricted to students in the Accelerated Certification program at Doane.

**Saturdays, January 26, February 16, March 9, 30 and April 20 – Fred Brown Center, Room TBA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-602-3</td>
<td>Assessment of Learning</td>
<td>8:00am-5:00pm</td>
<td>Tim Muggy</td>
</tr>
</tbody>
</table>

A $30.00 materials fee will be added to tuition charges for this course. Registration in this course is restricted to students who are NOT in the Accelerated Certification program at Doane.

**Saturday January 26 – additional 4 Saturdays to be selected at the first class meeting – Fred Brown Center – Room TBA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-733-1</td>
<td>Classroom Connections</td>
<td>8:00am-5:00pm</td>
<td>Amber Tiefenthaler</td>
</tr>
</tbody>
</table>

A textbook is required plus a course fee of $5.00 will be added to tuition charges. 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 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-604-5</td>
<td>Culminating Project</td>
<td>Arranged</td>
<td>Kay Hegler</td>
</tr>
</tbody>
</table>

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

**Class dates/times to be arranged. Registration deadline is January 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-655-1</td>
<td>Student Teaching</td>
<td>Arranged</td>
<td>Emily Griesch</td>
</tr>
</tbody>
</table>

Class registration is limited to students admitted to the Accelerated Certification program. A $50.00 course fee will be added to tuition charges.

**Registration deadline is January 28. If you are an Accelerated Certification Student with SPED ONLY or a Certified teacher completing your SPED endorsement – register for THIS Practicum course.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680A-1</td>
<td>Practicum for Special Education K-12</td>
<td>Arranged</td>
<td>Denee Wehrs</td>
</tr>
</tbody>
</table>

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

**Registration deadline is January 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680B-1</td>
<td>Practicum for Special Education K-8</td>
<td>Arranged</td>
<td>Denee Wehrs</td>
</tr>
</tbody>
</table>

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

**Registration deadline is January 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS-680C-1</td>
<td>Practicum for Special Education 7-12</td>
<td>Arranged</td>
<td>Denee Wehrs</td>
</tr>
</tbody>
</table>

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

**Registration deadline is January 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC-680-2</td>
<td>Practicum for Early Childhood</td>
<td>Arranged</td>
<td>Jackie Florendo</td>
</tr>
</tbody>
</table>

This course is required for an Early Childhood endorsement.

**Registration deadline is January 28.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-680-2</td>
<td>Practicum for Middle Grades</td>
<td>Arranged</td>
<td>Jackie Florendo</td>
</tr>
</tbody>
</table>

This course is required for a Middle Grades endorsement.

**Registration deadline is January 28.**

<table>
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<tr>
<th>Course Code</th>
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<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-681-2</td>
<td>Practicum for Recertification</td>
<td>Arranged</td>
<td>Jackie Florendo</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-689-1</td>
<td>Internship in Reading Instruction</td>
<td>Sue Pieper</td>
</tr>
<tr>
<td></td>
<td>Arranged</td>
<td>Dawn Spurck</td>
</tr>
</tbody>
</table>

This course is required for the Reading Specialist endorsement.

EDU-671-1  Directed Individual Study  Arranged  Denee Wehrs
Students must have their directed study application completed and submitted to the Graduate Education Office by January 28, 2013 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 materials.

NORFOLK

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Norfolk classes will be arranged by staff in Norfolk and advertised in the area. Please see the ONLINE course listings for additional courses offered during spring semester. Registration will close on January 28.
NORTH PLATTE

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• 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 “MYDOANE-CURRENT STUDENTS.”
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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 course. 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 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.

Spring registration on web advisor wa.doane.edu opens on November 12.

Saturday, January 12 – other dates to be arranged
North Platte Hampton Inn Conference Room, 200 Platte Oasis Parkway, North Platte
EDU-604-6 Culminating Project 8:30a.m. - 4:30p.m. Julie Martin
• 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 $207 for C & I courses, $219 for Ed Leadership courses (EDL) and $244 for Ed Specialist courses, (ESD).
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If you have questions about your Educational Leadership program, please e-mail jed.johnston@doane.edu

Spring registration on web advisor wa.doane.edu opens on November 12.

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.

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<thead>
<tr>
<th>January 13, February 10, March 3, April 7, April 28</th>
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<tbody>
<tr>
<td>EDL-683-2 Elementary Field Experience/ Practicum II</td>
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<tr>
<td>EDL-684-2 Middle Grades Field Experience/ Practicum II</td>
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<td>EDL-685-2 Secondary Field Experience/ Practicum II</td>
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A $25.00 course fee will be charged for all EDL courses with tuition charges.

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<tr>
<th>January 5, January 27, February 24, March 17, April 21</th>
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<tr>
<td>EDL-695-2 Research &amp; Project Implementation</td>
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A $25.00 course fee will be charged for all EDL courses with tuition charges.
Spring registration on web advisor [wa.doane.edu](http://wa.doane.edu) opens on November 12.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Days</th>
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<tr>
<td>EDU-607-1</td>
<td>Building Communities in the Classroom</td>
<td>Mondays</td>
<td>5:30-9:00pm</td>
<td>Marty Fetch</td>
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<td>January 14 – April 29</td>
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<td>No class January 21, February 18 or April 1 as Westside High is closed.</td>
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<tr>
<td>EDU-690-1</td>
<td>Writing in the Primary Classroom</td>
<td>Mondays</td>
<td>5:30-9:00pm</td>
<td>Nancy Christensen</td>
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<tr>
<td>EDU-699-11</td>
<td>Using iPads in the K-12 Classroom</td>
<td>Mondays</td>
<td>5:30-9:00pm</td>
<td>Jeff Ingraham</td>
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<tr>
<td>EDU-601-3</td>
<td>Critical Issues in Curriculum &amp; Instruction</td>
<td>Tuesdays</td>
<td>5:30-9:00pm</td>
<td>Deb Stoto</td>
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<td>January 15 – April 23</td>
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<td>EDL-699-2</td>
<td>Critical Issues for School Leaders</td>
<td>Tuesdays</td>
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<td>EDU-679-1</td>
<td>Reading in the 4-8 Classroom</td>
<td>Tuesdays</td>
<td>5:30-9:00pm</td>
<td>Michelle Rezek</td>
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<tr>
<td>EDU-699-12</td>
<td>Behavior Management</td>
<td>Tuesdays</td>
<td>5:30-9:00pm</td>
<td>Cindy Serfass</td>
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<td>EDU-726-1</td>
<td>SMART: Interactive Whiteboards in the K-12 Classroom</td>
<td>Tuesdays</td>
<td>5:00-8:30pm</td>
<td>Mary Ritzdorf</td>
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<td>January 15 – April 16</td>
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<td>Millard North Middle School, 2828 S. 139th Plaza, Room M5-4</td>
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<td>Papillion-LaVista Schools Administration, 420 S. Washington, Papillion</td>
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<td>EDU-699-13</td>
<td>iPads in the Classroom</td>
<td>Tuesdays</td>
<td>5:30-9:00pm</td>
<td>Josh Allen</td>
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<td>EDU-602-4</td>
<td>Assessment of Learning</td>
<td>Wednesdays</td>
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<td>Mark Hawkins</td>
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<td>EDU-604-8</td>
<td>Culminating Project</td>
<td>Wednesdays</td>
<td>5:30-9:00pm</td>
<td>Kathy Ryan</td>
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Registration is restricted to students completing EDU-603 Research Methods with Ryan.
This EDC Registration deadline is January 28.

**EDS-609-1** Real-Life Math for K-6 Classroom  
Westside High School, 8701 Pacific  
5:30-9:00pm  
Deb Fetch  
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**EDU-600-3** Improvement of Instruction  
Westside High School, 8701 Pacific  
5:30-9:00pm  
Marty Fetch  
A $35.00 materials fee will be charged with tuition.

**EDU-699-14** Reaching, Teaching & Motivating  
Westside High School, 8701 Pacific  
5:30-9:00pm  
Carla Osberg  
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**EDU-733-2** Classroom Connections  
Westside High School, 8701 Pacific  
5:30-9:00pm  
Amber Tiefenthaler  
A textbook is required plus a $5.00 course fee. Please check www3.specialty-books.com/doane to order your book.

**EDU-718-1** Enhancing Learning by  
Countryside Church, 8787 Pacific Street, Omaha  
Fri.5:45-9:15pm  
Joyce Swanson  
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**EDU-722-1** Making a Good Brain Better  
Countryside Church, 8787 Pacific Street, Omaha  
Fri.5:45-9:15pm  
Joyce Swanson  
Sat.8:00am-4:00pm  
Laurie Lofquist  
A textbook is required. Please check www3.specialty-books.com/doane to order your book.

**EDU-603-7** Research Methods  
Westside High School, 8701 Pacific  
8:00am-1:30pm  
Sue Schlichtemeier-Nutzman  
This course is required for the Special Education Endorsement K-12 only – no secondary content area or teachers certified in elementary.  

**EDU-604-7** Culminating Project  
Sue Schlichtemeier-Nutzman  
Students MUST register for both EDU-603-7 and EDU-604-7. This is a combined 6 hour course. Please register early as there may be assignments due at the first class meeting. A textbook is required for EDU-603. Please check www3.specialty-books.com/doane to purchase your book.

**EDS-680A-2** Practicum for Special Education K-12  
Arranged  
Denée Wehrs  
This course is required for the Special Education Endorsement K-12 only – no secondary content area or teachers certified in elementary.  

**EDS-680B-2** Practicum for Special Education K-8  
Arranged  
Denée Wehrs  
This course is required for the Special Education Endorsement K-8 with a secondary content area.

**EDS-680C-2** Practicum for Special Education 7-12  
Arranged  
Denée Wehrs  
This course is required for the Special Education Endorsement 7-12 with a secondary content area.

**EDC-680-3** Practicum for Early Childhood  
Arranged  
Jackie Floreno  
This class is required for an Early Childhood endorsement.

*Registration deadline is January 28.*
Designing a literacy program based upon developmentally appropriate practices. Such a program in the primary classroom will have the outcomes of the plan and complete an evaluation of the plan based on the data collected.

Students will develop and participate in a leadership practicum that is designed, implemented and evaluated by the candidate. Each student will develop a "values code" as a foundation for their role as leader that will be adapted into their philosophy of leadership.

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

Students also will explore the concept and strategies of distributed leadership at all levels, program, district, and school throughout the school-community.

This course will continue 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.

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.
design programs within their primary classrooms. This course has an early childhood prefix and is specifically designed to support the Nebraska Primary initiative.

EDS 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- EDS Special Education Prefix

EDS 610 Collaborative Teaching – An Inclusion Model 3 Credits
Collaborative teaching models, team planning, curriculum adaptations, behavior management, and utilization of resources in both the school and the community are the primary foci of this course. Upon completion, the graduate student has an inclusion plan for the next academic year to implement in the classroom or school.

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-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 – 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 relectivity. Also included will be an emphasis on current trends/issues 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, and implementation of standards, 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 the Master of Education-Curriculum and Instruction program. Students must complete EDU-603 Research Methods the semester before you register for EDU-604. The courses cannot be completed during the same semester unless both EDU-603 and EDU-604 are offered as a 6 hour block.

EDU 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 unless both EDU-603 and EDU-604 are offered as a 6 hour block.

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 teaming, 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 608 School Law for Teachers  
3 Credits  
Considers the current social and legal issues affecting public schools and education. Course presentations, guest lectures, discussions and readings will focus on the legal foundations of public education and the impact the federal and state court cases have had on public and private schools. Students will complete a variety of experiences, both oral and written, to understand the impact educational law has had on schools, teachers, and students, and how it has shaped the development of our public school system.

EDU 609 Real-Life Math for Today's K-6 Classroom  
3 Credits  
Teachers will expand their 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 the students' lives. This course links math to all subject areas and themes through the use of literature, manipulatives (pentominoes, tangrams, pattern block, coins, etc.) and real-life tools (graphs, graphs, menus, phone books, stamps, maps, sport events, etc.). These techniques and strategies will bring the NCTM Standards alive in the classroom. Participants will be able to apply the ideas to help students make sense of mathematics and apply it as a tool for reasoning and problem solving.

EDU 613 Models of Teaching  
3 Credits  
This course will substitute for EDU 600 Improvement of Instruction as a core course for the Master of Education degree.  
This course focuses on a variety of teaching strategies for use in instructional planning and practice. Students will participate in the design of lessons for classroom use by applying instructional models that provide active learning, inquiry skills and the deductive and inductive reasoning process. 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 617 Developmentally Appropriate Practices in the Middle Grades  
3 Credits  
An exploration of the practical and philosophical issues concerning developmentally appropriate learning for middle grade students. Participants learn strategies for implementing practices that support the emerging adolescent, including methods and materials in the content areas.

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

EDU 622 Study Strategies for Struggling Middle and High School Students  
3 Credits  
This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning.

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 634 Reading in the K-6 Classroom  
3 Credits  
This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. A variety of strategies for fiction and informational text is presented, as well as the use of focus groups on specific areas of concern. The assessment component includes training on the use of Individual Reading Inventories, observation surveys and other reading diagnostic tools.

EDU 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 elementary specific strategies for use. 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. Prerequisites – EDU-624, EDU-663, 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 which they may utilize to improve student understanding of texts and materials in their classrooms and at home. Students will explore and utilize reading strategies which include basic processes of reading, methods which include 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 670 Classroom Management 3 Credits
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 1-3 Credits
An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instruction systems. A directed study application form and an ADD 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 an ADD form and directed study application form from the Graduate Office in Lincoln.
2. Students complete the forms and return them to the Graduate Studies in Education Office, Doane College, 303 N. 52nd Street, Lincoln, NE 68504, fax 402-466-4228. The directed study application needs to be completed and submitted to the Graduate Education Office at Doane College, 303 N. 52nd Street, Lincoln, NE 68504 by the January 28, 2013 deadline for spring semester. Directed Study requests 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/or to the Dean for approval and register the student. A copy of the signed form will be filed in the student’s folder.
4. It is the student’s responsibility to pay tuition charges to Student Accounts and 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 672 Teaching Strategies 3 Credits
An investigation of teaching strategies incorporating theory and practice in conventional group instruction, individualized instruction, and instruction using new media. Attention is also given to planning and developing lessons, environmental issues affecting instruction, and constructionist theory and practice.

EDU 679 Reading in the 4-8 Classroom 3 Credits
This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classrooms. By promoting the learning 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 3 Credits
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 682 Curriculum for ESL Students 3 Credits
This course is designed to assist teachers in working with English Language Learners in the standard mainstream classroom or ESL classroom. Teachers will learn to apply strategies that increase comprehension and language usage for the English language learner. Sheltered Instruction will be presented as a means for making grade-level academic content (e.g. science, social studies, math) more accessible for English Language Learners while at the same time promoting language development. At the conclusion of this course, the student will be able to: apply sheltered instruction approaches to second language teaching; apply sheltered instruction approaches to academic settings; experiment with strategies for the negotiation of meaning in the classroom; use the sheltered instruction model as a framework for designing and delivering instruction in a way that complements other instructional approaches.

EDU 683 Linguistics for ESL Teachers 3 Credits
This course introduces concepts in linguistics and sociolinguistics relevant to the teaching of English as a second language. Aspects of linguistics theory and English language structure -- phonology, morphology, syntax, semantics, and pragmatics are discussed, with an emphasis on how language functions as a means of communication. The connection between language, thought, and culture is examined for its applications in classroom teaching in ESL settings. Students will be able to apply linguistics theory to classroom practices.

EDU 684 Methods of Teaching & Assessing the ESL Student 3 Credits
This course will explore theories and practices for understanding how to teach and guide the ESL student. Students will study past and current methods for teaching ESL learners and examine those methods and how they impact lesson development and teaching as it relates to the different skill and content areas. Students will be able to apply these methods in the classroom and adapt them to suit the diverse needs of the ESL student. Students will also gain a working knowledge of standard and non-standard forms of assessment appropriate for the ESL learner. Students will create materials for classroom assessment and develop assessment plans.

EDU 685 Critical Issues in Reading 3 Credits
This course considers current social, political, and economic issues affecting reading. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, and topics selected by class members. At the conclusion of the course, students develop a personal reading platform based on their understanding of the issues and how these issues affect the school environment.

EDU 686 Providing Leadership in Literacy 3 Credits
This course focuses on the different roles teachers can play as they provide leadership in literacy. A primary role that will be explored is that of a literacy coach. The emphasis will be on learning ways to work with teachers in a collaborative manner that will provide in-depth professional development to build capacity in providing effective instruction to enhance student learning. Different models of coaching such as one-to-one, grade-level or small group study, and large group study will be reviewed with information on developing effective contexts for coaching. Strategies will be shared for building trust and getting started with coaching through individual conferences, demonstration lessons, co-teaching, and leading study groups. The use of the gradual release of responsibility and its' connections to
coaching will be explored. Participants will move from theory to practice as they design and implement strategies for providing leadership in literacy.

**EDU 688 Literature for Adolescents**

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

**EDU 689 Internship in Reading Instruction**

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

**EDU 690 Writing in the Primary Classroom**

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 702 Social and Emotional needs of High Ability Students**

This course focuses on the nature of high ability learners and how they differ from other learners emotionally and socially. Participants will discuss unusual learning profiles, characteristics of effective learners of the gifted, basic counseling techniques that teachers can understand and implications for decision-making concerning high ability students. The class will consider self-esteem, twice exceptional learners, underachievement, and affective needs, as well as the impact of classroom and systemic decisions on high ability learners. The students will develop a plan to address social and emotional needs of high ability students in their classrooms.

**EDU 709 21st Century Learning**

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 711 Autism Spectrum Disorders**

This course is an overview of historical and contemporary perspectives related to the identification of and planning and programming for children with Autism. Topics discussed include the causes of this disability, the learning and behavioral characteristics of children with Autism, as well as their implications in education. Students will develop IEPs for the autistic child. This course substitutes for EDS 625 Methods of Teaching Mild, Moderate Special Education for a special education endorsement.

**EDU 714 Developing Positive Learning Environments**

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**

This experiential course is designed to assist teachers in improving the educational achievement of students by increasing the amount of time 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-722 Making a Good Brain Better**

Brain dysfunction is a reason students fail at school. The brain is malleable and capable of change. This experiential class will explore cutting-edge neuroscience as it applies to the classroom. Emphasis will be placed on the most effective strategies to optimize learning potential, to make good brains great and difficult ones better. Participants will be able to: 1. Describe how children learn and develop; 2. Provide opportunities supporting intellectual, social and personal growth; 3. Recognize and provide for individual differences and diversity; 4. Use a variety of instructional strategies to encourage students’ development of skills and strategies for critical thinking and problem solving, and 5. Use classroom management and motivational strategies to create a positive learning environment.

**EDU 726 SMART: Interactive Whiteboards in the K-12 Classroom**

Interactive whiteboards are quickly becoming a powerful instructional tool in education. This course is designed to empower K-12 educators to integrate SMARTboard technology into their classrooms. The SMART Certified instructor will lead participants through Level 1 and Level 2 SMART training modules. Participants will be applying SMARTboard technology into their learning environment, with an emphasis on content specific curriculum. Hands-on practice will provide educators with many tips and tricks to utilize in the classroom while creating engaging and interactive lesson activities.

**EDU 729 ESL: Communicating in an Educational Environment**

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 educate the relationship between language and culture, their influence on each other as well as their effect on communities, 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-733 Classroom Connections**

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 699 Selected Topics**

*Elective courses for the Master of Education degree. Please see specific course descriptions listed below in alphabetical order.*

**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 essential 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 Creative Teaching in the K-8 Content Area**  
The current climate of education is such that student success, or lack thereof, is the greatest indicator of teacher effectiveness. This practice mitigates class work that is predicated on critical and creative thinking. Participants will examine pedagogical modalities for the classroom teacher to dovetail creative thinking practices into an ostensibly overflowing curriculum.  

**EDL 699 Critical Issues for School Leaders**  
Registration restricted to student currently enrolling in the Educational Leadership program at Doane. This course will substitute for EDU-601 for Educational Leadership students.  

**EDU 699 First Year Teacher Seminar**  
A seminar designed for the 2012 Doane College education undergraduates.  

**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 those 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 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 arming educators and students everywhere with mobile tools that have the potential to transform the way we teach and learn. This course will be divided into 3 parts. Part 1: Using the device as a personal learning device. Part 2: App-ivity exploration. Participants will examine several iOS applications and discuss their use in the curriculum. Part 3: App-ivity development. During this part 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.  

**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, supporting, and productive classroom and school environments.  

**EDU 699 Reaching, Teaching, and Motivating ALL Students in K-12 Classrooms**  
This course will provide K-12 teachers with practical, research-based strategies to challenge, motivate, and increase the achievement of all learners found in inclusive classrooms. The sessions will specifically address struggling students and students with disabilities. Participants will discuss and consider current educational trends including: 1) dealing with the latest movements in education (inclusive classrooms, accountability, etc.), 2) updating current modes of instruction to meet student needs, 3) providing active learning in standards-based environments, 4) using accommodations and differentiation effectively, 5) exploring the “power of two” (co-teaching possibilities).  

**EDU 699 Using iPads in the Classroom**  
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.  

**EDL 699 School Law for Administrators**  
Considers the current social and legal issues affecting public schools and education. Course presentations, guest lectures, discussions and readings will focus on the legal foundations of public education and the impact the federal and state court cases have had on public and private schools. Students will complete a variety of experiences, both oral and written, to understand the impact educational law has had on schools, teachers, and students, and how it has shaped the development of our public school system.
FACULTY

Josh Allen, technology coordinator, Papillion-LaVista Public Schools
Nicole Bishop, teacher, Norris Public Schools
Doug Christensen, assistant professor of education, Doane College
Nancy Christensen, teacher, Fremont Public Schools
George Conrad, educational consultant
Amber Cownie, teacher Lincoln Public Schools
Glenna Derr, teacher, Papillion-LaVista Public Schools
Rod Diercks, professor of Education
Karen Dux, curriculum specialist, Fairbury Public Schools
Debra Fetch, district math coordinator, Council Bluffs Public Schools
Marty Fetch, middle grades teacher, Council Bluffs Public Schools
Jackie Florendo, instructor in education, Doane College
Matt Flynn, teacher, Ashland-Greenwood Public Schools
Lyn C. Forester, dean of graduate studies in curriculum and instruction and associate professor of education, Doane College
Ann Foster, teacher, Gothenburg Public Schools
Tere Francis, ESL instructor, Doane College
Emily Griesch, accelerated certification director and EDL instructor, Doane College
Kay Hegler, professor of education, Doane College
Dick Hindalong, educational consultant
Jeff Ingraham, technology specialist, ESU 3, Omaha
Joan Jacobs, High Ability Education, Lincoln Public Schools
Barb Jacobson, educational consultant
Kim Jacobson, educational consultant
Marilyn A. Johnson-Farr, Dwight E. Porter Professor of Education, Doane College
Erica Johnson, teacher, Gothenburg Public Schools
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
Matt Kutscher, assistant professor of education, Doane College
Dana Martin, administration, Millard Public Schools, Omaha
Julie Martin, principal, Grand Island Public Schools
Jaime Messinger, educational consultant
Scot Moore, teacher, Lincoln Public Schools
Carla Osberg, educational consultant
Sue Pieper, teacher, Papillion-LaVista Public Schools
Gina Pospishal, teacher, Chambers Public Schools
Sue Rasmussen, assistant professor of education, Doane College
Michelle Rezek, teacher, Papillion-LaVista Public Schools
Mary Ritzdorf, teacher, Millard 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 Spurck, teacher, Papillion-LaVista Public Schools
Deb Stuto, accelerated certification director and EDL instructor, Doane College
Joyce Swanson, counselor and consultant, Omaha
Amber Tiefenthaler, teacher, Lincoln Public Schools
Barb Wallingford, teacher, Lincoln Public Schools
Denee Wehrs, instructor in education, Doane College
Cynthia Wendell, educational consultant
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   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 __________________

Location of Institution __________________

Date Undergraduate Degree Awarded

I have completed graduate classes 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.)

Please check one:

___ Please process my application for admission as a non-degree-seeking student.  Fee $30.00

___ Please process my application for admission as a degree-seeking AND/OR an endorsement-seeking student.  Fee $30.00

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   Accelerated Certification

Curriculum Supervisor Endorsement   Curriculum Leadership Degree

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.
The Family Educational Rights and Privacy Act 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.